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ANNUAL REPORTS

1917




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Columbia University  
Bulletin of Information

ANNUAL REPORTS  
OF THE  
PRESIDENT AND TREASURER  
TO THE  
TRUSTEES  
WITH ACCOMPANYING DOCUMENTS  
FOR THE YEAR ENDING  
JUNE 30, 1917

NEW YORK  
1917

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ANNUAL REPORT  
OF THE  
PRESIDENT OF COLUMBIA UNIVERSITY

*To the Trustees:*

Pursuant to the provisions of the Statutes, the annual report of the activities of the University for the year ending June 30, 1917, is submitted herewith. These activities have become so numerous and so many-sided that it is no longer possible, or even desirable, to attempt to refer to each one of them in the report of the President. The appended reports of the several Deans, Directors, and other chief administrative officers are themselves to be regarded as integral parts of the President's Annual Report and as such are now submitted to the Trustees for their careful study and consideration.

When on February 3 it was announced that the German Ambassador had been given his passports, it became evident that the entry of the United States into the war could not be long delayed. On February 6, an impressive Convocation of the University was held in the Gymnasium, at which the duty and responsibility of the University and of its members were set forth by the President, by Professors Giddings and Erskine, and by Dean Keppel, all of whom had hoped, and earnestly labored, for the maintenance and better security of international peace. On February 12, a Committee of the Faculties designated by the President for the purpose, met to formulate and to institute plans for preparing the University for national service. Professor Henry E. Crampton of the Department of Zoology pro-

War  
Conditions

posed a specific plan, which was adopted, for the organization of the teaching staff into eight corps and for enrolling officers, graduates, and students of the University in a way that would ascertain and record their specific qualifications for service. Through the aid of the Registrar and his assistants, 55,000 registration cards were issued, of which on May 10 some 18,000 had been returned with the information called for. These cards were then classified according to sex, special ability, specific equipment, and geographical location, under the direction of Professor Robert E. Chadock, of the Department of Economics, and the Columbia University Mobilization Committee for Women's Work. Officers in different parts of the University gladly offered their services, and in many cases assumed severe obligations as to hours and work in order to carry forward the undertaking. It was later a matter of pride and satisfaction that the United States Bureau of Education saw fit to point to the mobilization plan adopted at Columbia University as a model that might well be followed in essential points. The Bureau of Education sent a descriptive circular to this effect to institutions of higher education throughout the country.

Inasmuch as at the time there was no provision for military training in the University, an emergency training corps was organized by the Eighth or Alumni Corps, of which Mr. James Duane Livingston, a Trustee of the University, was Chairman. Early in April a Military and Naval Bureau was established in East Hall, with Mr. David Keppel, a graduate of the School of Architecture in the Class of 1901, as Executive Secretary. The work of this Bureau was concluded on June 10, at which date Mr. Keppel became associated with the work of the Red Cross. The success of the undergraduate drill, the large number of men who went to the first series of officers' training camps, and the plan for military training at Camp Colum-

bia, are all due in no small measure to the efforts of Mr. David Keppel. Through him the University secured, by the courtesy of the Canadian Government, the services of Lieutenant (now Captain) R. Hodder-Williams, who had seen service in France as an officer in Princess Patricia's Canadian Light Infantry, to take charge of the military instruction at Camp Columbia and later to have oversight and direction of the military training at the University itself. Professor Coss, of the Department of Philosophy, was designated Executive Secretary of the corps having charge of military instruction, and also acted as adjutant to Professor Crampton in the general work of University mobilization of which Professor Crampton, whose labors were devoted and untiring, himself had command. On April 10, the Columbia University Mobilization Committee for Women's Work, with Miss Virginia Newcomb, a graduate of Barnard College in the Class of 1900, as Executive Secretary, began work with offices in Philosophy Hall. By the end of the academic year this Committee had furnished 790 women for volunteer work and 25 for salaried positions. Of the volunteer positions filled, 600 were clerical, 25 were as lecturers, 11 as stenographers, and the remainder to aid in the sale of Liberty Bonds and for various forms of social service. No fewer than 2,756 individuals were interviewed and given advice by the officers of this Committee to aid them in securing positions where they could render service or in securing training that would fit them for such positions.

New courses of instruction of an emergency character were quickly provided in a variety of different fields by the Administrative Board of Extension Teaching and by the Faculties of Teachers College.

At the instance and under the supervision of Professors Pitkin, R. C. E. Brown, and Henry B. Mitchell, of the Division of Intelligence and Publicity, a series of War Pa-

pers was published for the purpose of informing and guiding public opinion as to different forms of possible cooperation with the Government. In addition, several special bulletins were issued by Teachers College to give information on specific topics connected with diet, cookery, and nursing. The Columbia War Papers had an enormous circulation, some of them being reprinted in editions of as many as 40,000 for distribution throughout the country. Inasmuch as various syndicates used these War Papers for different purposes, it has been estimated that they reached in all not fewer than twenty million persons.

In a special appendix to this report, prepared by Professor Coss, the exact record of all these various activities is set out in a form suitable for record and permanent reference.

It is not practicable to record, or even publicly to acknowledge, in this report all the devoted service that was rendered during the closing weeks of the academic year. Suffice it to say that the spirit of the entire University, officers, students, and alumni, was one of supreme devotion to a great national and human task. Never in its history has Columbia University appeared to better advantage or more accurately revealed its truest and best side.

Meanwhile, the teaching staff of the University has been heavily drawn upon for national service of the most varied character. Members of the Columbia Faculties are now to be found in high administrative posts at Washington, in charge of important research with direct bearing upon the conduct of the war, enlisted as officers in the army or navy of the United States, or engaged in some of the many new forms of civil administration that the war has called into existence. Several score of them are on the soil of France, either in hospital service, in ambulance service, in aviation, or preparing to take their place in the front line of action. Two Trustees—the Chairman of the Board, Mr. Parsons, and Mr. Dwight—were among the first

American officers to leave for France. They have been for some months past actively engaged in engineer work of an important character.

Close cooperation has been established between several of the scientific departments of the University and the Navy Department. For some weeks and until the Department could establish a training center of its own at Pelham Bay, there was maintained at the University a general course of training for the members of the Naval Reserve of the administrative district which includes New York. The Navy Department has formally established at the University the United States Navy Gas Engine School under the charge of Professor Lucke as civilian director. A number of University teachers have received commissions in the Naval Reserve in order to take effective part in the work of this school. The University is losing no opportunity to offer the fullest measure of cooperation to the various branches of Government service with which cooperation might be useful.

The disturbed financial and industrial conditions due to war, together with the rapidly growing burden of taxation, naturally affect the number and amount of gifts made to the University. Despite these Gifts conditions, however, the gifts received during the year ending June 30, 1917, were 154 in number and amounted to \$1,238,221.12. Of these the largest and most important was a gift in securities valued at \$586,500 for the construction of a building for the School of Business. The site for this building has been designated on the northeast corner of Broadway and 116th Street, and plans for the building have been prepared. The enormous rise in the cost of labor and materials due to the war has, however, rendered necessary the postponement of work upon this building, with the approval of the donor. Construc-



tion will be begun as soon as practicable. Other gifts of unusual importance were \$150,000 from Mr. Joseph P. Chamberlain for the endowment of a Professorship of Legislation in the Law School; \$127,500 for the School of Dentistry Endowment Fund, of which \$100,000 was given by Mr. James N. Jarvie; \$75,000 from Mrs. William D. Sloane as an addition to the Sloane Hospital for Women Endowment Fund; \$68,000 from an anonymous donor for the Church and Choral Music Endowment Fund; and \$15,000 from Mrs. George G. De Witt to establish a scholarship fund in memory of the late George G. De Witt of the Class of 1867.

For the purpose of comparison with previous Reports, there follows the usual summary of gifts in money received during the past year by the several corporations included in the University.

Purpose	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
General Endowments		\$1,500.00			\$1,500.00
Special Funds	\$513,865.86	10,703.31	\$26,554.00		551,123.17
Buildings and Grounds	597,659.64	300,000.00	25,000.00		922,659.64
Immediate Use	126,695.62	10,267.65	22,332.70		159,295.97
<i>Totals</i>	<i>\$1,238,221.12</i>	<i>\$322,470.96</i>	<i>\$73,886.70</i>		<i>\$1,634,578.78</i>

The following statement records the gifts made in money alone since 1890 to the several corporations included in the University:

1890-1901 . . . . .	\$5,459,902.82
1901-1916 . . . . .	24,912,706.86
1916-1917 . . . . .	<u>1,634,578.78</u>
<i>Total . . . . .</i>	<i>\$32,007,188.46</i>

The Congress of the United States, in drafting the War Revenue Act, has wisely provided that contributions or gifts actually made within a given year to corporations or associations organized and operated exclusively for religious, charitable, scientific, or educational purposes, no part of the net income of which inures to the benefit of any private stockholder or individual, to an amount not in excess of fifteen per centum of the taxpayer's taxable net income as computed without the benefit of this provision, shall be allowable as a deduction from taxable income for that year. This is clear and satisfactory recognition of the principle that private money contributed for public purposes shall not be taxed, at least up to the limit fixed in the statute. Complete recognition of this principle would require that private money given for public purposes should be exempt from taxation no matter what relation its amount may bear to the giver's taxable income. The limitation set by the Congress is probably due to a fear that if full recognition were given just now to this undoubtedly sound principle the Government might suffer loss through its abuse by unscrupulous persons.

Taxation  
of Gifts

While recognizing this sound principle so far as it related to gifts, the Congress in the same War Revenue Act violated it by imposing an onerous and highly disadvantageous tax upon legacies and bequests to charitable, educational, and religious institutions. The first step in this direction was taken in the Act to Increase the Revenue, approved September 8, 1916, which contained no exemptions whatever of property passing to educational or charitable uses. The provisions of this Act were amended by the Act of March 3, 1917, so as to increase, by fifty per cent., each of the rates fixed by the Act of September 8, 1916. The amount which the Government will receive in revenue from these provisions, if they are kept upon the

statute book, will be very small in comparison with the grave damage thereby inflicted upon the educational, philanthropic, and religious institutions of the country. It would be indeed disastrous if the many and far-reaching changes that are to accompany the war and the new forms of taxation which the war will compel, took such a form as to imperil the effectiveness and even the existence of the great philanthropic and educational institutions of the country. It is the well-established tradition of American life that all possible encouragement shall be given to those individuals and groups of individuals who labor to aid the spiritual and intellectual life of the nation or to relieve suffering and want, by building up and maintaining institutions of religion, of philanthropy, and of education. In many states indirect aid is given to such institutions through the exemption from taxation in whole or in part of property actually occupied by them or used solely for their institutional work. As a result of this wise and far-sighted policy, there have been built up in the United States, without public tax, a great group of religious, philanthropic, and educational undertakings that are the glory of the country and the envy of other nations. To institutions of this kind there has been for nearly a century past a constant flow of private benefactions. Legacies and bequests made to them are, as a rule, free from the usual transfer and inheritance taxes, on the principle that these legacies and bequests represent private moneys transferred to public uses. If the effect of taxing gifts, legacies, and bequests of this kind were to dry up the streams of benefaction by which so much of all that is best in the United States has heretofore been fertilized and strengthened, the result would be lamentable in the extreme. Thirty-four States and the Territory of Hawaii exempt, in whole or in part, from the operation of their several inheritance tax laws, bequests for educational,



charitable, and other public purposes. The Act to Provide Ways and Means to meet War Expenditures, approved June 30, 1898, as originally enacted, contained no exemption of gifts to charities, but this defect was remedied by the amending Act of March 2, 1901. Later, by the Act of June 27, 1902, the Congress provided that the Secretary of the Treasury should refund all taxes which had been paid upon bequests or legacies of this character under the terms of the original Act of 1898. In this way all taxes levied under the act mentioned, upon property passing for religious, literary, charitable, educational, and other similar uses were repealed.

The strongest possible pressure should be brought to bear upon the Congress to take similar action now and to exempt, without delay, from the operation of the federal estate tax law, legacies and bequests to educational, philanthropic, and religious institutions. To urge this is not to ask a favor, but rather to assure the continuance of a characteristic American public policy, the results of which have been beneficent in the extreme and greatly to the credit and advantage of the American people.

A single illustration may suffice to make clear what the effect would be were the present provisions of law to be continued without amendment or repeal.

The will of the late John Stewart Kennedy of New York, upon its publication, was hailed throughout the world as a model of wise and well-ordered philanthropy. Mr. Kennedy's total estate amounted to approximately \$71,100,000. On an estate of this amount the federal tax, computed in accordance with the provisions of existing law, would have amounted to \$10,665,000. Were this great sum to be subtracted from bequests to private beneficiaries, there might be no just ground for criticism. But the burden of this tax would have fallen upon Mr. Kennedy's residuary estate, and that residuary estate was

left, in major part, to public institutions established and maintained for educational, philanthropic, and religious purposes. A computation has been made to show how each of these residuary legatees would have been affected had the present federal estate tax law been in force at the time of Mr. Kennedy's death in 1909:

Legatee	Bequest	Deduction for Federal Tax	Amount Receivable after Deduction in Tax
Presbyterian Church: Aid for Colleges and Academies	\$829,000.00	\$166,000.00	\$663,000.00
Church Erection Fund	2,490,000.00	500,000.00	1,990,000.00
Church Extension	1,660,000.00	332,000.00	1,328,000.00
Foreign Missions Board	2,490,000.00	500,000.00	1,990,000.00
Home Missions Board	2,490,000.00	500,000.00	1,990,000.00
American Bible Society	829,000.00	166,000.00	663,000.00
Charity Organization Soc.	829,000.00	166,000.00	663,000.00
United Charities	1,660,000.00	332,000.00	1,328,000.00
New York Public Library	2,490,000.00	500,000.00	1,990,000.00
Metropolitan Museum of Art	2,490,000.00	500,000.00	1,990,000.00
Presbyterian Hospital	2,490,000.00	500,000.00	1,990,000.00
Columbia University	2,490,000.00	500,000.00	1,990,000.00
New York University	829,000.00	166,000.00	663,000.00
Robert College	1,660,000.00	332,000.00	1,328,000.00
<i>Totals</i>	<i>\$25,726,000.00</i>	<i>\$5,160,000.00</i>	<i>\$20,566,000.00</i>

As has frequently been pointed out in these reports, the rapid and almost alarming increase in the University enrolment has been in the face of steadily advancing standards of admission and of graduation. There seem to be endless thousands of ambitious men and women who are ready to meet any test of time or scholarship in order to put their names upon the rolls of Columbia University and to enjoy its advantages. Yet it must be borne in mind that while

Problems of  
Size

the sum total of the annual enrolment is literally enormous, this enrolment is divided among so many different units of administration that it is only at one or two points that actual congestion occurs. One of these points is now in Columbia College, and another is—or was, previous to the war—in a few departments, notably English, in the Graduate Schools. The present year has seen what is something like a congestion in the School of Medicine, but whether the conditions that have brought this about are likely to continue or are only temporary, cannot at the moment be definitely ascertained. It seems plain that since examinations of exceptional difficulty, or previous academic residence of not less than two years, are insufficient to keep down the attendance at Columbia, some additional test must be devised and applied in order to make sure that the resources of the University are being expended only upon the education of those whom the University thinks it really worth while to train.

No arbitrary rule of limitation is either practicable or just. If attendance in a given School be limited to, say, five hundred, the five hundred and first applicant for admission may present a record and credentials that would justify his being preferred before one-half or even two-thirds of those who had preceded him. Probably the only additional test which the University can apply is one of selection by its own officers and representatives. In a general way it may be said that the attitude of the University at present is that it will accept any one as student who is not shown to be unfit or unprepared. It would be wise policy to retreat from this position, which is that held by colleges and universities time without end, in order to fortify and to hold the position that the University should itself, by an affirmative process of selection and not merely by a negative process of exclusion, choose those upon whom it wishes to expend its funds and its

energies. If there were but a single college and a single university in the United States such a policy could not be followed without public damage. But inasmuch as opportunities for higher education, both general and professional, exist on every hand and in great variety, there seems to be no reason why Columbia University should not say that, in order to prevent the further over-taxing of its financial resources and the energies of its teachers, it will hereafter select, by such process as it deems fit, those students whom it will receive. The existing examinations for college admission and the existing requirements of previous academic residence for admission to the professional schools or to the graduate schools would, of course, be maintained, but they would be maintained solely for the purpose of creating an eligible list, from which eligible list would be selected, year by year, those whom the several Faculties wished to accept for instruction and training. The one serious difficulty in the way of the adoption of such a plan is to be found in the fact that it requires both labor, a faculty for decision and a willingness to accept responsibility, which human qualities are no more superabundant within a university than outside it.

The University's work in Extension Teaching, including the Institute of Arts and Sciences, represents, and most creditably and honorably represents, the University's service to the general public and to the great company of those students who, by reason of occupation or otherwise, can only attend for instruction at late afternoon and evening hours. From the view-point of public policy, therefore, the University is at liberty to take such steps as it may think wise in order to restrict the number of students in residence to those whom its resources enable it adequately and properly to care for, and who at the same time have been definitely selected be-

cause of their record, their personality, and their promise. The sooner that such a policy can be entered upon the better for the University.

In the Annual Report for 1916 in discussing the question of the College degree (pages 10-13), it was pointed out that Columbia College is not only a college in the ordinary sense, but that it is also the collegiate member of a great university system. The College was there described as the vestibule through which great numbers of students constantly pass on their way to highly organized professional study of one sort or another. It was made clear that this fact has a direct and powerful influence in shaping the College program of study.

A Junior  
College

While Columbia College has been taking on this form, it has grown so greatly in numbers as to offer a very real educational problem. For years past it has been the definite policy of the College to learn as much as possible about the life history, the intellectual and moral characteristics and the ambitions of each individual student, with a view to offering him instruction and guidance particularly suited to his own nature and his own needs. By the devoted labors of the Dean, the assistants to the Dean, and the various undergraduate advisers, this policy has been carried out with a large measure of success. The continued growth of the College in size, however, makes this increasingly difficult and also brings clearly into view the fact that Columbia College of the present day carries upon its rolls two very different types of student. There are, first, those students who are College students in the traditional sense. They intend to spend at least three years, and probably four years, in the pursuit of those liberal and elegant studies which have long since established their primacy as instruments for the education



of a scholar and a gentleman. Then there are those students, rapidly increasing in number, who come to Columbia College with the definite notion of preparing themselves as speedily as possible to meet the requirements for admission to the Schools of Mines, Engineering, Chemistry, Medicine, Law, Architecture, Education, Journalism, or Business. Of the present College enrolment of about 1200, perhaps 700 students fall in the former class and probably 500 in the latter. This division of enrolment and of interest suggests that the time has come when there might be established in the University a Junior College—a term which has come to have a specific meaning in this country—separate from Columbia College, either under the care of its own Director and Administrative Board, or under the continued supervision of the Dean and Faculty of Columbia College, designed especially for the care and direction of those students who are definitely preparing themselves for professional studies from the time of college entrance, and who wish to enter upon those studies with the least possible delay.

The ground for such a separation has been prepared by the recent action which established the degree of Bachelor of Arts as the sole credential to be awarded upon the recommendation of the Faculty of Columbia College, and which requires that candidates for that degree shall not be permitted to take any professional option earlier than the Senior Year. All such students are really students in Columbia College, as that designation has existed for generations. The other type of student is in College because he is required to be there as a condition precedent to entering upon professional studies at any university of the highest class. Were the policy indicated to be pursued and a Junior College established, the Dean and Faculty of Columbia College would thereby be put in position to treat the Columbia College student

as they would like to treat him and as he would like to be treated, while the student in the Junior College would be able to receive, under the most favorable conditions, precisely what he wants without thereby affecting the policies of the Faculty toward students of a wholly different type.

Were such a distinction between Columbia College and a Junior College to be drawn, it might then be practicable to look forward to a time in the not distant future when Columbia College may be made a residential college in accordance with the best English and American traditions. Hartley and Livingston Halls, with a capacity of some 600, might be set aside for Columbia College and the attendance limited to so many as could be provided for in those Residence Halls, together with a restricted number living at their homes in New York and vicinity, or in registered fraternity houses. The scholarship funds already established, and that to be established under the terms of the will of the late Miss Kate Collins Brown, might be so administered and applied as to attract to Columbia College the best type of American student from all parts of the land. Such a prospect must make strong appeal to the imagination of those who, looking back upon the old College of thirty or forty years ago, wish the Columbia College of the future to represent everything that was good in the college life and work of the last generation and to add thereto everything that is helpful and uplifting in the life of the present. During the years of rapid University development, Columbia College has been of necessity more or less the creature of circumstances. While endeavoring to pursue its own college policy, it has been compelled at the same time to endeavor to serve the needs of a large and many-sided university. May it not be that the time has now come when a Junior College will take excellent and sufficient care of these needs and so set

Columbia College free to resume without farther interruption or hindrance the natural lines of its own collegiate development?

The step now suggested could be taken without expense and by a mere stroke of the pen, since it is wholly a matter of reclassifying and regrouping students who are already in residence according to the degrees for which they are candidates. Columbia College students of the type first referred to are all candidates for the degree of Bachelor of Arts. Columbia College students of the second type, who would then become students in the Junior College, are all candidates for the degree of Bachelor of Science in one or another of its various forms.

The suggestion for the establishment of a Junior College is offered as an easy and practical way of meeting the very real difficulties that have arisen in Columbia College owing to its size and the diversity of interest and aim among its students, as well as a means of sharpening and defining the place of the historic Columbia College in the Columbia University of today and tomorrow.

No academic officer can be indifferent to the criticisms that are constantly levelled against the effectiveness and worth of college teaching. The causes which give ground for these criticisms are numerous, and some of them at least are elusive. There can be no reasonable doubt that part of the difficulty arises from the fact that many college teachers are not really college teachers at all, but men who should be engaged in other forms of intellectual work. They might, for example, be useful and successful men of letters; or they might be meritorious, or even distinguished, in conducting research and in guiding graduate students. College teaching is something quite different from either of these, and it is worthy of pursuit as an end in itself. Its

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present ineffectiveness, in so far as it is ineffective, may be traced, first, to a false philosophy of education which decries and derides discipline, thoroughness, and the invaluable training which follows upon the successful performance of hard and unwelcome tasks. It is due in part also to the mad competition, not only between colleges, but between departments in the same college and even between teachers in the same department, for a goodly number of students. This has led to the attempt to make college teaching entertaining and attractive by making it superficial and flippant. Wherever the lecture system has displaced teaching, this result is easily possible and often already apparent. There is probably no college in the land where an ambitious young American cannot today secure a thorough college education of the best type, if he insists upon getting it; but, on the other hand, there are very few colleges in the land where it is quite certain that by spending four years he will get such an education. It is just here that the difficulty lies. When the critic of the colleges cries out in public against their deficiencies, he has his eye not upon the saved, be they many or few, but upon the lost, be they few or many. Yet it is rather distressing to find it publicly stated that it is the judgment of high officers in the United States Army that the American youth brought to them for training by the operation of the Selective Draft Act are both mentally and physically slouchy. This is not an agreeable word to have to use in description of the young men of the nation, but it is precisely the word to use of those teachers and those influences that have brought them to this pass.

How are conditions like these to be met and overcome? The experience of the present war may suggest remedies. Indeed, one of these remedies has already been forced upon public attention by the wholly admirable results of the three months or less of intensive training given in the

officers' training camps at Plattsburgh and elsewhere. Here young men of college and university age have been set at definite tasks in orderly fashion, and kept at work under close and intelligent supervision. They have not been talked to or droned to while sitting in rude and discourteous postures in an ill-ventilated room, taking occasional notes of what they only partially understand and listening to something in which they are only slightly interested. The college men who have exchanged a college for Plattsburgh have been compelled to stand, to walk, and to sit erect, to keep their persons and their clothing clean, neat, and in good order, to be respectful to their elders and superiors in rank, and to devote themselves unceasingly to something that was plainly necessary for the task in which they were soon to engage. All this is most illuminating and it suggests a proper framework for a college program as well as for the instruction of a Plattsburgh camp. A slouchy mind expresses itself in a slouchy body, and a slouchy body readily invites a slouchy mind. The college is too often slouchy and attempts to entertain when it should instruct and discipline.

The other side of the picture is brighter. The Columbia College of a generation or two ago, obvious as were its deficiencies, certainly trained leaders of men. To confute those who think that there is no correspondence between undergraduate achievement and subsequent success in life, one need but turn to the Annual Register of Columbia College for 1889-1890, where on pp. 20-22 are printed the names of the First Honor men in each succeeding class, beginning with that of 1859. A slight acquaintance with the men of consequence in New York and vicinity will soon show that this list contains an exceptionally large proportion of names of men who in later life attained positions of large service and high distinction.

None are in better position to judge of the worth and effectiveness of present-day college teaching and to contrast it with the college teaching of the past generation, than those who, as teachers of graduate students in professional schools, have hundreds of college graduates pass under their eyes each year. Therefore, the opinions have been sought and are here published of four officers of the University whose experience is perhaps unrivalled and whose observations and opinions will carry the greatest weight.

Dean Stone of the Faculty of Law writes (August 5):

I do not suppose any teacher in a professional school would have any doubt as to the very great benefit of college training to men entering any of the professions. I have had unusual opportunity, both as teacher and student, for comparing the college graduate with the non-college man engaged in professional study. Other things being equal, the college man is superior in two ways, first in his method of approach to new intellectual problems and, second, in his ability to generalize, to orientate and then to see the particular in its proper relation to the whole.

With respect to the first of these qualities, the intellectual training of the college student and his experience in mastering new subjects gives him increased facility in approach, in taking up the study of his chosen profession. And I may add that business men are finding this is a quality which counts in taking up a business career. So that although the college man goes into business later in life than the boy who graduates from High School into business, nevertheless, he is likely to go much further and in the end do much better, than the High School graduate.

He knows how to read intelligently, to sift the essential from the non-essential, and to arrange his selected material in orderly fashion and to reason from it with some reference to logic. He is not thrown off his balance by novel ideas. In all these particulars the non-college man is at a disadvantage. He lacks method and ability to grasp new intellectual situa-

tions. He loses time and wastes energy in straying into by-paths.

The ability to generalize and to see the particular in its relation to the whole differentiates the professional man of broad training and scholarly attitude from the man whose training has been narrow and technical. Of course, the college man may get only narrow and technical training in professional school, if that is the only kind of training it has to offer, but if its aim is higher, it must have college-trained men as students in order to do its work effectively. Philosophical treatment of a professional subject is likely not to make much appeal to the non-college graduate and in any event it is more likely to be beyond his intellectual power than is the case with the college man.

Of course, it may be said that I am speaking of the ideal college man, and to a certain extent this is true for I believe that all educational problems should be dealt with from the point of view of the intellectually competent and ambitious. But I think that what I have said applies also of the average man who reasonably avails himself of his opportunities during his three or four years of college life.

On the other hand, most teachers in the professional schools would agree that the average college man has faults in his intellectual equipment, which if not due to his college training ought at least to have been remedied by it.

He too often lacks thoroughness, he may get through without having formed habits of industry. He is inclined to accept what his instructor says as gospel truth without questioning its soundness and to a considerable number of men, a college education means learning as nearly verbatim as possible what the instructor says and remembering it long enough to write it down on an examination paper. The result is that with some students at least the critical faculty is slightly developed and the capacity to form independent judgments is wanting.

With reference to these specific criticisms, I believe teachers in colleges have a great deal to learn from the methods and practices of professional schools of the higher type. It is only

fair to say that my observation is that Columbia College has shown immense improvement with respect to these subjects of criticism in recent years. And we are getting a much better average grade of Columbia men in the Law School than we did some years ago.

On the whole, I think the college man of today is much more broadly educated than were his predecessors of twenty years ago. He knows more of economics and the social sciences and he is more a man of the world. I am inclined to doubt whether the better men are as profound or accurate thinkers as the same type of men twenty years ago who concentrated on a narrower range of subjects which were consequently studied more intensively.

I observe generally that the average college student of today has a radical tendency due in part, no doubt, to the trend in that direction of our political thinking. This is a wholesome condition when it is based on accurate observation and sound thinking, but I cannot avoid the conclusion that this tendency has been unduly encouraged by the fact that our colleges have attracted to their faculties a considerable number of loose thinking sentimentalists who seem to be much more impressed with the dramatic quality of their utterances than influenced by the desire to arrive at the truth. In fact, I believe the most immediate problem of our educational institutions is to devise some method of attracting to their faculties a greater number of men of brains and balance.

Dean Lambert of the Medical Faculty writes (September 24):

Since I have been dean of the College of Physicians and Surgeons (1904-1917), the minimum requirements for admission to the College have been raised from a high school diploma plus an entrance examination to the completion of two years of college work. During this period of thirteen years, therefore, I have seen the character of the preliminary education of the student in the school undergo a complete revolution. Of course, there was always in the school a considerable num-



ber who exceeded this required minimum, and even thirty years ago (1885), when no preliminary education at all was required, there were fourteen per cent. of graduates holding baccalaureate degrees.

The quality of the educational requirement for admission has changed during my deanship, as well as its quantity, until now the college years must include eighteen hours out of thirty of prescribed work in language and preparatory sciences or, measured in Columbia College points, thirty-six out of sixty-four are predetermined.

The medical students of today, as a class, are trained intensively in science and in English, to the exclusion of Greek, Latin, and advanced mathematics. Such a training undoubtedly fits them for successfully beginning the work in medical education with understanding and without an initial interval of hopeless and discouraged floundering with new concepts and an unknown nomenclature. When every student begins his course in medicine, however, he finds himself in an entirely new kind of work. The atmosphere of leisure and of casual thought which adheres to a college curriculum of fifteen to twenty hours a week of required attendance in laboratory or classroom is inconceivable in connection with the course in a medical school with its one thousand hours a year crowded into thirty weeks, as required by the state laws governing medical practice and education.

The medical curriculum is still a nightmare as seen from a collegiate viewpoint. The student's time is overcrowded with the acquisition of facts and of technical skill and with the intelligent correlation of theory with practice. The urgent need today is for the addition of a fifth year, both to secure a longer hospital experience and to increase the scientific training, but especially to introduce periods of rest for thought and quiet study.

Success in following the present four-year curriculum depends on a personal equation more than on a college training. It has frequently been noted that the young man who has devoted himself in college to the extra-curriculum activities, such as college business or editorship, or even athletics, and

whose class-standing is only medium but 'safe', will make a phenomenal success in the professional work of a medical student. I believe such a case is explained in part by the fact that that individual has found in medicine a peculiar interest, but more by the fact that he has a mental discipline for intensive work which enabled him to master in a short time enough of his college class work to pass him, while he gave most of his time and energy to excel in his extra-curriculum interests. The mental discipline of a college training is due, in other words, not only to the curriculum, but to the influences of the whole environment of the institution. I see no difference in the mental discipline of the men who come to the College of Physicians and Surgeons after four years at college as compared with those who remain there only two years. I find it a question of the individual and of his age rather than of his education alone.

The same is true of the student's capacity for work. It is an individual characteristic. It is not infrequently noticed that a student's capacity for work will improve during his stay in the school and it has been suggested that the inclination to hard work is lessened in students with bachelor degrees as compared with those who have only two years of college to their credit. I am not ready to endorse this view unqualifiedly as due to the influence of a modern college education.

It is a noteworthy fact that raising the standard of entrance to eliminate all students with less than two years' credit has not reduced the number of failures to complete the full course by any very large amount; about one-fifth of all students who enter the school fail to graduate.

You ask also for a comparison of the college-bred men of today as compared with those of twenty-five or thirty years ago. I omit from this comparison the old students with no special education at all who formed a majority of the students at that time. The elimination of this class of students from the College has permitted the removal from the curriculum of the courses in elementary anatomy. Twenty years ago, the anatomical department was used as a training field to instil in these untrained students a mental attitude and discipline

which is now acquired in college work by all the students of medicine in Columbia before they begin their medical work.

The college man of the '80's' had a less specialized basis for his education than the medical student of today. He had a classical training and, except in those colleges in which the course was diversified by too much electives and therefore dominated by too many subjects all left at elementary stages of development, the college-bred man had received a broader education than the medical student of today with his two years of intensive work on premedical science. But such a man had a difficult beginning with his professional training and that too in spite of the fact that medicine of thirty years ago knew nothing of modern specialties and of the medical sciences of bacteriology, clinical chemistry, and pathology.

I believe that the college education of thirty years ago, as compared with that of today, placed in a man's soul a better potential for the educated physician to be a Doctor in fact as also in name. It gave him no better chance, perhaps, to succeed in the material things of his profession, but certainly it gave a greater chance for him to enjoy whatever success he may achieve and to appreciate the lives and the work of others, both of his contemporaries and of past generations.

Modern medicine demands an intensive education, both as a preparatory and as a professional course, and modern social conditions deny to the majority the time for a broader line of study during the undergraduate years. But I am convinced that it is no waste for any man to attempt to secure both.

Dean Russell of Teachers College writes (August 15):

The following statement is based on my recollections of the classical course in Cornell University thirty years ago and observation of the work of three sons in Cornell, Haverford, and Columbia, respectively, and of Teachers College students in general.

My college course was largely prescribed, although at the time a choice was given between courses leading to the degrees



of A.B., Ph.B., and B.S. The teaching for the most part was abominably poor, the equipment meager, and the care of students negligible. Only three men influenced me to any appreciable extent: Hiram Corson, by reading good literature to us and commenting on it; Benjamin Ide Wheeler (a young professor in my senior year), by talking about Greece and her glories; and Jacob Gould Schurman (my senior instructor in philosophy), who by his consummate skill as a lecturer led me to study and think for myself. There was apparently little team work in the Faculty, and comparatively little serious study on the part of students. I should judge that three-fourths of my classmates escaped without the smell of academic fire on their garments, and none of them was seriously singed.

In contrast with this, my own boys have been required to work; they have almost invariably had good instructors, and they have come out much better equipped than I was. They have had the benefit, too, of closer supervision (at least in Haverford and Columbia), and gained a broader perspective from their studies. This is doubtless due in part to the more flexible curriculum in the modern college, and to more humane consideration from deans and other pastoral officers.

My opinion is that there has been extraordinary progress in the efficiency of collegiate instruction in the last thirty years. The curriculum is broader and the teaching better. The students are under wiser surveillance and are graduated better prepared to take the next step.

It should be borne in mind, however, that a generation ago a few boys had relatively a better chance than is offered now. Boys from cultured homes who could afford to attend good schools had a great advantage over those who came to college poorly fitted, or, put in another way, the number of poorly prepared boys was relatively greater than it is now. The handicap upon the poorer students was a serious obstacle, both for the boys and their instructors. A fair task for the majority was too light for the best. The inevitable outcome was discouragement for the poorest, if a reasonable pace was set, or the habit of dawdling for the best, if the capacity of the poorest or the average was considered. The latter course being the rule in

most classes, those best at the beginning were not always best at the end.

Nowadays the average standing at the beginning is much higher, the extremes are not so far apart, and better teaching and supervision beget more orderly progress. Under present conditions, the capable student has less inducement to form bad habits; and if he is studious, I see no reason why he should not excel to an even greater extent than he might have done under the old plan.

I put no confidence in the assertions sometimes made that college graduates of today are less disciplined, less cultured, or less capable than those of a generation ago. Surely those I knew were not overburdened in any of these respects. They were then as now just a little less 'raw' at the end than at the beginning. If a change is noticeable in the product, it is due primarily to the change in the type of material. Today students go to college with all kinds of cultural backgrounds; it is a cosmopolitan aggregation representative of our cosmopolitan population. In the last generation college students were more homogeneous; they represented the America of thirty years ago, not the America of today. In intellectual equipment, however (and that is the only quality tested), there is far less diversity now than then, and the average is much higher.

There are in my judgment two conspicuous weaknesses in the college graduate of the present time; one is due to the administrative policy of the colleges in the last thirty years, and the other is incidental to our present-day standards of life.

1. The colleges have steadily forced up entrance requirements by exacting more in quantity rather than better quality. The result is that boys come to college a year or two too old, and because everybody knows they should be engaged in professional preparation at twenty, they can't be kept in college for a four years' course. Hence, in all colleges but the poorest, the strictly collegiate curriculum is now reduced to two years—a period too short for a boy to become accustomed in a new environment and get the best from it. It were better to reduce the requirements for entrance to what boys of sixteen can rea-

sonably be expected to meet and stress quality of preparation rather than quantity.

2. The other fault is in limiting the requirements for admission to purely intellectual tests. The present system of examinations serves notice upon every teacher that only intellectual attainments count, that sufficient knowledge and technical skill to meet certain tests are all that the candidate need acquire, and that no account will be taken of the methods by which the teacher teaches or the learner learns: whereas every teacher knows that the ways of teaching and learning are of fundamental importance. The boy who acquires the habit of gaining his ends by fair means, if possible, but by foul means, if necessary; who reckons his success by the number of winnings, regardless of the methods used, is acting in characteristic American fashion, but not in a way to promote the best in American life. Moreover, the college is at fault, not only in forcing such methods upon the schools, but in continuing the same methods in dealing with its students throughout their course. It stresses intellectual ability of a particular kind to the exclusion of moral worth.

The popular discontent with the product of our schools and colleges is due, in my opinion, to the lack of moral fiber and of practical efficiency in their graduates. Both moral fiber and practical efficiency are the result primarily of the ways of teaching and learning, and only incidentally of what is taught or learned. We need both intellectual ability and moral strength. The colleges can render the highest patriotic service in this time of national need by examining schools and teachers along with their pupils, and letting it be understood that honest methods of work and integrity of purpose are at least of as much worth as the mere winning of the game.

Director Talcott Williams of the School of Journalism writes (September 13):

The basal difference between the American College now and forty years ago is that the intellectual life was to the fore then as the decisive factor in the life opinion and policy of

students. No one can doubt that in the college before 1875 to 1890, when the new life began, the writer, the speaker, the student of scholarship, had relatively a better chance to win student honor, honors and recognition in the fraternities, in class organizations, and in Senior societies where such existed than today. The valedictory, the 'Lit' triangle or a certainty of winning the great speaking prize at the end of the course once made a man pretty sure of a Senior Society in Yale. These do no longer. So elsewhere. Who knows the Phi Beta Kappa man now? Who did not know him once? A College Fraternity once needed him to hold its place in its own college world and with its alumni. It needs him no longer.

The Faculty as well as the student recognize the fact that the hegemony of college life rests with the precise type of men who in the wider world of material success carry the day. This is the reason the big corporations turn to the athlete, and the man active in college activities because he is exactly their kind of men. Students know this. The faculties know it. The College Employment Bureau knows it better than any one else. The American College, in its internal organization and its conspicuous student honors, has frankly accepted the qualities and powers, the type and character, which makes for material advance rather than those which stand for intellectual devotion.

This change has been accompanied *inter alia* by a large increase of college men in the general management and higher command of American railroad systems. I can quote no figures, but between 1875 and 1890, in my newspaper work, I very infrequently met graduates among railroad men, except among the technical officers. Charles Francis Adams emphasized the employment of college men in his brief management of the Union Pacific between 1884 and 1890. From 1895, the number of college men in railroad offices steadily grew. They are today numerous and some railroads, for a wide range of executive posts, require academic training. Since 1900 the same change has come in the managing staffs of the great integrated industries. While the share going into

business in our larger eastern colleges has increased, the proportion entering the professions has decreased, and the number of college graduates distinguishing themselves in literature has greatly decreased. No one would venture to place the literary men our colleges sent out from 1865 to 1910 on a level with those sent out in the forty-five years from 1820 to 1865. In the later period, with the great increase in the study of literature, the literary output of our colleges has relatively lost in value while college life has permeated the virtues efficient in business and regarded less than in the previous period, 1835 to 1875, the ability, aptitude, aspiration, and achievement which takes shape in letter. Similar comparisons could be presented in other fields. They are not conclusive, but they are worthy careful consideration at a time when year by year the student body of our colleges gives its applause, approval, and acceptance to the virtues of the market-place rather than to the inspiration of the Grove.

This view has come to me after many years' observation of the young collegian.

I was in contact with newly graduated college students entering the service of the Philadelphia Press, for more than thirty years. For six years, I have been teaching classes made up, for more than three-fourths of their membership, of college graduates. I have, during my newspaper work in Philadelphia, seen high school graduates addressing themselves, as beginners, to the same work as college graduates. I was myself in college, 1869 to 1873, in Amherst when courses in science, modern languages, and English literature had been introduced only to about one-third of the college curriculum. The remainder was devoted to Greek, Latin, and mathematics, obligatory for three years and taken by most of the students for four, taught along the old lines, with a rigid and somewhat mechanical drill, but one which, aside from other advantages in these studies, brought before a student sharp, definite, and easily measured standards.

My comparison of the college undergraduate is therefore with a somewhat distant period, ruled by conditions which have now everywhere disappeared, even in colleges which lay



emphasis on the familiar trivium of the past. A distinct change in the college student, as I had known him, was apparent to me about twenty-five years ago, at a date which I should place between 1890 and 1895. From whatever college he came, and the Philadelphia Press drew its recruits from 'small colleges' rather than from large, the college graduate of today knows the world without far better than his predecessor of thirty to fifty years ago. He knows more of affairs in general, though he is far less interested in politics as such, and knows less. The college graduate has a wider personal acquaintance. He has visited other colleges. Fraternities, debates, and athletics have made the college world more one, than a generation ago. Cities, the theater, social life, causes and movements, the field of contemporary letters and art are more familiar to the student than in the past. He is less cloistered than he was and beset by more distractions.

All this has been purchased at the cost of a life far less ordered, concentrated, and regulated than in the past. The teaching of the college is far better than it once was. The old lack at this point is incredible. Laboratories, apparatus, libraries, methods, and the intelligent use of sources have all improved until they make of college another world. The teaching staff like the student has its more vigorous contact with outer life and the frequent assertion that great personalities were once abroad in all the old colleges is a myth born of unconscious mendacity and slow time. Such men there were—sometimes—but they are just as common now, better educated and displaying very much better manners.

But the student has lost at one point and the graduate shows the loss wherever he goes. The new college does not require hard drill, unremitting work. It is far harder to probe a man's actual knowledge in modern studies than in the classics and mathematics. Deficiencies are more glaring in the latter. Many students work in spite of a careless college life, but to a large share toil is both irksome and unaccustomed. Habits of hard daily work acquired in high school are lost in college. The young graduate who has been leading a life 'glittering as a summer brook' works by fits and starts. He



must have his amusements. He has not been schooled in punctuality, and to the ready desire to surrender his own convenience and relentlessly to hang on the job.

The number of college graduates who turn from one field to another and another, in the first five years after taking their degree, is very large. A much larger proportion of professional students do not practise the calling for which they have been trained. Nearly half of eastern college graduates go into 'business', often more than half. Neither they nor their families know how to find places or for what places they are fit. The colleges make a wholly inefficient provision for such men. It is appalling to see the time lost by young graduates before they find themselves, or their jobs. With the professional graduates, the path was direct. It is not now.

The technical schools do better. Schools of business are, in a measure, meeting this defect. Professional schools recognize this need, but vary much in the attention, effort, and organization paid to directing their graduates to the place for which they are fitted. Employment agencies in our institutions do their best, but a college ought to organize its whole staff to decide what men can do, and find the place when they can do it. The average family is blind from ignorance and lack of horizon.

Here as elsewhere, the college is loose-jointed. Our industries, our business, our technical pursuits and our organization of life have tightened up at all points. Time clocks, and time-keepers, cost sheets, records of work done, charts, efficiency curves—an entire machinery for drill, discipline, speed, punctuality, and increased output has grown up in the last thirty years. The college has neither learned nor heeded this example.

It still remains a place, as Mr. Barrett Wendell argued it should be, where men step aside and use a wide margin of leisure at will.

For this the modern world has no place and should have no place. The College has all in its hands. Its degree never counted for more. For a great host, it holds the keys of social as well as intellectual life. It can, if it pleases, make its own

standards. In a country where the share held by graduates in directing positions, as shown by 'Who's Who', has grown twenty per cent. in about twenty years, a college education is of increasing value, because as population, wealth, and production grow bigger and bigger, any organization for the life of youth is better than none; but no one can watch, in journalism for instance—and, relatively, a calling small in number—how hard it is for a college graduate to find a good place, and how easy it is for a professional school to get one for him, if it gives time and attention to the task, without seeing, first, that the slackness of work in the students has more than offset the advance of the college in equipment and teaching, second, that the inordinate time given to social functions and pursuits that perish with the doing injures habits of work, as almost every observer of college life bears witness; third, that the college teacher doing work, whose results in most cases have no adequate test, has himself grown easier in his methods, and fourth, that the student steps out into the world without drill, aid, advice, direction or selection for his next task, and in too many cases wanders from place to place before he learns the inevitable condition of success, unremitting effort and knowledge of the task for which he is fitted.

For a generation past the German language and literature have been widely taught in the schools and colleges of the United States. In some parts of the country the study of German has been given a preferred position by law or by municipal action. A first effect of the war has been to arouse a sharp antagonism to the study of German, for obvious reasons. At a time when passions are stirred, and justly so, by the shocking outrages that have been committed by German agents in the name of the German Government and the German people, it is not easy to reason calmly about a matter of this kind. Nevertheless, there are certain ruling principles which should be pointed out.

The Study  
of German

No country can have a homogeneous or a safe basis for its public opinion and its institutions unless these rest upon the foundation of a single language. To protect the national unity and security, no community should be permitted to substitute any other language for English as the basis and instrument of common school education. Instruction in a foreign language should, however, always be provided since, as Goethe subtly said, to know but one language is not to know any. Whether that foreign language should be French, or Spanish, or German, or Latin is a matter to be determined in accordance with varying circumstances and differing needs. So far as German is concerned, it is unfortunately true that its study has been urged and emphasized in some parts of the United States, not because of the intrinsic value of the German language and its literature, but rather as part of a persistent political propaganda intended to wean the American people from their Anglo-Saxon and Anglo-Celtic origins and to divide their national interest and national sympathy. Wherever this propaganda has been attempted, or wherever it may again be attempted, it should be ruthlessly stamped out as a wrong committed against our national unity and our national integrity. When this point is guarded, there can be no reasonable question not only as to the desirability, but as to the necessity, of continuing the study of the German language, German literature, and German history when this war shall end. There are, perhaps, 120,000,000 people in the world who speak German. They constitute an intelligent, a highly organized, and a powerful group, and they will continue to do so even when defeated. It will certainly be the hope and the purpose of the American people to live in peace and concord with them when they shall have admitted their wrongdoing in fomenting and in carrying on this war, and when they shall have accepted those ideas

and ideals of political life and social progress which animate the rest of the world. Moreover, should Germany again go wrong, we must be prepared to appeal from the materialistic and force-worshipping Germany of today to the Germany of Herder and of Kant, of Goethe and of Schiller. We must be able to appeal from the modern German barbarism to earlier German poetry, and from modern German hymns of hate to the beautiful music of her masters of song.

Under the patient guidance of Dean Woodbridge, supported by the Joint Committees on Instruction of the non-professional graduate faculties, steady and on the whole satisfactory progress is making in the better organization and conduct of graduate instruction and research. It is no small task to disentangle the confusions that have arisen in the American student mind as to graduate work, particularly that which involves the distinction between it and undergraduate study. A surprisingly large number of graduate students are slow both to realize and to accept the full measure of freedom which a well-organized graduate school affords. Doubtless the close organization of departments, and in lesser degree even the distinction between faculties, stand in the way of the most economical and the best-ordered plans for graduate study. These obstacles are to be overcome by increased cooperation between departments and faculties and by a willingness to surrender departmental or faculty prestige or aggrandizement in the interest of the larger university good. Steps that have recently been taken to distinguish between graduate residence and successful candidacy for a higher degree are wholly commendable. As this distinction becomes increasingly clear to both teachers and taught, the University will add to its usefulness and its higher

Progress of  
Graduate  
Instruction

degrees will be awarded on still more satisfactory terms than at present.

The unhappy lecture system imported bodily from the German universities of forty or fifty years ago is largely responsible for duplication of effort, for waste of time, and for dissipation of energy on the part of graduate students. This is particularly true in those too numerous cases where the lecture is used to convey not inspiration but information. The teacher who has nothing to give in his lectures but information has no just claim on public support and should be required to give way to the printed page. Graduate work in non-laboratory subjects may well take a leaf out of the book of those teachers who are successful in directing research laboratories. In the best of these laboratories, the work of each advanced student is adjusted to his individual capacity and interests, and he is guided in it so that he may become an independent worker as soon as possible. There are well-known cases in which university teachers of non-laboratory subjects have been equally successful in guiding and inspiring their students and in leading them along the paths of independent study and inquiry. This can never be accomplished by the lecture system, least of all by the carefully written lecture which is used as a vehicle for conveying information and read substantially unchanged from year to year. A printed syllabus or outline that is made the basis for prescribed reading and for lectures of interpretation, offers the best possible method of laying the foundation for graduate work. Beyond this, the lecture has no place and should be given up for personal conferences, for discussions, and for that close criticism of the student's own work which is the essence of a well-organized seminar. Particularly must the last vestiges be removed of the notion that a higher degree is to be had by spending so many sessions in residence, or by attending so many courses of instruction, or



by paying fees of the statutory amount. Where any of these matters are not in satisfactory condition, the responsibility rests directly upon the University Council or one of the Faculties. Theirs is the full power to act and to remedy.

By the provisions of the University Statutes, Section 2, it is made the duty of the President to administer discipline

Academic Discipline in such cases as he deems proper and to empower the Deans of the several Faculties and the Directors of the several Administrative

Boards to administer discipline in such manner and under such regulations as he shall prescribe. Cases of academic discipline for other than merely trivial offenses are, fortunately, very rare. It has been the long-standing practice of the Deans and Directors to administer such discipline as seems to them necessary without referring to the President. Usually a word of counsel or of warning has been sufficient to correct any tendency to misconduct or breach of academic order. The authority of the Board of Student Representatives has generally been quite adequate to keep those tendencies and habits which are traditional among students within the limits of good temper, good feeling, and good order. As a consequence of this fortunate condition when, after a long interval, any serious case of academic discipline arises, it attracts attention out of all proportion to its importance.

It is settled academic policy at Columbia that in case a student uses or attempts to use unfair means in meeting any academic test, he shall be suspended from the University for one year, with permission to make application to be restored to the rolls at the end of that period on giving evidence of the satisfactory employment of his time as well as of his contrition. For a second offense of this character a student is permanently separated from the University, since it is plain that his moral uprightness can no longer be



depended upon. It is a source of satisfaction that in a university population of such size offenses of this character so rarely occur.

The emotions and activities incident to the war, however, brought about during the past year a new situation. Young persons whose names were or had been upon the rolls of the University were indicted and brought to trial in the United States District Court on the charge of resisting and counselling resistance to the operation of the Selective Draft Act. One of these students, while admittedly participating in the activities which led to the prosecution, was acquitted by direction of the Court solely for the reason that there was no evidence to establish her connection with those activities after the date when the Selective Draft Act became law. The two others who were indicted were convicted and sentenced to pay a fine of \$500 and to be remanded to the custody of the Marshal for one day, thus losing their civil rights. The Court, speaking by Judge Mayer, made perfectly clear, in its decision, the fact that those who had done wrong and who were widely heralded in the press of the country as Columbia students, did not represent Columbia in any sense whatever. The Court pointed out that one of the two persons convicted was not then matriculated, and that in any case neither of them truly represented the student body or the spirit of the University itself. When these events took place the academic year was almost at an end, and, therefore, academic discipline in the case of these students took the form of a direction by the President that they should not be permitted to return to the University in any of its parts. Columbia University is not a reformatory or a place where offenders, however juvenile, are to be given opportunity to exploit their activities through use of its name or to cause it to be heralded throughout the country as sheltering young persons who are worse than irresponsible.

Somewhat later, a student in Columbia College whose earlier record elsewhere had involved him in difficulty, appeared in public on at least one significant occasion and brought the University's name into disrepute by identifying himself with notorious persons who had been convicted of sundry offenses and with their expressions relating to patriotism, loyalty, and the conduct of the war. He, too, was notified by direction of the President that he would not be again acceptable as a student in Columbia University. In this case an action was brought in the Supreme Court to compel the University to re-admit this former student to its rolls. In denying a motion for an order to this end, the Court, speaking by Mr. Justice Mullan, used the following language, which it would be difficult to improve:

I think it will be conceded that the duty of an institution of learning is not met by the mere imparting of what commonly goes under the name of knowledge. By the common consent of civilized mankind through the ages, not the least important of the functions of a school or college has been to instil and sink deep in the minds of its students the love of truth and the love of country. Is such conduct as that of the plaintiff calculated to make it more difficult for the defendant university to inculcate patriotism in those of its student members—if there be such unfortunates—who are without it? Does language of the sort used by the plaintiff at public meetings—for I assume that he is in substance correctly quoted—make him a real or potential menace to the morale of the defendant's student body and a blot on the good name of the famous and honored university whose degree he seeks? There may be two answers to these questions, but I see only one. We are a tolerant people, not easily stirred, prone to an easy-going indulgence to those who are opposed to the very essence and vitals of our organized social life, but there must of necessity be a limit somewhere to the forbearance that can with safety be extended to the forces of destruction that hide behind the dishonestly assumed mask of the constitutional right of free speech.

Probably no one has better stated than has Mr. Justice Mullan in the sentence last quoted the exact facts which today confront the nation as a whole, as well as every institution within that nation which aims to reflect, to protect, and to advance the fundamental principles and the highest aims of the American people and their government. These words of the Court should be burned into the consciousness of every American citizen, and particularly that of every member of every American college or university, whether he be teacher or taught. The dishonestly assumed mask of the constitutional right of free speech will never be permitted by any people or by any institution that retains its sanity, to protect those who wage subtle war upon private morality, or public order, or public safety.

One of the few points upon which practically all writers on education agree is that a chief aim, if not the chief aim, of the educational process is good character. It is quite idle, then, to suppose that a university may overlook a student's character, wherever or however manifested, and be called upon to confer upon him its honors and rewards simply because he has complied with certain formal rules as to academic residence, fulfilled certain prescribed intellectual tests, and paid certain designated fees. Such a view of the university's relation to the student would convert the university into a factory and make its degrees and rewards merely a matter of manufacture, bargain, and sale, and not a matter of education at all.

Some years ago the London *Spectator* invited Lord Salisbury, then Prime Minister, to read to his colleagues in the Cabinet the eighteenth chapter of Exodus beginning at the thirteenth verse. The writer pointed out that in that chapter the true principle of civil administration is laid down with a clearness and precision which no

Government and  
Administration

subsequent writers on public affairs have ever bettered. The passage in question relates the visit of Jethro to his son-in-law, Moses, in the course of which Jethro observed that the whole of Moses' energy was occupied with the details of administration. He therefore felt compelled to protest and to ask Moses why he was so continually immersed in the details of his work. The answer of Moses was not satisfying, and Jethro at once pointed out where the weak spot lay. He said to Moses: "The thing that thou doest is not good. Thou wilt surely wear away, both thou, and this people that is with thee: for the thing is too heavy for thee; thou art not able to perform it thyself alone." This wise man went on to urge that Moses should content himself with laying down general principles of action, and that details should be left to subordinates. His exact words have not lost their consequence: "Thou [Moses] shalt teach them the statutes and the laws, and shalt show them the way wherein they must walk, and the work that they must do. . . . And it shall be that every great matter they shall bring unto thee, but every small matter they shall judge themselves; so shall it be easier for thyself, and they shall bear the burden with thee."

More tractable than most sons-in-law, Moses accepted the good advice of Jethro, and the record tells that in future Moses refrained from interference with matters of detail and occupied himself solely with those of importance.

The distinction between government and administration and the principles of good administration could not be better stated than by Jethro. Government is the establishment of principles, laws, policies, and administration is the carrying out and executing of those principles, laws, policies. In Columbia University this distinction has been accepted and acted upon with increasing completeness for thirty years. The records of the University make plain

that before 1887 or thereabouts, the Trustees concerned themselves not only with the government of the University, but directly with its administration. Since July 1, 1887, however, and more completely since 1892, the statutes of the University have put all initiative and virtually complete responsibility for the educational policies and work of the University, in the hands of the University Council and the several Faculties. These bodies are, by their nature, legislative, and the execution of the policies authorized by them is confided to the President, to Deans, to Directors, to Secretaries and to other appropriate officers of administration. Democracy in government is understandable and the professed aim and faith of most modern men. Democracy in administration, however, is a meaningless phrase. There can be no democracy in collecting the fares on a street car, or in painting a house, or in writing a letter. Vague and inconsequent writers are, nevertheless, in the habit of using the nonsensical phrase "democracy in administration," apparently without appreciation of the fact that the words are literally nonsense. To distinguish between government and administration and then to establish sound principles of administration, are no less important now than in the days of Jethro and Moses.

The organization of Columbia University is prescribed by the charter, but a reading of the charter provisions would give no idea of the practical working of that organization in the present year of grace. The charter gives the Trustees full legal power and authority to direct and prescribe the course of study and the discipline to be observed. The Trustees have, however, by statutes of their own adoption, long since put the first of these powers in the hands of the University Council and of the Faculties, and the second in the hands of the President, the Deans, and the Directors. There is record of but a single instance



since 1892 where any exercise of the powers so committed to the Council or the Faculties has been amended or rejected by the Trustees, to whom all such action, if important, must go for formal approval; and no case of discipline has been appealed to the Trustees since many years before that date.

The present functions of the Trustees, as distinct from their legal powers and authority, are to care for the property and funds of the corporation, to erect and to maintain the buildings necessary for the work of the University, and to appropriate annually the sums which in their judgment are necessary and expedient for the carrying on of the University's work. In addition, the Trustees select and appoint a president and, following the quaint language of the charter, "such professor or professors, tutor or tutors to assist the president in the government and education of the students belonging to the said college, and such other officer or officers, as to the said trustees shall seem meet, all of whom shall hold their offices during the pleasure of the trustees."

In practice it is only the first of these functions, that of caring for the property and funds of the corporation, which the Trustees perform without consultation with other members of the University. In the planning and erection of new buildings those individuals or groups of individuals who are to occupy and use any given building are always consulted as to its plan and arrangement. For at least twenty-five years no appointment to the teaching staff has been made, with two exceptions, save upon the recommendation and advice of those members or representatives of the teaching staff most immediately interested. The two exceptions were cases in which donors of new endowments asked for specified appointments to the positions which the endowments made possible, submitting in each case ample testimony to the competence



of the persons named. To all teaching positions below the grade of assistant professor, hundreds in number each year, the power of appointment is vested in the several Faculties. These appointments are confirmed as a matter of form by the Trustees, but there is no record of any such appointment having failed of confirmation. It seems plain, therefore, that for a quarter of a century the practice at Columbia University has been in accord with those ideals of university government that put the largest possible measure of responsibility and power in the hands of the university teachers, and that it is probably far in advance of the policy pursued at most other universities of rank either in Europe or in the United States.

As the work of university administration becomes precise and better organized, it is better done. Funds are by no means adequate to permit the institution of a thoroughly competent and perfectly organized administrative staff in Columbia University, but so far as means will permit the sound principles of administration that have been described are uniformly followed. After a policy has once been formulated and adopted by the appropriate legislative University authority, it is entrusted for execution to an individual. That individual is chosen for his known competence in the transaction of business and in dealing with men. Upon him rests the responsibility, easily fixed when need be, for the prompt and effective carrying out of the measures put in his hands.

By the provisions of the Charter, all officers of administration and instruction are appointed to hold their offices during the pleasure of the Trustees. Useful reflection is invited by the question why it should usually be considered so normal and so natural for a teacher to exercise his pleasure to exchange one academic post for another, while so abnor-

Academic Tenure

mal and so unnatural for the governors of an institution of learning to exercise their pleasure to substitute a more satisfactory individual teacher for a poorer or less satisfactory one. It would seem that the phrase 'during the pleasure of the Trustees' opened the way to a termination of academic relationship without any necessary reflection whatever upon the character of the individual teacher. Indeed, this is precisely the judicial construction that has been given to these words. In the case of *People ex rel Kelsey v. New York Medical School*, decided in 1898, the Appellate Division of the Supreme Court, in a unanimous opinion written by Mr. Justice Barrett, used this language in distinguishing between removal after charges and removal at the pleasure of the Trustees (Appellate Division Reports, New York, 29:247-8):

The decision of a Board upon charges, after a hearing, cannot in any proper sense be deemed a manifestation of its pleasure. The power in the one case is absolute, in the other judicial.

It seems quite reasonable, too, that these alternative powers should thus have been conferred. It seems equally reasonable that a majority vote should have been deemed sufficient for removal at pleasure, while a three-fourths vote should have been required for a removal upon charges. When a professor is removed at pleasure, no stigma attaches to the act of removal. His services are no longer required and he is told so. That is what in substance such a removal amounts to. When he is removed upon charges, however, he is sent out into the professional world with a stain upon his record. The distinction here is obvious and the intention to discriminate, just. If a professor misconducts himself, he may be disciplined. The College in that case deems it improper to give him an honorable discharge or to permit him to depart with the impunity attached to a mere causeless dismissal. If, however, its relations with him are severed merely because he is not liked or because someone else is preferred, dismissal at pleasure is provided for. In the latter case, it is reasonable

that the majority in the usual way, should govern an act. If the former, it is just that the stigma should not be fastened upon the professor without a hearing and a substantial preponderance in the vote. . . .

Upon the other hand, the College should not be tied to a particular person who, however able and worthy, happens to be afflicted with temperamental qualities which render association with him disagreeable. There can be no good reason why such a person should be permanently inflicted upon his associates, so long as he does nothing which renders him amenable to charges. . . . The appointment of a professor is not an appointment to office in the corporation any more than is the appointment of an instructor. It is an appointment which implies contractual relations in some form of which the by-law is the foundation. The professor may leave at his pleasure; the Board may terminate his professorship at its pleasure. If the relator's view be correct, the 'pleasure' is his and his alone. It would follow that he has an appointment which constitutes a unilateral contract of retention at his own pleasure for life or during good behavior; in other words, a contract which he alone can specifically enforce and which is entirely dependent upon his individual will. We think this theory is entirely unfounded.

The sound common sense of this judgment cannot be gainsaid. It would be little short of a calamity were it not possible for an academic teacher to change his place of occupation without thereby reflecting upon the intelligence or the integrity of those with whom he had been associated, and similarly if it became impossible for the governing board of a school system or of a school or college to substitute one teacher for another without bringing charges against the person displaced. Any contrary theory assumes a pre-established harmony of which not even Leibnitz dreamed and a pre-established competence which would render it impossible for anyone to be appointed to a teaching position who was not *ipso*

*facto* entitled to steady promotion and increase in compensation and to a lifelong tenure. If advancement and success in the teaching profession are to depend upon merit and not merely upon status, there must be clear thinking and definite action in respect to these matters. Security of tenure is desirable, but competence and loyalty are more desirable still, and a secure tenure purchased at the price of incompetence and disloyalty must sound a death-knell to every educational system or institution where it prevails. These are all matters of grave importance in the government of an educational system or an educational institution. They cannot be dismissed with phrases or formulas, but must be met and decided in accordance with sound principle and the public interest.

Just as seven cities contended for the birthplace of Homer, so not fewer than seven American academic wits are contending for the honor of having originated the pungent saying: "Academic freedom means freedom to say what you think without thinking what you say." There is no real reason to fear that academic freedom, whether so defined or otherwise, is or ever has been in the slightest danger in the United States. Evidence to the contrary is quite too manifold and too abundant. What is constantly in danger, however, is a just sense of academic obligation. When a teacher accepts an invitation to become a member of an academic society, he thereupon loses some of the freedom that he formerly possessed. He remains, as before, subject to the restrictions and the punishments of the law; but in addition he has voluntarily accepted the restrictions put upon him by the traditions, the organization, and the purposes of the institution with which he has become associated. Try as he may, he can no longer write or speak in his own

Academic  
Obligation

name alone. Were he to succeed in so doing, what he might write or say would have, in nine cases out of ten, no significance and no hearing. What he writes or says gains significance and a hearing because of the prestige of the academic society to which he belongs. To that prestige, with all that that word means, the academic teacher owes a distinct, a constant, and a compelling obligation. To maintain one's connection with an academic society while at war with its purposes or disloyal to its traditions and organization is neither wise nor just. No one is compelled to remain in an academic association which he dislikes or which makes him uncomfortable. What the ancient Stoic said of life itself is true of a university: "The door is always open to anyone who has an excuse for leaving."

On the other hand, academic obligation is reciprocal. The academic society of which the individual teacher is a member owes to him encouragement, compensation as generous as its resources will afford, and protection from unfair attack and criticism, as well as from all avoidable hamperings and embarrassments in the prosecution of his intellectual work. Each individual member of an academic society is in some degree a keeper of that society's conscience and reputation. As such the society as a whole must give him support, assistance, and opportunity.

The same type of mind which insists that it knows no country but humanity, and that one should aim to be a citizen of no state but only of the world, indulges itself in the fiction that one may be disloyal to the academic society which he has voluntarily joined, in order to show devotion to something that he conceives to be higher and of greater value. Both contentions affront common sense and are the result of that muddled thinking which today is bold enough to misuse the noble name of philosophy. One effect of much recent teaching of what once was ethics is to weaken all sense of obligation of every kind except to one's own



appetites and desire for instant advantage. That economic determinism which is confuted every time a human heart beats in sympathy and which all history throws to the winds, has in recent years obtained much influence among those who, for lack of a more accurate term, call themselves intellectuals. These are for the most part men who know so many things which are not so that they make ignorance appear to be not only interesting but positively important. They abound just now in the lower and more salable forms of literary production, and they are not without representation in academic societies.

The time has not yet come, however, when rational persons can contemplate with satisfaction the rule of the literary and academic Bolsheviki or permit them to seize responsibility for the intellectual life of the nation.

Neglect of one's academic obligation, or carelessness regarding it, gives rise to difficult problems. Men of mature years who have achieved reputation enough to be invited to occupy a post of responsibility in a university ought not to have to be reminded that there is such a thing as academic obligation and that they fall short in it. It is humiliating and painful to find, with increasing frequency and in different parts of the country, men in distinguished academic posts, who choose to act in utter disregard of the plainest dictates of ethics and good conduct. It is fortunate indeed that, however conspicuous are instances of this disregard, they are in reality negligible in number when compared with the vast body of loyal, devoted, and scholarly American academic teachers. It is noticeable, too, that instances of this lack of a sense of obligation rarely arise, if ever, in the case of those men whose intellectual occupations bring them in contact with real things. It is only when a man is concerned chiefly with opinions and views, and those opinions and views of his own making, that he finds and



yields to the temptation to make his academic association the football of his own ambitions or emotions.

It is important, too, that academic teachers shall not be so absorbed in their own individual work as not to give thought and care to the larger problems and interests of the academic society to which they belong. No part of a university system is without experience that is of value in helping to meet satisfactorily the questions that arise in other parts. The professor of law who is interested in the work of the law school alone, or the professor of engineering, of medicine, or of classical philology, who cannot find time or inducement to concern himself with questions affecting the entire university, or those parts of it that are foreign to his immediate field of interest, is doing only half his academic duty. No formula can be suggested for improving these conditions. They will be removed only by patiently pointing out, year after year, what the words obligation, loyalty, and duty mean, and by refusing to let them all be transmuted either into labels for ancient superstitions or names for various forms of personal advantage. In order to keep confidence in the ultimate achievement of a university's aim, and in order to avoid discouragement at the slow progress that is making, one may take comfort in the sagacious saying of Schiller: "Let no man measure by a scale of perfection the meagre product of reality."

One of the unsatisfactory aspects of the relations between the individual teacher and his college or university lies in the procedure, or rather lack of procedure, that is followed when a person teaching in one institution is sought by the authorities of another. It appears to give some teachers no qualms of conscience to receive and to consider an invitation from another institution without discussing this with

Academic  
Manners

colleagues or administrative authorities of the institution which they are serving, or even without revealing it to them. In fact there is a certain surreptitiousness about the tendering and accepting invitations to pass from one college or university to another that is not creditable either to those who tender the invitations or to those who receive and either accept or reject them. A high standard of professional honor and professional obligation would seem to require that an institution which wishes to tender an invitation to an officer of professorial rank elsewhere, should advise the president of the sister institution of that fact; and similarly that when it is desired to tender an invitation to an officer of less than professorial rank, advice of that fact should be sent to the head of the department of the college or university in which the person in question is serving. Academic officers are very quick to resent being invited to withdraw from service, no matter how serious the reason, but many of them have no compunctions whatever in deserting their assigned work on short notice, or on no notice at all, in order either to accept service in another institution, or to enter upon a profitable business undertaking, or to give expression to their emotions. There can be no serious standards of professional conduct in the calling of academic teacher until matters like these are regarded as important and are given their place as controlling influences in shaping conduct.

A red-letter day in the history of the University was May 10, 1917, when at a Special Convocation, held in the open air on South Court, the members of the British and French War Commissions were formally received by the University in the presence of an immense assemblage.

The honorary degree of Doctor of Laws was conferred upon M. Viviani, Vice-President of the Council of Minis-

University  
Convocation  
of May 10

ters of the French Republic and Minister of Justice; upon Marshal Joffre of the French Army; upon the Rt. Hon. Baron Cunliffe of Headley, Governor of the Bank of England; and upon the Rt. Hon. Arthur James Balfour, O.M., His Majesty's Principal Secretary of State for Foreign Affairs. Unfortunately, Mr. Balfour was unable to reach New York in time to be present in person at the Convocation. He was, however, represented by the British Consul-General in the City of New York, who received on Mr. Balfour's behalf the insignia of the degree. Subsequently, on the evening of Friday, May 11, the diploma and hood emblematic of the degree were returned by the British Consul-General to the President of the University, who then presented them to Mr. Balfour in person in the presence of the British Ambassador, the Governor of the State of New York, the Mayor of the City of New York, and a small company. Mr. Balfour, in acknowledging the degree, spoke briefly and with great charm, as M. Viviani had done at the Convocation of the previous day. By these formal acts, Columbia University associated itself as completely as possible with the consecrated courage and devotion of the two great nations, whose missions were then in this country, which since August 1, 1914 have borne the brunt of the attack which then began upon the ordered and advancing civilization of the modern world.

At the suggestion of Dr. J. Bentley Squier, Professor of Urology and President of the Medical Society of the County of New York, authority was given by the Trustees on April 2, 1917, to erect an emergency war hospital on the so-called Williamsbridge, or Gun Hill Road, property belonging to the University, provided the funds necessary for the purpose could be raised by gift. Four days later the President

Columbia  
War Hospital

appointed a Committee to have charge of the project, including Dr. William H. Bishop, Frederick A. Goetze, Treasurer of the University, Willard V. King, a Trustee of the University, Dr. Samuel W. Lambert, Dean of the Medical Faculty, Dr. Adrian V. S. Lambert, Associate Professor of Surgery, Dr. Francis Carter Wood, Director of the Crocker Research Laboratories, and Dr. J. Bentley Squier, Professor of Urology. Mr. William H. Woodin, President of the American Car and Foundry Company, accepted the post of Treasurer of the Hospital Fund, and a strong Advisory Committee was formed to assist the Committee in its work. The necessary funds, amounting to nearly \$300,000, were raised in a very short time, and on May 30 the first unit of the hospital was ready for service. By August 1 a hospital of five hundred beds, completely equipped, was in place. So excellent was the plan of construction and arrangement, that after inspection by representatives of the Surgeon-General of the Army, the War Department expressed its willingness to accept the hospital and to maintain it as a Government institution, designating it Army War Hospital No. 1. The responsibility for the hospital was, therefore, transferred to the Government on July 18, 1917, followed by more formal public exercises on October 3. No part of the University's war preparations or war service has attracted more favorable attention or done it greater credit than the prompt and successful carrying through of the plans for this hospital.

An incidental advantage of more than usual significance in the life of the University has come directly from the institution of the War Hospital. A large group of women, composed of teachers in various parts of the University and of wives and daughters of members of the teaching staff, have given themselves with great devotion and enthusiasm to the task of providing some of the important

material which the War Hospital needs. The work of these women has been carried on in one of the University buildings, and has not only been productive of excellent material results, but, in addition, has given a new stimulus and a new form to University loyalty and University service.

In this connection it is worth recording the fact that on April 16, 1917, the Medical Faculty, by unanimous vote, had asked the Trustees seriously to consider this same Gun Hill Road property as the most suitable site for the Medical Center which the University plans to carry forward in cooperation with the Presbyterian Hospital.

The following officers of the University have died during the year:

On December 9, 1916, the Very Rev. William M. Grosvenor, D.D., a Trustee of Barnard College since 1898, in the fifty-fourth year of his age.

On December 25, 1916, Naomi Norsworthy, Ph.D., Associate Professor of Educational Psychology in Teachers College, in the fortieth year of her age.

Deaths of  
University  
Officers

On April 27, 1917, Thomas F. Main, Trustee and Secretary of the College of Pharmacy, in the sixty-eighth year of his age.

On May 1, 1917, B. Aymar Sands of the Class of 1874, a Trustee of the University since 1900, in the sixty-fourth year of his age.

On May 15, 1917, Mrs. Henry N. Munn, a Trustee of Barnard College since 1901.

On August 18, 1917, George L. Rives of the Class of 1868, a Trustee of the University from 1882 until his retirement because of ill health in 1917, and Chairman of the Board from 1903 to 1917, in the sixty-eighth year of his age.

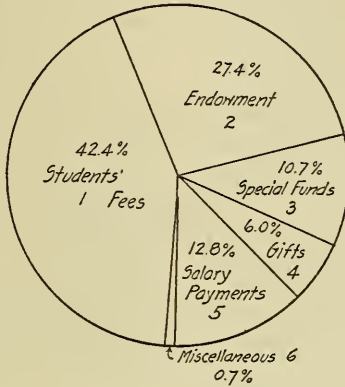
The distinction and value of the services of Mr. Rives to Columbia University cannot be over-estimated. His broad scholarship, his judicial temper, his high sense of public duty,



and his unswerving intellectual and moral courage, made him an ideal overseer of those intellectual and moral concerns which constitute a university's life and purpose.

In order to bring clearly to view some of the more important facts revealed by a study of the financial and registration statistics of the University, several graphic illustrations have been prepared to show the distribution of the sources of the University's annual income, the apportionment for different purposes of the University's annual expenditures, the sources of financial support for each one of the University's varied activities, and the growth of the student-body for a series of years past. Careful examination of these graphic illustrations will give both interesting and valuable information, as well as food for study and reflection.

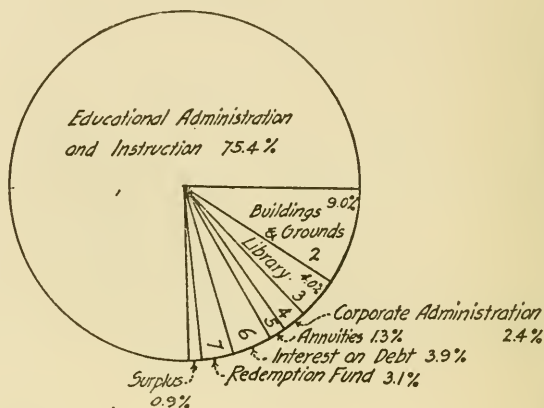
TABLE A-SOURCES OF INCOME



1. Income from students' Fees .....	\$ 1,370,016.63
2. Income from endowment.....	889,343.24
3. Income from special funds.....	347,945.71
4. From gifts and receipts for designated purposes .....	194,849.63
5. From payments by allied corporations for salaries, etc .....	415,745.20
6. From miscellaneous sources .....	21,983.20
	\$ 3,240,683.61

TABLE B - EXPENDITURES

(Including Redemption Fund Payment)

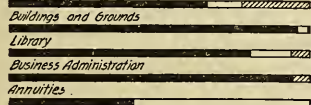


1. Educational Administration and Instruction .....	\$ 2,448,014.74
2. Buildings and Grounds Maintenance .....	294,717.03
3. Library .....	120,060.04
4. Business Administration of the Corporation .....	77,315.59
5. Annuities .....	42,200.00
6. Interest on Corporate Debt, notes, etc. ....	127,740.04
7. Redemption Fund for Bond Issue .....	100,000.00
8. Surplus .....	30,547.37
	<u>\$ 3,240,603.61</u>

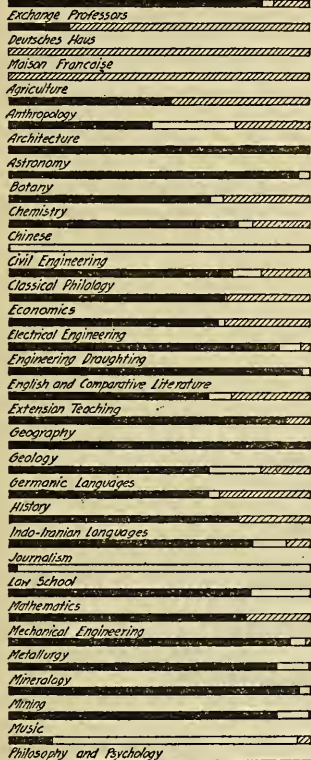
TABLE C - SOURCES OF INCOME FROM WHICH EXPENDITURES ARE MADE

■ Indicates General Income □ Income from Special Funds ▨ Gifts and Receipts for Designated Purposes

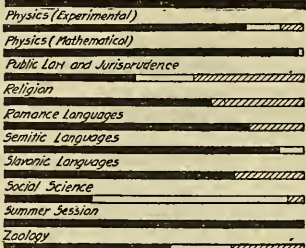
*Educational Administration and Instruction*



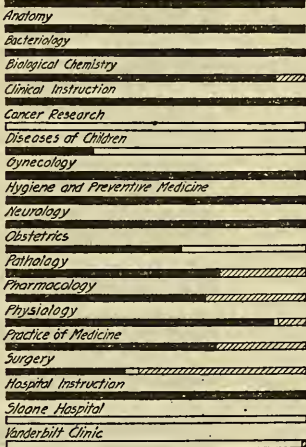
*Educational Administration*



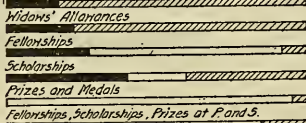
*Physical Education*



*Administration, P. 5.*



*Retiring Allowances*



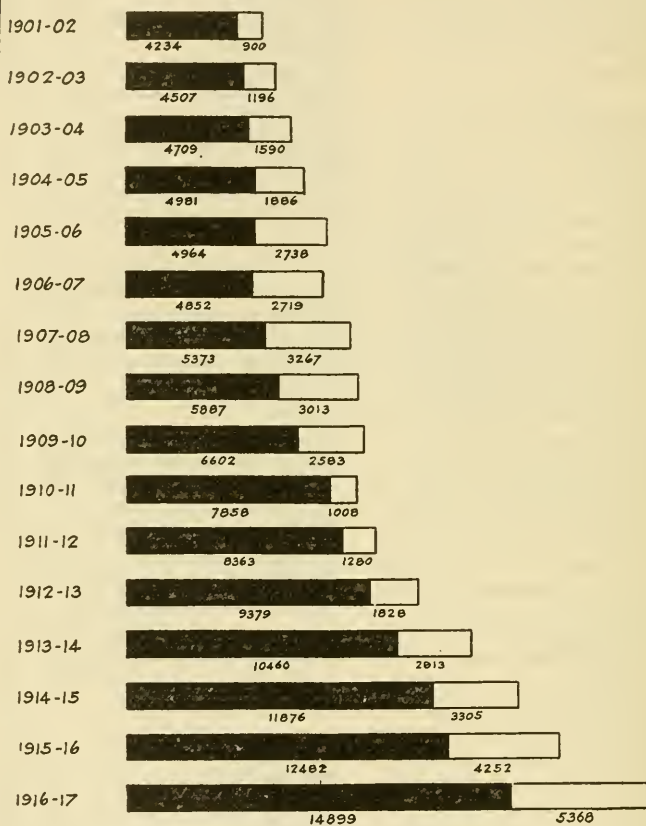
0 25 50 75 100% 0 25 50 75 100%

TABLE D - NET REGISTRATION

*All double registrations omitted.*

*Entire University except Extension*

*Extension Teaching*





For the purpose of record and comparison from year to year there follow the usual statistical exhibits as to the site, the teaching staff, the student body, and the degrees conferred during the year.

## THE SITE

	Square Feet	Acres
A. 1. <i>At Morningside Heights</i>		
Green and Quadrangle	734,183.08	16.85
South Field	359,341.15	8.25
East Field	90,824.85	2.08
Deutsches Haus	1,809.50	.0414
Maison Française	1,809.50	.0414
Residence of the Dean of the College	1,809.50	.0414
Residence of the Chaplain	1,809.50	.0414
	1,191,587.08	27.3456
2. <i>At West 50th Street</i>	75,312.38	1.73
	1,266,899.46	29.0756
B. Barnard College	177,466.60	4.07
C. Teachers College		
1. <i>At 120th Street</i>	153,898.00	3.53
2. <i>At Speyer School</i>	4,916.66	.112
3. <i>At Van Cortlandt Park</i>	575,843.40	13.22
	734,658.06	16.862
D. College of Pharmacy	7,515.62	.172
<i>Grand Total in New York City</i>	2,186,539.74	50.1796
E. Camp Columbia, Morris, Conn.		585.3
<i>Total</i>		635.4796

## TEACHING STAFF

Teaching Staff	Columbia University	Barnard College	Teachers College <sup>1</sup>	College of Pharmacy	Total <sup>2</sup>	
					1916	1917
Professors	180	21	22	6	172	180
Associate Professors	56	13	5	3	46	56
Assistant Professors	113	3	30	1	117	113
Clinical Professors	26				25	26
Associates	48	4	10		54	58
Instructors	209	21	66	5	232	280
Curators	3				3	3
Lecturers	36	7	36		72	72
Assistants	84	9	41	3	128	128
Clinical Assistants	108				110	108
<i>Total</i>	<i>863</i>	<i>78</i>	<i>210</i>	<i>18</i>	<i>959</i>	<i>1,024</i>
Administrative officers, not enumerated above as teachers	39	10	18	4	51	50
Retired officers	16		2	3	13	16
<i>Total</i>	<i>918</i>	<i>88</i>	<i>230</i>	<i>25</i>	<i>1,023</i>	<i>1,090</i>

<sup>1</sup> Excluding the Horace Mann School.<sup>2</sup> Excluding duplicates.

The total enrolment of students at the Winter, Spring, and Summer Sessions, as compared with that for the year 1915-1916, was as follows:

## STUDENT BODY

				Gain	Loss
Columbia College	1,453			197	
Mines, Engineering and Chemistry	276				99
Law	474				11
Medicine	451			75	
Political Science, Philosophy and Pure Science	1,358				158
Architecture	90				5
Journalism	155				
Business	61			11	
Unclassified University Students	206			45	
Summer Session (1916)	8,023			2,062	
<i>Total (excluding 779 duplicates)</i>	11,768			2,390	273
Barnard College	734			40	
Teachers College:					
Education	1,277			120	
Practical Arts	<u>1,167</u>			102	
	2,444				
College of Pharmacy	428				82
	15,374			2,652	355
Less Double Registration	475				
<i>Net Total</i>	14,899			2,297	
Extension Teaching (excluding 1,499 duplicates)	5,368			1,116	
Special Classes (brief courses be- stowing no general University privileges and carrying no academic credit)		2,285			75
<i>Grand Net Total receiving instruc- tion from the University</i>	20,267	2,285	22,552	3,458	

## DEGREES CONFERRED

During the academic year 1916-1917, 1992 degrees and 449 diplomas were conferred, as follows:

COLUMBIA COLLEGE:		SCHOOL OF BUSINESS:		
Bachelor of Arts. . . . .	125	Bachelor of Science. . . . .	2	
Bachelor of Science. . . . .	110	Master of Science. . . . .	4	
	235			6
BARNARD COLLEGE:		COLLEGE OF PHARMACY:		
Bachelor of Arts. . . . .	136	Pharmaceutical		
Bachelor of Science. . . . .	20	Chemist. . . . .	15	
	156	Bachelor of Science. . . . .	2	
				17
FACULTY OF LAW:		FACULTIES OF POLITICAL		
Bachelor of Laws. . . . .	165	SCIENCE, PHILOSOPHY		
Master of Laws. . . . .	3	AND PURE SCIENCE:		
	168	Master of Arts. . . . .	389	
FACULTY OF MEDICINE:		Doctor of Philosophy	82	
Doctor of Medicine. . . . .	90			471
	90			
FACULTY OF APPLIED SCIENCE:		FACULTY OF TEACHERS COLLEGE:		
Engineer of Mines. . . . .	22	Master of Arts. . . . .	305	
Metallurgical Engineer	3	Bachelor of Science. . . . .	326	
Civil Engineer. . . . .	33	Master of Science. . . . .	2	
Electrical Engineer. . . . .	25	Bachelor's Diploma. . . . .	238	
Mechanical Engineer. . . . .	24	Master's Diploma. . . . .	199	
Chemical Engineer. . . . .	36	Doctor's Diploma. . . . .	4	
Chemist. . . . .	1			1,074
Master of Science. . . . .	25			
	169	<i>Total degrees and di-</i>		
SCHOOL OF ARCHITECTURE:		<i>plomas granted. . . . .</i>		2,441
Bachelor of Architec-		<i>Number of individuals</i>		
ture. . . . .	19	<i>receiving them. . . . .</i>		1,994
Master of Science. . . . .	2			
Certificate of Profi-		COLLEGE OF PHARMACY:		
ciency in Architec-		Graduate in Pharma-		
ture. . . . .	8	cy. . . . .	199	
	29			199
SCHOOL OF JOURNALISM:		HONORARY DEGREES. . . . .		
Bachelor of Literature	26		15	
	26			15

NICHOLAS MURRAY BUTLER,  
*President*

November 5, 1917

# COLUMBIA COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to present the following report as Dean of Columbia College for the Academic Year, 1916-1917:

The year divides itself sharply into two parts. The first was marked by a carrying forward of the policies which have been the primary interest of the College since its reorganization in 1905. The second began with the breaking off by the United States of diplomatic relations with Germany, and was devoted to a rapid and fundamental adjustment of its whole organization, during which more than five hundred of its undergraduates and a considerable number of its officers withdrew before the end of the term, to undertake national service of one form or another.

Division of Year  
into Two Periods

The most significant event of the first period was the adoption of a co-ordinated scheme of study for those Juniors and Seniors who are looking forward neither to a combined course of collegiate and professional study nor to definite specialization through honors courses or otherwise, in some particular field or fields; in a word, for the old-fashioned undergraduate upper classmen.

First Period

This plan is set forth in the Bulletin of the College as follows:

Beginning with the winter term of 1918, certain candidates for graduation in the College will be required to complete in the two years preceding graduation three out of four required courses. These courses are to be in the field of general literature, in the field of general history, in the field of general philosophy, and in the field of general science. The courses are to count for three points each, and are to consist each of two lecture hours a week, with a weekly conference between each student and the instructor



or his assistants. These courses are designed for students who have not found any special field of interest, and who, therefore, have not elected to be honor students nor have exercised a professional option. In special cases the Instruction Committee will adjust the curriculum to the needs of students who seem to them to be in parallel case with students exercising a professional option; but in general these required courses will be obligatory for those college students who are taking the old-fashioned college course. It is intended that these prescriptions will give a unified view of culture, and especially that they will make the students familiar at first hand with world masterpieces of literature, of philosophy, and of history, with the general history of science up to the beginning of the nineteenth century, and with some of the most important scientific ideas of the nineteenth and twentieth centuries. A more detailed announcement of these courses will appear in the *Announcement of Columbia College for 1918-1919*.

Other and more incidental changes included the requirement of the grade of C or better in prerequisites, with a view to maintaining higher standards in the more advanced courses; and in cases where this did not sufficiently limit the numbers, the refusal by the Committee on Instruction to admit more students to any elective than could be, in its judgment, dealt with to the best advantage; an attempt, by the introduction of "laboratory" periods, to bring promise and performance nearer to one another in the teaching of French and German as living languages; the establishment of a course in elementary mathematics for students planning to give but a single year to that study, in which the traditional water-tight divisions are broken down; and the establishment of an elementary (not a pre-professional) course in the law.

A pleasant incident of the year was the addition to the list of important contributions to scholarship by men primarily engaged in the work of the College, of Professor Hayes' volumes entitled "A Political and Social History of Modern Europe."

Finally, through sympathetic study and informal conference, rather than by legislation, the effective co-ordination between the College and the professional schools of the University has been considerably advanced.

Since the rôle of Columbia College following the breaking of diplomatic relations differs only in detail from that played

by other colleges of the land, it may be appropriate to discuss briefly the whole National movement rather than our particular share in it, and if in so doing, I shall omit further reference to certain incidents, few in number, but none the less distressing, it is because of my belief that these incidents are rather a reflection of the ferment of the times and the effect upon human nerves of the long strain since August, 1914, than in any way representative of American collegiate life, and because of their relative unimportance as compared to the constructive reaction of the College body, students and teachers alike, to the conditions which faced it last spring.

Second Period

If I am not greatly mistaken, the entry of the United States into the great war will prove to be a stimulus which will profoundly change the nature, not only of countless American collegians, but of the American college itself. Certainly no chapter in its historical development would be complete without some reference to the events of the weeks following the declaration of war. It is too early to grasp their full significance, but that their results will be far-reaching, and will not be merely along lines of military training and efficiency, is certain. Much of the activity has been typical of a desire on the part of all ages and classes of an over-wrought nation to *do* something, and thereby obtain the relief that comes with an emotional discharge. Much also has been along the lines of existing convention, and of the herding instinct, but these factors are of minor import. To understand some of the changes, it should be said, also, we must turn back to forces which have been developing, often unrecognized, for years; forces which have been awaiting some such cataclysm to find an outlet.

Affect of the War  
on the College

Out of the mass of individual events, two very significant general facts may be recognized. In the first place the young man in college who has failed to ask himself how he may best take his share in the nation's responsibility is the rare exception. Their action has been marked not only by proper recognition of the emergency, but by a high

Attitude of College Men  
towards the War

degree of intelligence of choice—from the glorious risks of the Aviation Corps to the hum-drum work of tilling the fields, or the even harder decision to finish a course in order to be of greater service later on. As a whole, the undergraduates and young alumni of our colleges have made a record of which the nation may well be proud.

No one, except a few paciphobes who had been alarmed at the growing habit of undergraduates to think for themselves, feared that our students, as individuals, would stand back in the fear of hardship or danger when the new call to arms should come, any more than they did in '61 and '98; but very few, if any, realized how complete a revolution in our apparently hard and fast institutional and social life would be the result, or that this would come almost as a matter of course. The students gave up without a moment's hesitation their cherished games and gatherings, and all the careless, but comfortable, routine of their daily lives.

In Columbia College, for example, out of 1,453 students registered at the beginning of the second half-year, no fewer than 529 had entered some form of national service before Commencement, as shown in the table which follows; and the summer months will doubtless add very considerably to these numbers:

Military . . . . .	165
Farming . . . . .	108
Naval . . . . .	85
Red Cross . . . . .	8
Ambulance . . . . .	18
Translation, etc. . . . .	7
Miscellaneous, not specified (about) . . . . .	148
	<hr/>
<i>Total</i> . . . . .	539

The second outstanding fact is that ruthless changes may be made in the organic fabric of our colleges without interfering with the essential vitality of the institution. Faculties which had seemed forever committed to what they conceived to be the only sound standards of education cast away their

measuring rods and rule books, and gave credit for all sorts of vocational laboratory courses offered by the School of Experience. Teachers have been released right and left for national service, and their colleagues are gladly shouldering the additional burdens thus laid upon them. Of the men whose names appear in the current list of Columbia College officers, no fewer than seventeen have already taken up government duties, which in most cases involve complete removal from their college work.

Throughout the country the importance of keeping the undergraduate machine in good working order, and of keeping the younger boys at work, was perhaps overlooked at first, in spite of the tragic example furnished by England in the early days of the war; but it has now been generally recognized. This is less difficult in Columbia College than elsewhere, perhaps, because of the relatively large numbers of the students who enter before the age of eighteen.

It will be hard, but it will be necessary, for the colleges to make the students of real possibilities realize that the long road of preparation for scientific and scholarly achievement is for them a patriotic road. Not only the United States, but the world at large will need, as never before, doctors and engineers and chemists of the broadest possible training; but it will need even more intellectual leaders of thorough historical and social preparation for the days to come. When boys of this type withdraw for active service as many of them will (and who shall blame them), they should be drawn back after the war, if necessary, without too strict adherence to formal regulations. In order to hold the present undergraduates who are not of the draft age, it will undoubtedly be necessary to provide military training more generally than has been our previous national habit, for it would be too much to expect these boys to look far enough into the future to recognize the practical value of purely cultural studies. They and the country at large will demand something more concrete.

College Training a  
Patriotic Duty

How long the military training will remain a part of the curriculum, and how permanent will be the present close connection between scholarly affairs and military affairs, it is too soon to say. Perhaps the best forecast is that of *Cosmos*:

National service can no longer remain an empty phrase, but must be given life and meaning and universal application. As the spirit and principles of democracy require that there be the widest possible participation in the formulation of public policy, so this spirit and these principles require that there shall be the widest possible participation in the Nation's service, and, if need be, in its defense. An army of hired soldiers as the chief dependence of a democratic people is as much an anachronism as an army of hired voters would be. . . . Outside and beyond a public educational system of the nation there should be established without delay a system of universal training for national service and, should it ever be needed, for national defense. Such a policy is the antithesis of militarism; it is democracy conscious and mindful of its duties and responsibilities as well as of its rights.

At any rate, the colleges will not have fulfilled their function until they have played their part in the work of reconstruction and reconciliation which must follow the war. If the result is to be a real victory for humanity, it is for them to break away, when necessary, from the trammels of a conventionalized and unthinking patriotism, to remind the nations that justice and liberty are as necessary as they were in 1776.

It is also too soon to foretell what permanent changes the war will work in the organization and administration of the colleges, and in student life, but that these changes will be profound there is little doubt. Faculties and students alike will have already learned that regulations and customs which seem to be of the very essence of the collegiate structure can be swept aside without shock, to say nothing of catastrophe. When the normal course is resumed, many of these will never be restored or will be in a form almost unrecognizable. On the other hand, certain tendencies which had been at work sometimes for years preceding the war, will be

Military Training as  
Part of  
the Curriculum

Ultimate Affects  
of the War  
on the College



greatly accelerated, and will come to fruition without the lengthy and perhaps bitter struggle which would otherwise have been inevitable.

The change in the faculty point of view which, of course, has operated and will operate with varying intensity in different institutions will, I think, be along the following lines:

In the first place, the parental attitude which the American college has always maintained toward its students will no longer be limited to matters of personal morals or conduct, but will include the student's public usefulness, a recognition of his place in the public order. It will mean changes in the curriculum to provide for such usefulness, not alone in military subjects but in geography and international studies, and other fields. It will involve also an increased realization of the importance of the physical fitness of the group, as a whole, as contrasted with the possession of winning teams of specialists. In order to realize Pasteur's conception of Democracy as "That form of government which permits every individual citizen to develop himself to do his best for the common good," it will mean, as individual needs and desires must be met, a loss of faith in rules and calendars in and for themselves, and, I hope, a corresponding realization of what the individual boy, and what the whole group is capable of under vivid stimulus.

Recognition of  
Student's Place  
in Public Order

I hope also that it will be recognized that questions of discipline and control are not so terrifying as they have seemed. Boys who have been brought up as badly as it is possible to conceive, fall promptly and not too uncomfortably into the routine of the military training camp. On the other hand, one must not assume too much, for the boy with a disciplined body may have an undisciplined mind, and vice versa.

The colleges should plan to profit by the present public recognition of the part played by the non-technical undergraduate courses, and by the best elements of college life, in producing a type of resourceful young men, willing and ready to take a responsible part in any national emergency.

In closing, I desire to express my personal gratitude, as well as the appreciation of the College as a whole, to Professor Lord, and Professor Hawkes, who as  
Conclusion Acting Dean and Chairman of the Committee on Instruction respectively, during my own absence on leave since April 19, have carried on with striking success the administration of the College during one of the most critical and trying periods of its long history.

Respectfully submitted,

FREDERICK P. KEPPEL,

*Dean*

*June 30, 1917*

# SCHOOL OF LAW

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to present the annual report of the School of Law for the academic year ending June 30, 1917.

The registration of students for the year was as follows:

	Registration
Candidates for the degree of Master of Laws	6
Third year—Class 1917	165
Second year—Class 1918	113
First year—Class 1919	193
Non-matriculated students	40
	—
<i>Total</i>	517
Summer Session	66
	—
	583
Less Duplications	53
	—
<i>Grand Total</i>	530

During the academic year the degree of LL.B. was awarded to 165 candidates, and the degree of LL.M. was awarded to 2 candidates, the largest number of degrees in law awarded in any one year during the entire history of the University.

The outstanding event in Law School history of the year, as indeed it was in the history of the world, was the declaration by Congress of war against the German Empire and the call for volunteers for the military and naval service of the United States. This call met with an immediate response on the part of the students of the Law School. Men from every class at once began to enter the various branches of the service and their enlistment has con-

National  
Service

tinued without abatement down to the present time. Almost uniformly their action has been the result of deliberate choice based on a conscientious devotion to duty, and there has been, I am happy to say, no evidence of the kind of hysteria which so often affects the public mind at the outbreak of a great war. Scores of our students of brilliant promise, many of them about to take up their professional work in positions already assured to them, have calmly and unhurriedly but without hesitation offered their services to the government. Not a single one, so far as known, has been guilty of any disloyal act or thought.

In the meantime, while the faculty has done everything in its power to aid those students who have responded to the call of the nation, it has held steadfastly to the opinion that the maintenance of the educational work of the school was even more a duty in time of war than in time of peace. The great war in which we are now engaged is a war of nations and not merely a war between the military forces of nations. Until its conclusion it will bring to bear ever-increasing stress on all the economic, moral, and intellectual forces of our national life. In such a time there is grave danger that standards of education which have been established through generations of painstaking effort will be seriously impaired. One of the most significant and distressing episodes of the outbreak of the war was the supine manner in which many of our educational institutions permitted their educational work to become disorganized and their student body demoralized without any corresponding advantage in the prosecution of the war.

It has been and will be the settled policy of the School of Law to do its work so far as possible without interruption and to maintain without impairment its educational standard. There has been no omission of lectures, no shortening of the term, no lightening of examination requirements. In justice to those students who were in good academic standing, who had enlisted and were in actual service at the time of the spring examinations, they were credited with the successful completion of the courses for which they were registered without examination, provided that they were members of the First

or Second Year classes or provided that they had previously successfully completed one year of work in the school. This plan was favored not only because it seemed a just and patriotic policy to pursue but because on the whole it was believed to be the least demoralizing to the work of the school of any of the various plans which were suggested. It will be observed that these concessions were made only to those students who have had or will have ample opportunity to demonstrate their fitness for their profession before coming up for their degree.

At the present time, so far as can be ascertained, more than one-third of our members have entered national service and it is estimated that during the coming academic year there will be a falling off in registration of Future of  
School more than 50 per cent. with a consequent loss of law school revenue from tuition alone of approximately \$45,000. The first effect of this loss of financial resources will be the abandonment for the present of well-matured plans for the expansion of the school by additions to its faculty, which are of the first importance if it is to maintain its position as one of the leading law schools of the country. Necessary economy will also require the omission from our curriculum of such special courses as Mining Law, Water Rights, and the courses in law given in the Engineering Schools and in the School of Journalism. In other respects the school will be able to provide the usual courses during the academic year 1917-1918. It is important nevertheless that the alumni and friends of the school, as well as the Trustees of the University, should recognize at this time that during the continuance of the war the school will be unable to maintain the rate of progress which has marked its history in recent years and that the continued loss of revenue during any considerable period will have disastrous effects on the future development of the school. The long record of useful and efficient service of the Columbia Law School to the bar of the state and the nation merits such financial support as may be needful to enable it to continue its work in the most effective manner, and I invite the attention of all the friends of this school to this opportunity for service, no less important in a large and permanent sense than



financial assistance to meet the more direct exigencies of the war.

The reduction in the number of students will also create a critical situation in the *Columbia Law Review*. Established in 1901, during the sixteen years of its existence it has won for itself a position steadily increasing in importance not only in the educational work of the school but among the scientific legal publications of the world. Its income is derived mainly from subscriptions or from advertising which is dependent upon the maintenance of its circulation. It is therefore dependent very largely upon the subscriptions made to it by members of the student body which in recent years has loyally supported it. In order that the work of the *Review* may be continued we shall now have to ask our alumni to become subscribers in increasing numbers and to support the *Review* by contributions both to its columns and to its treasury. It would indeed be a calamity to the cause of legal education if, as a result of the war, the *Review* were compelled to curtail its activities, a calamity, which, I feel sure, the friends of the School will not permit to happen.

Aside from the financial problems involved, loss of numbers will not prove to be an unmixed evil. In my Annual Report for 1914 I suggested the possibility of expanding our educational work by requiring every student in the school to engage in research work under the immediate guidance of a professor or competent instructor. Research Work The experience of the Editors of the *Columbia Law Review*, who embody the result of their researches in the valuable notes which are an important feature of the *Review*, has demonstrated that work of this character has the highest educational value. It not only increases the familiarity of the student with legal literature and the sources of law but it develops with surprising rapidity his independence of judgment, his originality and intellectual power in a manner not possible through the processes of class-room work exclusively, except with the more unusual student. From time to time the members of our teaching staff have assigned to their classes work of this

character. The large number of students, however, has made it practically impossible to give to each student the benefits of personal advice and criticism which are essential to the successful carrying out of such a plan. If, however, there should be any such falling off in the number of students as is now anticipated, it would be possible to develop research work in the school in such a way that every student in it will have had opportunity to carry on independent investigations in connection with his various courses, under competent guidance, and to embody the results of his investigations in memoranda which may be submitted to the instructor for criticism. We shall thus be able to test in a practical manner the educational advantages of the proposed plan and it is believed that they will be found of sufficient importance to warrant the expenditure of an adequate sum of money to provide the necessary assistance to continue this work when the war is ended and the school has its usual attendance.

It is with great satisfaction that I am able to announce the generous gift by Mr. Joseph P. Chamberlain of a fund for the endowment of a Chair of Legislation and the appointment to that chair of Professor Thomas I. Parkinson with a seat in the Faculty of Law.

Chair of  
Legislation

It is becoming increasingly evident that the present generation is to see greater and more permanent changes in the fabric of the law through legislation than during its entire previous history. It was in recognition of this fact that the donor of this gift established at Columbia in 1911 the Legislative Drafting Research Fund for the purpose of maintaining a laboratory for the study and investigation of legislative problems from the legal point of view. The success of this laboratory under the direct guidance of Professor Parkinson has been conspicuous. Its important contributions to the movement for improved legislative methods in this country has led its donor to provide the means by which its experience and data may be made more available in the educational work of the school. Professor Parkinson received his A.B. from the University of Pennsylvania in 1899, his LL.B. from the University of Pennsylvania Law School in 1902, and was admitted

to the New York Bar in 1909. It is contemplated that Professor Parkinson will offer a course, open to law students, dealing with the history and development of legislation modifying or supplementing the common law, with special reference to the Federal Statutes and the Statutes of New York and that he will offer a seminar course which will be open to candidates for the LL.M. degree.

The modification or re-arrangement of the curriculum of a Law School involves problems which ought to be approached in a spirit of caution and with full recognition of the fact that the requirements of a broad and philosophical legal education are not met by the elaboration of the curriculum or necessarily even by the increase of the period of law study. Much of the discussion of this subject proceeds on the assumption that the attention of the student in the law school is directed almost exclusively to the process of analysing judicial decisions in order to determine the law as it is by tracing the legal application of general principles as revealed in decided cases and that he will acquire no acquaintance with legal history or legal philosophy unless courses specifically labelled "Legal History" and "Jurisprudence" are introduced into the curriculum. If there be schools where unhappily this is true the problem of their reform and improvement has to do primarily with the character of their teaching rather than with the re-organization of their curricula. Every teacher of law, whatever his subject, has available to him all of the materials from which the legal historian or the legal philosopher must draw his knowledge. The teacher of contracts, or property, or torts, or any other subject which enters into the warp and woof of the law, who does not teach his subject with reference to its history and its underlying philosophy, is not competent to do the work of the modern law school and the consequence of his deficiency can never be repaired by the introduction of independent courses, however pretentious their titles, and however sound their content.

Legal history, which is of value to the lawyer, and legal philosophy cannot profitably be studied independently of the study of the substance of the law itself. Let us not, therefore,

persuade ourselves that students, who have confined their efforts for two or three years merely to the extracting of the rules of law as they are from the decided cases, can be converted into lawyers with breadth of view and a sound philosophy of law by exposing them to the mild contagion of lectures on legal history and jurisprudence at or near the conclusion of their course. Such courses can, from the nature of the case, have no intimate relation to the daily problems of his previous law study and will prove of little value to those who, because of their educational experience, are most in need of a more intimate acquaintance with legal history and jurisprudence. By all means, let us have courses in these subjects, especially if the period of law study is to be extended as seems not unlikely, which will supplement and round out the previous educational experience of the student. But let us not attribute to them an undue importance or delude ourselves into the belief that they will in any way relieve the teacher of the more humble subjects in the law from the responsibility of being something of the legal philosopher and historian.

Much more difficult than the problems of adequately presenting the subjects of legal history and legal philosophy is the problem of keeping pace with the development of statute law, and the problems growing out of the vast increase of written law which is penetrating and overlying the great body of the common law. It is much simpler for the competent teacher to deal with questions of legal history and philosophy in connection with the courses ordinarily offered in the law school, than it is to consider the rapidly multiplying problems in the field of legislation. To subject the mass of our statute law to scientific scrutiny, and classification, to construct its philosophy and at the same time to preserve the proper balance of the student's effort between these problems on the one hand and those of the common law on the other is the most immediate of the questions of law school organization which are pressing for a solution.

There will be comparatively few changes in the assignment and arrangement of courses during the coming year. The

course in Torts will be increased from two to three hours per week for the year. In consequence it is expected that the course in Agency will be transferred from the first to the second year and will be omitted during the academic year 1917-1918. Equity I will be given by Professor Young B. Smith and the course in Suretyship by Professor Underhill Moore. The course in Conflict of Laws will be given by Professor Powell and the course in Municipal Corporations by Professor Howard Lee McBain of the Faculty of Political Science. Professor Munroe Smith will offer a new course in Jurisprudence to Third Year men and graduate law students and, as already indicated, one or more courses on Statute Law and the problems of legislation will be offered by Professor Parkinson.

A fact worthy of note is the increasing demand from the best law offices in the city—and indeed from many offices outside the state—for our graduates as clerks or apprentices. These positions constitute an almost necessary first step toward professional success in practice in a great city and are eagerly sought for by the graduates of all law schools. As early as March during the past year every member of our Third Year class had had several opportunities for such employment at the conclusion of their law course, and students with a record of high scholarship were able practically to make their choice of the more desirable offices. It may well be doubted whether any other profession holds out such a definite promise of opportunity to its capable and diligent members. The work of seeing that these young men were suitably placed in good offices to which their capabilities were particularly adapted was greatly facilitated by the activities of the Clerkship Committee of the Law School Alumni Association and assisted by the University Employment Bureau.

Attention is directed to the interesting report of the Law Librarian in which he relates the progress of the Law Library in recent years. With the aid of the Law School Alumni Fund, the Carpentier Fund, and the William G. Low Fund our collection has been increased until it totals 63,846 vol-



umes exclusive of books shelved in the general library relating to Constitutional and Administrative Law.

The most important recent accession is the Brushe-Fox Collection consisting of about 5,000 volumes of early printed books relating to English Law, formed by the late H. K. Brushe-Fox, M.A., L.L.M., Fellow of St. Johns College, Cambridge. The collection includes many interesting and valuable early English law reports and treatises which will add greatly to the interest and practical value of our library. While its recent history, on the whole, denotes satisfactory progress, we have nevertheless been building on an inadequate foundation and there is still much to be done to bring our collection up to the standard of excellence which should prevail in a great University School of Law. Especially meager are the funds provided for the binding which is essential to the preservation of books and many of our valuable law books are suffering deterioration in consequence.

It is worthy of note that the use of the law library is steadily increasing, the average use of books during the Winter and Spring terms exceeding 27,000 per month. There is also a large voluntary attendance upon the course of lectures and seminar on legal bibliography and use of law books offered by the Law Librarian.

Grateful acknowledgment is made of the gift of the graduating class which was appropriately donated in Liberty Bonds. The proceeds of these bonds are to be expended in the purchase of engravings of distinguished lawyers, which are to be added to the growing collection of portraits located in the several lecture rooms.

Respectfully submitted,

HARLAN F. STONE,

*Dean*

*June 30, 1917*

# COLLEGE OF PHYSICIANS AND SURGEONS

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to report on the work and development of the College of Physicians and Surgeons during the academic year ending June 30, 1917.

During the year there were registered at the College a total of 524 students who may be classified in several distinct groups. There are the undergraduate medical students, 492 in number, to be separated in four classes as follows:

First Year Class . . . . .	150
Second Year Class . . . . .	128
Third Year Class . . . . .	118
Fourth Year Class . . . . .	96

Among those in the first and second years, fifty-eight undergraduates from the Junior and Senior classes of Columbia College who are taking the combined course are included. In addition, there were ninety-five students from the graduate school who were taking courses in the medical sciences as candidates for higher academic degrees, and thirty-two special students who as medical graduates were also taking advanced courses in the laboratories of the school.

The graduating class numbered ninety, of whom seventy-one, or seventy-eight per cent., had received a previous bachelor's degree.

The noteworthy facts concerning special achievement in the school and the several changes in personnel are recorded under the separate departments.

In the Department of Anatomy, Associate Professor Schulte resigned to accept a call to Creighton University as Professor of Anatomy. The vacancy was filled by the appointment as Assistant Professor of Dr. Vera Danschakoff, formerly professor in the Medical School for Women in Moscow, Russia. Anatomy

Assistant Professor Hopkins has resigned, and the vacancy in the Department of Bacteriology has been filled by the appointment of an instructor and not of a professor. Research in the department will result in the publication of a number of articles on the bacteriology of syphilis, of poliomyelitis, of septic diseases, and on the general problems of immunity. Bacteriology

The Department of Biological Chemistry has continued the research it had begun on many phases of dentistry, and many contributions have been added to the current literature of that branch of medicine. Assistant Professor Howe resigned at the end of the first term. No appointment has been made to fill the vacancy. Biological  
Chemistry

The Department of Dermatology and Syphilology has carried on an extensive service in the Vanderbilt Clinic under the trying condition of lack of space which hampers every branch of that institution. In spite of this handicap the department has published some fifteen papers in current medical literature. Dermatology

The Department of Laryngology has benefited both in a scientific and in an educational way by the assignment to this College of a department devoted to this specialty in the wards of Bellevue Hospital. Of course the separation of the ward service from the dispensary in two institutions over two miles apart is far from ideal, but in spite of this drawback this department has been fortunate as compared with most of the other special services of the College, and the instruction of the students has been improved by the addition of this ward service to the teaching facilities of the College. Laryngology  
and Otology

The Department of Neurology has developed during the year its new research laboratory and has conducted a very

large dispensary service at the Vanderbilt Clinic. The chief publication of the department will present the work done on poliomyelitis during the epidemic of last year, which Neurology was made possible by the donation of a special fund for the purpose. A monograph on experimental and human poliomyelitis will soon present the results of that investigation. Other publications have been made on the glandular nature of the pineal gland, on the vascularization of the central nervous system, and on normal skilled movement and its disturbances due to lesions involving the central nervous system.

The advantages of the intimate alliance between this College and the Presbyterian Hospital have been further developed by the appointment of Professor Tilney to the medical staff of the Hospital as Attending Neurologist. By this action the Hospital has secured the intimate care of its patients suffering from lesions of the nervous system by the specialists of the College, and the College has gained the valuable asset of a ward service in connection with the outdoor department in the Vanderbilt Clinic. The mutual benefit is greater than before, when Professor Tilney served the hospital only on the consultant staff.

At the end of the academic year, Professor MacCallum resigned his position to take the chair of Pathology and Bacteriology at Johns Hopkins University. No action Pathology looking toward the filling of this important vacancy can be reported at this time. The vacancy has existed too short a time to permit of a careful consideration of the problem to be solved. At the close of the year the department issued the fifteenth volume of reports, which included studies on the white blood cells, on nephritis of bacterial origin, on cholesterol metabolism, and on the ductless glands.

The Department of Physiology has completed under the direction of Professor H. B. Williams the additional apparatus Physiology needed to complete the electrocardiographic outfit which was begun a year ago by placing at the disposal of the profession the Columbia Galvanometer designed by Professor Williams in 1916. The new apparatus

includes an optic bench, a photographic recorder, a rotary tuning device, and an automatic arc lamp. Physiological research has been conducted by Professor Lee on fatigue, by Professor Burton-Opitz on the circulation, by Professor Pike on the internal ear, and by others on the heart and on the chemistry of the blood with reference to muscular action.

Professor Swift resigned from the Department of Practice of Medicine at the close of the year to take charge of the Medical Clinic of Bellevue Hospital, which is assigned to Cornell University. He will be- Internal Medicine  
come Associate Professor of Medicine in that University. The vacancy created has been filled temporarily by the appointment of Dr. W. W. Palmer. The publications of the department include studies on rheumatism, and on syphilis of the central nervous system, by Professor Swift, poliomyelitis by Dr. Draper, electrocardiography by Professor Hart, and articles presenting applications of chemistry, physiology, and biology to clinical medicine in the investigation of dyspnoea, acidæmia, œdema, and protein intoxication.

Professor Longcope was invited last January to take charge for one week of the Medical Service at the Peter Bent Brigham Hospital of Harvard University. He reports that this opportunity of acting as an exchange professor on the service of Professor Christian afforded an interesting and stimulating week, with an opportunity for close and concentrated study of methods of teaching and of hospital and departmental administration in another institution. The adoption of the same custom at Columbia in the Department of Medicine would prove valuable to the Department of Practice of Medicine and, it is hoped, to the temporary visiting physician-in-chief, as well. Such a plan is endorsed by Professor Longcope with enthusiasm.

It is my duty to record still further a resignation from an important chair. In March Professor Brewer handed in his resignation, to take effect June 30. He had been head Surgery  
of the department for three years only, and his resignation at this time was fully contemplated by him at the time of his appointment. During this brief term, however, he did



much to strengthen the department. He consolidated the alliances between the College and the various hospitals, especially by furthering the reorganization of Bellevue Hospital through the appointment of Professor Darrach as Director of the First Surgical Division. Professor A. V. S. Lambert has been placed in charge of the department as Acting Professor and has been appointed Surgical Director at the Presbyterian Hospital.

It is necessary to record also the resignation of Professor Virgil P. Gibney, the head of the orthopedic subdivision of the specialty of Surgery. Professor Gibney has been in charge of the Department of Orthopedic Surgery for twenty-two years, and has filled the chair efficiently as an interesting and inspiring teacher. It has not been possible to fill the vacancy thus created up to the present time.

The Department of Urology has been definitely united as a sub-department to the Department of Surgery. The vacancy at the head of this service has been filled by the appointment of Professor J. Bentley Squier, who held the position of professor at the Post-Graduate Medical School in this city. It is a pleasure to record also that Professor Squier has been appointed on the Surgical Staff at the Presbyterian Hospital as Attending Urologist. In consequence of the adoption of the broad viewpoint of medical specialties by the hospital, which is evidenced by this appointment, the College will secure many of the advantages of a special ward service in this important branch of clinical surgery. The further application of this principle of assigning to active duty in the hospital the heads of departments of medical specialties would solve one of the important problems of medical education which confronts the College, and which must be solved when the rebuilding of the College and the Presbyterian Hospital on a common site becomes a practical undertaking.

The dispensary service which belongs to the College in the Vanderbilt Clinic has shown a steady growth during the past three years, especially under the active leadership of the Chairs of Dermatology, Laryngology, and Neurology. This service has outgrown the present building, and no part of the College needs more the

long-hoped-for development of new and larger buildings than does the Vanderbilt Clinic.

The development of a new medical center for New York built around a new college and the new Presbyterian Hospital will supply no one improvement of greater immediate need than a larger plant for the Vanderbilt Clinic and a hospital for medical specialties, in which every clinical department of the dispensary service shall have its ward service in such close proximity that the two divisions may form an intimate organization. The conditions prevailing several years ago when no service in the Clinic had its wards under the same professional control are now much improved, and the Department of Diseases of Children controls wards in Bellevue, Presbyterian, and the Babies' Hospitals; that of Gynecology has the Sloane Hospital; that of Laryngology and Otolaryngology has its service at Bellevue, and the recent appointments to appropriate and new positions in the Presbyterian Hospital will supply a few beds for the Departments of Neurology and Urology. But the separation in location will not permit a real, intimate, and ideal relationship.

The small infirmary in the Clinic has met the need for the immediate after-care of those operative cases of minor surgery which require an anesthetic or twenty-four hours' rest in bed. During the year, 984 cases were cared for in the nine beds available for these purposes. In the spring the facilities of the Clinic were offered to and accepted by the military medical examiners who had in charge the selection of candidates for the officers' training camp at Plattsburg. More than 2,500 men were given during the first two weeks of June the careful and thorough physical examination required of the applicants for that service. The examining rooms of the Clinic and the laboratories of the Department of Clinical Pathology were able to meet this emergency by being opened and in use for twelve hours a day, without serious interference with the routine work.

The financial condition of the Clinic is sufficient to conduct its present activities. The extensive work done in the Department of Tuberculosis is provided for by gift from the treasurer,

Mr. F. W. Vanderbilt, by income from the tenements of the East River Homes Association, and by the self-supported Department of Social Service and Visiting Nurses, which is run by a committee of women known as the Vanderbilt Clinic Auxiliary. When the new development and enlargement which is hoped for is brought about, an increase in funds will be needed.

A serious problem now confronts all the dispensary services in the city. I refer to the increasing difficulty of securing young medical men to serve, especially in institutions which, like the Vanderbilt Clinic, have no ward service connection. This question is particularly urgent in the branches of surgery. The acting Professor of Surgery in his report presents this question as follows:

The College, together with all dispensaries in the city, must now compete with the great industrial and public service corporations in obtaining young men for dispensary positions. Formerly this competition did not exist, and the College could command the services of the best men just completing their hospital internships, and for their services it was not compelled to offer any salaries, trusting to the experience so gained to supply sufficient compensation; but now with the introduction of Workmen's Compensation laws the large corporations have established modern dispensaries, equipped in every detail in the most elaborate manner, for the care of their employees. They also employ young surgeons to attend their dispensaries at certain times of the day, and give them salaries which are positively munificent as compared to those now offered by the College. It is not at all unusual for a young man to receive \$1,200 a year for two or three hours, work a day, and some more experienced men receive salaries as high as \$2,400. These men gain considerable experience, and are able to work under the most ideal surroundings with every modern facility and at the same time receive a living wage.

It would seem that the College, to meet this competition, would have to either raise salaries or offer more facilities to attract the young men. The establishment of fellowships for post-graduate workers yielding \$1,200 and \$300 for supplies and apparatus is one of the most urgent needs of the department. This would attract the better class of men, and would provide the means of investigation and research which is so essential in developing an active, progressive department to become a force in the surgical thought of the day.

The condition of the Library of Medical Literature at the College of Physicians and Surgeons has improved greatly dur-

ing the past three years under the efficient management of Mr. Robert, the medical librarian. The school is still committed to the system of departmental organization.

This condition exists because the collecting of books Library in the school began as a result of individual effort on the part of each professor. The result has been the formation of five excellent collections: the Curtis Library in Physiology, the Janeway Library in Internal Medicine, the Library of the Alumni Association in Pathology and Bacteriology, the Libraries of Anatomy and of Biological Chemistry. An excellent beginning also has been made in the Hartley Library in Surgery and the Library in Pharmacology. About fifteen years ago the College started a study collection of theses and books for the use of the students and opened a general reading-room. This student library has now outgrown its original purpose and is becoming a reference library of no mean proportion. Mr. Robert has developed a system of loaning books to the students during the daily periods when the library is closed which gives any one the opportunity for an evening's reading at home and which has increased the value of the library manyfold. During the year, 6,721 books were loaned on this plan.

The erection of the addition to the school building described below will free space near the students' library which will be turned over as additional stack room to the library during the coming year.

The question of limitation of the number of students in a medical school has been solved in several ways. In most places where this has been necessary it has been done in an arbitrary manner. The authorities of Growth of  
School the school have tried to select the best of the applicants up to the limit set. In some schools the pruning-knife has been applied to the student body, and the lower portion of the class has been eliminated and the predetermined number of students allowed to advance to the completion of the course and their degrees. This elimination has been applied at times as late as the beginning of the third year of the course. The students eliminated under this procedure are compelled to go

elsewhere to complete their education, not because they have failed to reach a satisfactory standard but because certain other students are adjudged better and of higher grade. It is not necessary to criticize the methods of procedure at this time, but it is important for Columbia to determine if this College shall limit the size of the student body in any arbitrary way, or if Columbia shall endeavor to build up a medical center on lines similar to those adopted in the universities of Europe, which are situated as is Columbia in a densely populated city. In the Universities of Paris or of Munich, for example, no limit is placed on the number of students, and so far as the clinical opportunities of New York are concerned, it might seem that a similar solution should be considered. Such a school development will presuppose an expenditure of money proportionate to the number of students who may gather together in its halls. This means the securing of an income at least three times the size of the fees, paid by those students. This ratio (three to one) of the expense of medical education to the fees paid is based on a study of some eighty schools in the United States made and published a few years ago by the Council on Medical Education and corresponds very closely with the facts at this College. The plans to care for such an unlimited number of students must prepare to develop multiple educational plants in the clinical branches which shall run parallel and cover the same ground side by side. There is in medical education a certain size in laboratory and in clinic, so far as the number of students taught is concerned, which, except within comparatively narrow limits, can be neither increased without loss of efficiency in its educational value nor diminished without financial loss as viewed from educational results.

This educational unit is not over 200 students for a laboratory subject and somewhat less, say 120, for a clinical subject, such as internal medicine or general surgery. The solution of the question of caring for a large number of students in European cities has been solved by the founding of separate institutions both in scientific and in clinical subjects within a single university. In the past in American centers of popula-



tion of equal size, a considerably smaller number of students—1,800 in New York as compared with 3,000 in Paris or Berlin (these figures refer to *ante bellum* days)—have been educated by the founding of separate schools under separate university control.

If Columbia is to meet the educational demand which it seems probable will be made on the College of Physicians and Surgeons in the not-distant future, additional funds must be secured to build larger laboratories and to develop new clinical institutes either in existing hospitals or in new ones to be founded and erected. A development on lines similar to those by which European universities solved the same problem would seem to be the logical and only solution.

The College will admit women students on the same basis as men beginning next September. This has been made possible by the raising of a fund of \$80,000 to build and equip an addition to the College building. It is estimated that the admission of women will increase the total number of students by more than ten per cent. of each class. The additional floor space will be devoted to increasing the teaching laboratory facilities in the medical science subjects of the first two years. The building of such an addition was necessary because of the increase in the enrollment made probable by the admission of women.

During the past year a reorganization of the ward services of Bellevue Hospital has been completed, and the trustees of that hospital have shown an appreciation of the advantages of medical education to a hospital in a degree never before exhibited. In the past Columbia has had an interest in one-fourth part of the hospital as a matter of courtesy and established custom. Now that interest has been made more real and more secure. The Trustees have given the University the right of nomination to all medical and surgical appointments in the fourth part of the hospital and have abolished the old system of rotating service and placed each service under a single director. Under the rearrangement made, this College received services in internal medicine, in general surgery, in children's diseases,

Admission  
of Women

Allied  
Institutions

in tuberculosis, and in laryngology and otology. This action of the Bellevue trustees places about 300 beds at the command of the College for use of its students as clinical clerks. The services at the Presbyterian Hospital are still more intimately associated with the educational life of the College through the action of the alliance agreement. These two hospitals would furnish almost enough beds to make possible the requirement for all students of a fifth hospital year entirely under university control. This subject has been discussed a number of times, and it is necessary to point out here only the two chief advantages to be gained from such a lengthening of the course of study: An extension of the present system of clinical clerks into a full intern year, and the addition to the curriculum of needed hours for the medical specialties and laboratory courses. New York City seems destined to grow in size as a medical center and Columbia will get its share of that growth. Any considerable increase in the number of students above the present enrolment will require a larger number of hospital beds than can be furnished by the Columbia division of Bellevue added to those which even the contemplated rebuilding of the Presbyterian Hospital will supply. The College is associated with a number of hospitals in the manner which was common under the older methods of medical education. That is, some of the members of the rotating professional staffs of these hospitals hold clinical professorships in the College, which, therefore, has the possible opportunity of placing its students as clinical clerks in those hospitals during the portions of the year when its professors are on duty. Some of these connections are of long standing and at one time formed the entire clinical facilities of the College. They are still extremely useful and efficient, especially in those hospitals which have been reorganized on the basis of a single director with assistants. But this service is enjoyed by the College as a matter of privilege alone, and no guarantees for the future can exist in such a loose relationship. If the College is to establish a fifth year under its educational control, it must form further intimate alliances with some of these loosely associated hospitals. Such a fifth year presupposes that the College

controls not a clerkship, but an internship for each student of its graduating class.

The condition of universal war in which this country has been forced to join has made already a very marked impression on this College and on medical education. During the past three years the College has been represented for varying periods of time in several hospitals connected with the French Army. A number of the members of the surgical and other departments served in the hospitals which were supported in part by American philanthropy at Jouilly, Sens, Ris Orangis, and at the American Ambulance in Paris. During the past two years there have been organized under the National Red Cross, a group of base hospital units. Seven of these were formed in this city in connection with as many hospitals. Officers of this college are enrolled in the base hospitals founded upon the services of the Bellevue, New York, Roosevelt, German, Mt. Sinai, and Presbyterian Hospitals. The last named is known as the Columbia University and Presbyterian Hospital Unit, and its personnel is made up entirely of officers from the departments of the College of Physicians and Surgeons. This base hospital under the directorship of Professor Brewer is serving now in France with the English Army and the others expect mobilization orders at an early day.

Influence of  
the War

Since it was decided to raise a large army for service in Europe, practically the whole teaching staff has been eager to volunteer for appointment in the Medical Reserve Corps of the Army. It is becoming more difficult each week to hold a sufficient number, especially from among the younger instructors, to their academic duties and to plan out a working basis on which the many educational courses at the college may be given in a satisfactory manner. There were on the roster of the College, including its hospital connections, at the beginning of the year just ended:

Professors and Clinical Professors . . . . .	57
Associate and Assistant Professors . . . . .	33
Associates . . . . .	30
Instructors . . . . .	113
Assistants . . . . .	28

Of these the following numbers have signified their intention to accept or have already accepted their commission as medical officers in the Army:

Professors and Clinical Professors . . . . .	14
Associate and Assistant Professors . . . . .	9
Associates . . . . .	8
Instructors . . . . .	36
Assistants . . . . .	9

The law creating a national army by universal conscription contains no expressed provision dealing with the question of the status of the student of medicine, under the selective draft. A situation exists similar to that in England three years ago. England had no law compelling military service, and England permitted practically all of her medical students to volunteer into the regular regimental service. Now after three years England finds no young medical graduates to fill the depleted ranks of her Medical Corps and has sent urgent advice to the United States not to repeat her blunder. The medical department of the Army has urged upon all the medical schools the great desirability of keeping those schools full and in active session throughout the war. The principle of a selective draft would seem to imply the right of the executive to formulate regulations for its application. It is hoped that the needs of the army and the lesser needs of the navy for a continuous supply of young surgeons may be met by an executive regulation which shall exempt all medical students from liability under the general draft. If the urgent request to keep the medical colleges running, made by the medical authorities of the Army is not acceded to by the War Department, the College of Physicians and Surgeons, at least, will practically close. For the students as a whole are all able-bodied, healthy, unmarried men, full of patriotism and eager to do their best for their country. It was only by presenting to them in the strongest terms that their patriotic duty was to remain in the school and finish their education that they were dissuaded from volunteering as enlisted men in the various base hospitals which were mobilized in New York City this spring.

The Army medical service requires one year's hospital training before the graduate of a medical school is eligible for a commission in the Medical Corps. It was found, therefore, that the custom of all the large hospitals of New York to require a two-year intern service left those institutions in the unfortunate position of possibly losing their higher grade house staff to the Army by volunteering. The War has compelled many of these hospitals to rearrange their system of intern appointments so that they will require only one year's service of each young physician. This will require the appointees for January next to be placed on duty in October and November, and new vacancies will occur next February and March. This is a real war emergency in New York City and in order to meet it the College began its next session for the Class of 1918 one week after Commencement, and these students are following out the regular course of study through the summer and will graduate next February and be eligible at that time for hospital appointments.

Whether this reduction of the intern service to one year will last after the war or not is an open question. It offers in the case of the hospitals allied to the College of Physicians and Surgeons a rare opportunity to inaugurate the fifth hospital year so often discussed and which has been mentioned above in this report. If the fifth year can be made a permanent feature of medical education at Columbia, the holder of the M.D. degree from this College will be immediately eligible for licensure in every state of the Union and for a commission in the Army or Navy. The change from a system of graduate interns having one-year service without resident physicians and surgeons, to one with such residents with undergraduate intern assistants would be for any hospital an easy and simple procedure, and would take place without a hitch of any kind. It seems self-evident that such a change would be greatly to the advantage of the hospital, as well.

The members of the medical faculty who lived through the experience of the hospitals of New York in caring for the sick soldiers of the army during the Spanish-American War in 1898 were easily persuaded by their colleague, Professor J. Bent-



ley Squier, to endorse the proposal to build, equip, and run a hospital, which would serve as an emergency institution to care for any rush of cases which might be dumped on Columbia New York, or to handle the surplus of the local War Hospital hospitals if they should be over-crowded by a sudden arrival of army cases. The University offered the use of a tract of land of some nineteen acres, situated on top of Gun Hill in Williamsbridge, Borough of the Bronx. The building fund was begun by the liberal donation of \$175,000 from Mr. Daniel G. Reid, and has been raised by friends of the project to a total of \$281,000. A hospital was planned on the lines of a typical base hospital unit to contain 500 beds. Such a hospital is a pavilion hospital of separated buildings connected with the service buildings by covered corridors. As planned, the Columbia War Hospital consists of iron service buildings and operating pavilion and wooden ward and dormitory pavilions. The buildings were ordered to be of portable type, both iron and wood. The work was begun in the middle of May. A complete plant on these lines should be ready for the reception of patients by August. The committee who had this matter in charge discovered early in June that the medical department of the army was a very much better equipped organization than the same branch of the service twenty years ago. It was found that the War Department planned to control the care and treatment of all its enlisted men during convalescence from wounds and during illness, so that there was no special need for such a hospital under civilian management. But it also developed that the Army was anxious to possess in New York a large hospital for the care of such wounded as may be transferred from Europe and such invalided men as may arrive in New York from concentration camps and transports. The necessity for the hospital proved to be very real, but the need for Columbia to run it was *nil*. The plant was, therefore, leased to the Government, and it will be known as General Hospital No. 1, and be conducted by the Army as the chief distributing hospital center for the port of New York.

A list of the officers of the College who have been commissioned in the Medical Reserve Corps of the Army is annexed, as follows:

George E. Brewer	Professor	Major	C. U. & P. H. Unit
Warfield T. Longcope	Professor	Major	Surgeon General's Staff
Hans Zinsser	Professor	Major	Surgeon General's Staff
William Darrach	Professor	Major	C. U. & P. H. Unit
Nathan E. Brill	Professor	Major	Mt. Sinai Unit
Ellsworth Eliot	Professor	Major	M. O. R. C.
Frederick Kammerer	Professor	Major	German Hospital Unit
Henry H. M. Lyle	Professor	Major	M. O. R. C.
James A. Miller	Professor	Major	M. O. R. C.
Alexander Lambert	Professor	Major	Red Cross, France
Charles H. Peck	Professor	Major	Roosevelt Hospital Unit
Eugene H. Pool	Professor	Major	New York Hospital Unit
John B. Walker	Professor	Major	M. O. R. C.
J. Bentley Squier	Professor	Major	M. O. R. C.
Homer F. Swift	Assoc. Prof.	Major	C. U. & P. H. Unit
Wm. R. Williams	Assoc. Prof.	Captain	M. O. R. C.
Louis Casamajor	Asst. Prof.	Captain	C. U. & P. H. Unit
J. Gardiner Hopkins	Asst. Prof.	Major	M. O. R. C.
Bernard S. Oppenheimer	Asst. Prof.	Major	M. O. R. C.
Alwin M. Pappenheimer	Asst. Prof.	Captain	C. U. & P. H. Unit
Horatio B. Williams	Asst. Prof.	Captain	U. S. Signal Service
C. N. B. Camac	Asst. Prof.	Lieutenant	M. O. R. C.
David Bovaird	Asst. Prof.	Captain	M. O. R. C.
Walter Bensel	Associate	Major	M. O. R. C.
Edward M. Colie	Associate	Major	M. O. R. C.
Karl Connell	Associate	Major	M. O. R. C.
George Draper	Associate	Captain	M. O. R. C.
Robert T. Frank	Associate	Major	M. O. R. C.
Frederic G. Goodridge	Associate	Captain	M. O. R. C.
William W. Herrick	Associate	Captain	M. O. R. C.
George M. Mackenzie	Associate		U. S. Navy
George N. Acker	Instructor	Lieutenant	M. O. R. C.
Sidney R. Burnap	Instructor	Captain	M. O. R. C.
Gerhard H. Cocks	Instructor	Lieutenant	C. U. & P. H. Unit
Edward Cussler	Instructor	Captain	N. Y. Hospital Unit
Richard Derby	Instructor	Major	M. O. R. C.
Paul A. Dineen	Instructor	Lieutenant	N. Y. Hospital Unit
Ransom S. Hooker	Instructor	Lieutenant	M. O. R. C.
Henry James	Instructor	Captain	Roosevelt Hospital Unit
R. A. Kinsella	Instructor	Lieutenant	M. O. R. C.
Constantine J. MacGuire	Instructor	Lieutenant	M. O. R. C.
Alex. T. Martin	Instructor	1st Lieut.	Roosevelt Hospital Unit
Malcolm McBurney	Instructor	Lieutenant	M. O. R. C.

John A. McCreery	Instructor	Captain	C. U. & P. H. Unit
C. A. McWilliams	Instructor	Captain	Roosevelt Hospital Unit
John P. Peters	Instructor	Captain	C. U. & P. H. Unit
Edwin G. Ramsdell	Instructor	Lieutenant	M. O. R. C.
Wythe M. Rhett	Instructor	Lieutenant	M. O. R. C.
Henry A. Riley	Instructor	Lieutenant	N. G. S. N. Y.
James I. Russell	Instructor	Major	Roosevelt Hospital Unit
Martin DeF. Smith	Instructor	Major	3rd Ambulance Corps
Thayer Smith	Instructor	1st Lieut.	M. O. R. C.
F. B. St. John	Instructor	Captain	C. U. & P. H. Unit
Alfred Stillman	Instructor	Captain	Roosevelt Hospital Unit
Frederick T. Van Beuren	Instructor	Captain	M. O. R. C.
Arthur S. Vosburgh	Instructor	Captain	M. O. R. C.
James R. Whiting	Instructor		U. S. Navy
Percy H. Williams	Instructor	Lieutenant	M. O. R. C.
Wm. C. White	Instructor	1st Lieut.	Roosevelt Hospital Unit
Harold NeuhoF	Instructor	Captain	C. U. & P. H. Unit
Wm. Barclay Parsons	Instructor	Lieutenant	C. U. & P. H. Unit
Wm. F. Cunningham	Instructor	Lieutenant	C. U. & P. H. Unit
Herbert N. Vermilye	Instructor	Lieutenant	C. U. & P. H. Unit
G. R. Manning	Instructor	Captain	M. O. R. C.
H. C. Thacher	Instructor	Lieutenant	M. O. R. C.
R. T. Atkins	Instructor	Lieutenant	M. O. R. C.
R. Burlingham	Instructor		M. O. R. C.
William B. Blanton	Assistant	Lieutenant	M. O. R. C.
James L. Cobb	Assistant	Lieutenant	M. O. R. C.
Roderick V. Grace	Assistant	Lieutenant	C. U. & P. H. Unit
Lefferts Hutton	Assistant	Major	N. G. S. N. Y.
Kenneth McAlpin	Assistant	Lieutenant	Aviation Corps
J. Howard Mueller	Assistant	Lieutenant	C. U. & P. H. Unit (abroad)
Gouverneur M. Phelps	Assistant	Captain	Roosevelt Hospital Unit
Fenton Taylor	Assistant	Lieutenant	M. O. R. C.
Wm. C. Woolsey	Assistant	Captain	C. U. & P. H. Unit

Respectfully submitted,

SAMUEL W. LAMBERT,

*Dean*

*June 30, 1917*

REPORT OF THE DIRECTOR OF THE GEORGE  
CROCKER SPECIAL RESEARCH FUND

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to submit the fourth annual report from the George Crocker Special Research Fund.

During the past year but little change has been made in the equipment of the Crocker Fund, with the exception that there has been installed a large and modern *X-ray* Plant transformer, with which it is intended to study the biological action of the *X-rays* upon isolated tissues and tumors and to determine the lethal coefficients on tumor cells, as was done in this laboratory during the past two years for radium.

Several modifications of, and additions to, the workrooms have been made, entirely by the employees of the institution, demonstrating the great convenience of the type of construction adopted for the laboratory when it was first built. Only a few days' are required to rearrange the partitions of one of the rooms or to build additional rooms when these are necessary to accommodate more workers or to house special pieces of apparatus.

There have been but few changes in the staff. Professor William H. Woglom has been advanced to associate professor and Dr. Robert T. Frank has been appointed associate in cancer research. The war, however, has Staff seriously affected some of the work, Dr. Frank and Mr. Paul M. Giesy, who had been engaged in some very important experimental researches, having been called into service, the former as a captain in the Medical Reserve Corps, the latter as a captain in the Ordnance Reserve Corps. Their departure

has completely stopped the investigations which they were conducting.

As in previous years, a number of commercial cancer cures have been tested and, as usual, no one of them showed any curative value, except in so far as they were capable of destroying with equal efficiency cancer tissue and the surrounding normal tissue by their caustic action. None of the cures which are administered by mouth or by subcutaneous injection has been shown to have any effect on tumor growth.

In some experiments carried out by Dr. Richard Lewisohn, the alkaloid, emetine, which has been used as a cancer cure on human beings on the assumption that cancer is due to a protozoan parasite, was shown to be without effect on tumor growth, even when used in very large doses.

The lines of research which were laid down at the opening of the laboratory have been continued in various directions.

The study of the effects of radium on tissues has been continued, and a number of patients have been treated in order that satisfactory data might be obtained for a final estimation of the therapeutic capacity of this widely heralded substance. Nothing has been learned which in any way alters the opinion expressed in last year's report, that the chief value of radium lies in its palliative effect, and not in its capacity to replace in any way the surgical treatment of tumors. As a result of these studies, Dr. Frederick Prime has published a short paper on the effects of radium on tissue growth in vitro.

In connection with this work, also, Dr. Frank has carried out a clinical study on the palliative effects of radium in cases of inoperable carcinoma of the uterus, the results of which have been published.

Dr. William B. Long, who has had large experience in the use of the X-ray, has treated a number of patients with recurrent tumors; many of these cases have been referred to the Crocker Fund from St. Luke's Hospital.

During the year, Dr. Frank and Mr. Giesy have continued their studies on the tissue stimulation produced by



certain chemical extracts from the placenta, and have obtained interesting results; but, unfortunately, as stated above, this line of investigation has been abandoned for the present.

Inasmuch as the phenomenon of spontaneous disappearance of tumors in animals seems to offer a clue which may ultimately lead to information as to the best method of therapeutic attack on such tumors as do not disappear, a large amount of work has been done in studying the various immune reactions which render an animal resistant to the implantation of tumor tissue. In this line, Dr. F. D. Bullock and Dr. George L. Rohdenburg have published a histological study of heterologous tumor grafts, and have in press a paper on the relation of induced cancer immunity to tissue growth and regeneration. They have also reported on the effects of stimulation and depression of oxidative processes in the body on tumor growth.

In addition to these investigators, Dr. Shigemitsu Itami is conducting certain experiments on immunity, which will soon be ready for publication.

Dr. H. N. Stevenson has prepared a paper on the growth of human tumors in the chick embryo, and has also studied the alleged influence of the spleen upon tumor growth in the chick embryo, finding that no such influence can be demonstrated. In the same connection, Dr. Bullock and Dr. Rohdenburg have shown that splenectomy exerts no influence upon immunity against transplanted tumors, and Dr. Dudley H. Morris has reported on the influence of the spleen upon the growth of transplanted tumors.

Dr. Morris has also published the preliminary results of an attempt to produce tumors in animals by the injection of tumor filtrates, using a much larger series of animals than has heretofore been employed by other investigators in this field. The experiments are not yet in shape, however, for final publication.

Professor Woglom has prepared studies on the fluctuations in sarcoma production in certain carcinomata of mice, on the significance of cartilage in carcinosarcoma of the mouse, on

the question of virulence *versus* adaptation as influencing tumor growth, and on chorioepithelioma of the testis in man.

Experiments in progress last year by Dr. Bullock and Dr. Rohdenburg on the induction of tumor formation by parasites have been continued, as has their work on the general question of irritation as inducing tumor formation.

A number of reports have been made by members of the staff on the occurrence of rare tumors of animals, and studies have been published on rare tumors in man.

In all, twenty papers have been prepared during the year; some of these have been published, while others are in the printer's hands and will appear shortly in various journals.

Some 3,000 additional tumor specimens have been added to the slide collection, which is rapidly becoming of very great scientific value.

In April the annual meeting of the American Association for Cancer Research was held at the laboratory, and papers were then presented by several members of the staff, including the Director, Professor Woglom, and Drs. Prime, Stevenson, Morris, and Frank. A demonstration of laboratory methods in cancer research was given to the visiting members of the American Medical Association in June, and in May the Society for Internal Medicine was entertained at the laboratory with an address by the Director on the cancer problem.

During the year the Director has made addresses before the National Fraternal Congress, Medical Section, Cleveland (Ohio); the Cleveland (Ohio) Academy of Medicine; the Medical Society of the County of New York; the American Gynecological Society; and the Albany Medical College. By invitation, he also gave the annual address of the Portland (Oregon) Academy of Medicine, and spoke on the cancer problem before the Tacoma (Washington) Medical Society, and the Columbia Alumni Association of San Francisco. Professor Woglom has spoken before the Westchester County Medical Society. Several members of the staff have presented papers before the New York Pathological Society.

Other  
Activities

As in previous years the Crocker Fund has supplied animals bearing transplanted tumors of standard strains to a number of laboratories and workers, among them the College of Physicians and Surgeons; the Cornell University Medical College; the Rockefeller Institute; the Montefiore Home; the Albany Medical College; the Bender Hygienic Laboratory, Albany; Johns Hopkins University Medical School; Dr. Howard Kelly, Baltimore; the Otho S. A. Sprague Memorial Institute, University of Chicago; and the laboratory of Parke Davis and Company, Detroit.

During a part of the year, Professor Woglom has served as acting editor of the *Journal of Cancer Research*.

Respectfully submitted,

FRANCIS CARTER WOOD,

*Director*

*June 30, 1917*

# SCHOOLS OF MINES, ENGINEERING, AND CHEMISTRY

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to present the annual report of the Schools of Mines, Engineering, and Chemistry for the academic year ending June 30, 1917.

In this report on the Schools of Mines, Engineering, and Chemistry for the academic year 1916-1917 it is fitting to note that the graduating class was the largest of the fifty classes that have been graduated since the foundation of the School of Mines. The degree of Engineer in one of the several branches was conferred upon one hundred and forty-four men, the degree of Chemist on one, and the degree of Master of Science on twenty-five, seventeen of these latter being naval lieutenants detailed to post-graduate study.

It will probably not be another half century before another class as large will be graduated, but it will certainly be a number of years, for the graduation of this class of 1917 marks the completion of the withdrawal of Columbia University from the field of the four-year engineering course founded on only high school preparation. Our attention now turns fully to the new program of three-year courses in engineering, based on admission requirements of a liberal college preparation, with no disparagement of that older and at present standard course, but rather with confidence that past achievements justify and require the forward-looking program.

As has been set forth before, in former annual reports and elsewhere, it is not at all a new theory for training men to become engineers that is being worked out here. It is a method

Change to  
New Course  
Completed

of dealing with a fact. That fact, on which our program is based, is that in increasing number the best informed students, and the sons of the best informed parents, have been going to college for two or more years preparatory to taking up the engineering course they have in view. They do this for two reasons: first, because they reason that the college preparation will make them men of wider interest and sympathy than the technical course alone, and, second, because this judgment is supported by the many examples of engineers with that training who have achieved the truest success. That the standard four-year course has served well and will continue to serve the majority of engineering students of the country is not a matter of question.

Very naturally that portion of the public which is interested is not yet entirely informed as to the significance of our present plan of engineering training at Columbia. Members of the University still have frequently to correct the impression, on the one hand, that we have here a six-year course in engineering, and, on the other hand, that we have a post-graduate course for engineering graduates. The latter class of men we do have, and they are becoming a factor of increasing importance, but largely for special advanced courses and research. They are usually candidates for a Master's degree. Our main work is with the courses of three-year length leading to the engineering degrees in the several branches, requiring for entrance only such college training as can by reasonable foresight be got in any good college.

On February 20, Dean Frederick A. Goetze, who nine months earlier had taken on the duties of the Treasurership of the University, was permitted to give up the office of Dean in order that he might give his whole attention to the heavy responsibilities resting on him as Treasurer. Mr. Goetze had been Dean for just ten years. The decade of his deanship is characterized primarily as a decade of high standards of conduct and scholarship among the students of the Schools of Mines, Engineering, and Chemistry. As an indication of the magnitude of the tasks Dean Goetze had to accomplish, it may

Dean Goetze  
Gives Up  
Office



be noted that within this period many retirements and deaths made necessary the reorganization of ten out of the twelve departments that are largely engaged in the work of these schools. The adoption by the students of the honor system for examinations; the development of laboratories and equipment, most notably in Chemistry; the development of the chemical engineering department; the institution here of post-graduate courses for naval officers; and, finally, study of the future of engineering education which led to the adoption of the present three-year course, are a few of the features of his deanship that bear testimony to the place of high importance it will take in the history of these schools of the University.

Upon the withdrawal of Dean Goetze the undersigned was appointed acting dean, pending the appointment of a new Dean, and commissioned particularly to study with the Faculty certain problems of instruction, of arrangements of the curriculum, and of the further encouragement of research. Professor R. E. Mayer, as Secretary of the Committee on Instruction and of the Faculty, continues as the valuable coadjutor of the dean, particularly in handling all business of the office relating directly to students.

Almost immediately thereafter it became certain that the country would enter the war. It is hardly necessary to record that the problems of instruction with which we have been most occupied are those connected with the war.

By the time of the declaration of war all the naval lieutenants that had been detailed here for post-graduate work in mechanical and electrical engineering had been ordered to active duty. Later the faculty voted to award each one of these officers the degree of Master of Science, for which he was a candidate, on the basis of his work up to the time he was ordered to active duty. This wholly appropriate action was a source of sincere gratification to these officers of the navy, because the advancement in rank and responsibility, which will come to them in the war, will almost certainly annul the possibility of their return to complete the remainder of the year's

Acting Dean  
Appointed

Students  
Entering  
War Service

work. These men are most appreciative of the opportunity to do this post-graduate work, and value highly the university degree.

The other students, especially in the graduating class, were rapidly drawn away in groups or singly to take part in the preparation for war. Most of these went at once into some branch of the service in which their technical training would be put to use. A student in good standing in any one of his courses as tested by examination or otherwise at the date of his leaving to enter the public service was credited as for the completion of the course. Along with the departure thus of many students there was, in spite of the general restlessness, an increased seriousness on the part of those who were not called away, and the year's work was completed in good order up to the last duty.

Members of the Faculty, as has been general in the engineering schools of the country, have been very active in measures of war preparation. The account of their professional activities in the public service is already too long to be set down here, and is rapidly growing. In the field of instruction the establishment, in March, of a course of training for students preparing to enter the Naval Reserve Force, under general arrangements of the University Committee on Public Service, but more directly under members of the departments of mechanical engineering, was of special importance to the Schools of Mines, Engineering, and Chemistry. It provided an excellent preliminary training in nautical matters for many of our students, and led directly to the establishment at Columbia of the Naval Officers Instruction School for petty officers and enlisted men to a number as high as three hundred at a time. It continues pending the completion of a large Naval Reserve Force base at Pelham. This school was officered largely by members of our departments of mechanical and electrical engineering, who were commissioned in the Naval Reserve Force, with Professor Lucke, head of the mechanical engineering department, as a civilian volunteer in charge of the gas engine instruction, and Professor Moss as Lieutenant directing the instruction in navigation.

Naval  
Instruction

The war puts many problems before us. Members of our instructing staff are being called to important duties under the government, one-third of our students are in the service of the government and will not return. It is indicative of their spirit that the others will all return, and not one will yield to the temptation of attractive salaries that are open to them. Our counsel to students who are debating whether to keep on in school or to go into the army or navy has been that if the army or navy indicates by the offer of a commission that a student is needed without further training, he should by all means accept; that otherwise the highest officers of the government have said that he should continue his work in the engineering school. Voluntary enlistment and the draft will deplete the entering class, and through the coming year the selective draft will take many away, unless the War Department finds it necessary to keep engineering students in school. It appears that losses from students and Faculty will about balance in such manner that the standards of instruction will not be lowered.

The plans for research laboratories which a committee of the Faculty had developed with foresight and keen appreciation of the probable development of applied science, have not been pushed for the past few months, not so much because we are at war as because we are at the rather unorganized beginning of a war. It is by no means unlikely that before the war is over the schools of engineering of the country will come to occupy a place of much higher relative importance than in time of peace, as centers not only of the training of men, but also of engineering work and investigation. That the War and Navy Departments will have to make suitable provision to have the supply of engineering graduates continue is evident, though at present the provision made is only to advise all engineering students to continue in school until they are drafted. That they are availing themselves largely of the assistance of the faculties of engineering schools, both in professional work and in the conduct of special training schools, is also very evident. That the new conditions that have to be met, as to products to be manufac-

tured and materials to be used, which have already quickened enterprise and inquiry among manufacturers, will mean an unusual opportunity for service in the research laboratories of engineering schools is none the less apparent. This is well indicated by the calls made upon our departments for work which, if done, would require larger provision for laboratories and research staff than we have yet made.

Within the year the two senior members of the department of chemical engineering were offered positions of such importance in chemical manufacturing that the University was quite unable to retain them. Their work was taken up and ably carried out by Assistant Professor D. D. Jackson, transferred in February from sanitary engineering to chemical engineering, and by Dr. J. E. Teeple, a well-known consulting chemist of New York City. Dr. L. H. Baekeland has now become connected with the department in a direct advisory capacity, and further organization is proceeding to the end that this department may advance the high position it occupies. Just now the number of students entering the chemical engineering course is much in excess of those entering any of the other branches of engineering.

In March his colleagues and students had the pleasure of welcoming back Professor James F. Kemp, head of the department of geology, whose absence for a year and a half on account of ill-health had left vacant so large a place in the consciousness of the University. Professor Kemp was able to carry on his work for some time, but asked and was granted retirement at the end of the academic year, in order that he might more freely attend to his health. It is a pleasure to be able to state that he is in such good health that he is actively at work as a geologist in partnership with a firm of Columbia graduates in Oklahoma, where the climate will for the present be of advantage to him.

Chemical  
Engineering  
Department

Professor  
Kemp

Respectfully submitted,

GEORGE B. PEGRAM,  
*Acting Dean*

*June 30, 1917*

FACULTIES OF POLITICAL SCIENCE,  
PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

As Dean of the Faculties of Political Science, Philosophy, and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1917:

The figures for registration and for the number of degrees conferred under these faculties, as exhibited in the tables of the  
Registration Report of the Registrar, show no significant variation from those of last year. I should point out, however, that these figures do not indicate the extent of graduate work in the University, nor the entire responsibility of these faculties for the conduct of this work. Administrative changes in the University during the past two years have brought about a new classification of graduate students without a reduction either in the number of these students, or in the demand for advanced instruction and research. About half the number of students formerly classified under these faculties have been transferred to other faculties or set apart as unclassified students in the University under the general direction of the University Committee on Admissions. Consequently, there remain under the jurisdiction of these faculties only those students who are, presumably, candidates for the degrees which are conferred on the recommendation of these faculties exclusively. These administrative changes were made for the purpose of encouraging advanced instruction and research in the professional faculties of the University, and of charging the Faculties of Political Science, Philosophy, and Pure Science with the care of candidates for a degree only. These purposes have already been partially fulfilled. Yet if



the reclassification of students is disregarded and the graduate work of the University is considered as a whole, it is apparent that this work has not changed perceptibly in character and that it still, in its scientific bearings, is independent of our classifications and our faculty and departmental divisions.

This result is natural because science knows no metes nor bounds. I call attention to it, however, because there is a danger that administrative machinery, which is made for purposes of economy of effort for administrators, may lead to a dissipation of intellectual energy and to unnecessary expenditures of money through the duplication of work by one faculty—and even by one department—which is already provided for by another. The statistical method, for instance, has become almost indispensable in all departments of research, yet there is at present in the University no unified and cooperative attempt to build up the science of statistics in a way that will effectively support statistical work in all branches of knowledge. This science is left largely to the initiative and energy of individuals whom our administrative machinery tends to keep apart rather than to bring together. There is, consequently, a danger of waste of effort and of money. There are many similar illustrations, linguistics, for instance, and geography in its modern economic and political character.

Administrative  
Caution

And there is an illustration which I am beginning to think, is of even greater importance. I refer to the *method* of research generally. This method requires the mastery of an elaborate technique which varies naturally, and often considerably, with the particular science in which it is employed. Yet in many closely related sciences it is practically the same. Now this method, which is primarily a method of research, has become in recent years the predominant method of instruction in a constantly increasing number of advanced courses. Indeed, for many minds advanced instruction has come to mean almost exclusively the substitution of the method of research for the dogmatic method, even in cases where the knowledge concerned is not a matter of dispute. It is obvious that, for the sound advancement of science, even

Method of  
Research

advanced students must be repeatedly forced to acquire by the methods of discovery the established knowledge they could acquire by reading a book, but this necessity does not warrant the practice which would abolish dogmatic instruction altogether. The method of research is the costliest of methods both in time and money. It should be used with discrimination. I fear it is not so used when in so many courses, as appears to me to be now the rule, students are forced to employ it to acquire the knowledge which they could otherwise acquire in a fraction of the time and with a fraction of the expense. The indiscriminate use of this method has been, I believe, one of the largest factors in prolonging the time which students must spend in the University if they are to secure the professional and non-professional degrees which depend on the prior attainment of a college education in whole or in part. It has been, undoubtedly, the greatest factor in causing the sums expended for advanced instruction to mount to figures undreamed of twenty-five years ago. How far my fears and suspicions are correct, I am uncertain, but I am convinced that the whole subject is one which should be studied as a University problem and not left to the several faculties and departments acting independently.

What is true of such illustrations taken by themselves seems to me to be true of the scientific work of the University generally. Although for purposes of administration this work must be divided among bodies which can effectively handle it, for the purpose of advancing science its unity and entirety should not be neglected. As Francis Bacon once said: "Generally let this be a rule, that all partitions of knowledge be accepted rather for lines and veins than for sections and separations; and that the continuance and entirety of knowledge be preserved. For the contrary hereof hath made particular sciences to become barren, shallow, and erroneous, while they have not been nourished and maintained from the common fountain." In order that the University may work enlightened by such a vision, it is important that the deans of the several faculties and the directors of the several adminis-

Scientific Work  
of the University  
Generally Considered

trative boards should be brought together to study the problem of university education, in view both of the public demand and of the advancement of knowledge. This is no easy task, but it is a necessary one if we are to supplement administrative efficiency with educational success. Too many of us are in danger of neglecting the latter in our desire to be eminent in the former.

In my report for last year I called attention to the fact that the degree of Master of Arts as then administered by these faculties represented in effect a fifth year of college work, and suggested the advisability either of combining the work leading to the degree more closely with the college or of changing its character and making it auxiliary to research. The question thus raised was finally disposed of at the December meeting of the University Council. Concurring in action previously taken by these faculties, the Council then authorized a radical change in the requirements for the degree. The change followed the principles of the new regulations for the degree of Doctor of Philosophy. The residence requirement was distinguished from the scholarship requirement and definitely defined. The scholarship requirement was left to the several departments to be defined in accordance with their peculiar needs and in terms of subject matter, rather than in terms of courses to be completed. With proper administration the degree should in the future represent a grade of work distinctly of the graduate type.

The Degree of  
Master of Arts

With this change in the requirements for the degree of Master of Arts, the administrative reform of the degree regulations proposed four years ago has been brought to completion. This reform has been guided by the general principle that graduate work should represent, not prolonged education, but the exercise of intellectual initiative and the attainment of independent scholarship. A result like this cannot be reached so long as students do not have absolutely free election of the courses they wish to attend and are not left to their own responsibility in regard to the amount and character of the work they care to do in connection with these courses. Nor can it

Comment on  
Completed Reforms

be reached so long as the scholarship requirements for degrees are defined in terms of the accumulation of credits for courses of instruction. In other words, and stated in terms of the intellectual atmosphere, these faculties should create, these faculties should not be engaged in teaching those whose education is deficient, but in presenting to mature minds for their guidance and stimulation the present state of knowledge in the subjects with which these faculties deal and the outstanding problems on which scientific work in these subjects is engaged. So far as scholarship requirements for a degree are concerned, these faculties ought not to consume their time in trying to bring a normal percentage of the students under them to a proficiency sufficient to pass routine examinations in courses, or to perform routine tasks of study and investigation, but they should exact of every candidate evidence that he has attained independent scholarship on his subject, such as scholars generally will recognize, and that he has accomplished by his own energy a piece of work which reflects the attainment of such scholarship.

These considerations are elementary. My experience and observation have, however, led me to believe that they have been too much neglected in our American universities. As the number of graduate students has increased, the tendency of universities has been to multiply the number of courses offered in such a way that the different departments of knowledge might thereby be covered with greater detail, and to expect students to complete these courses in the same manner as an undergraduate is expected to complete a course. This tendency has been economically expensive and intellectually debilitating.

That it is intellectually debilitating, I have pointed out in previous reports. Here I will only repeat that to teach graduate students, even in highly specialized courses, as undergraduate students are taught, may increase their knowledge, but it does not promote in them scholarly independence and originality. Experience is, I believe, unequivocal on this point. Furthermore, so to teach them consumes the time which instructors should be giving to research and produc-

Scholarly  
Aspects

tivity. In an atmosphere of such teaching students and instructors alike become slaves of routine and tend to lose both originality and enterprise. Wherever graduate students are not forced to acquire of themselves habits of intellectual independence and initiative, and wherever their instructors are forced to acquire habits of routine instruction, there no high degree of scholarly originality and productivity can exist.

On the financial aspect of the matter I wish to comment more at length. Adequately to cover the field of any subject with highly specialized courses demands a large number of instructors and a large equipment. To Financial  
Aspects conduct these courses on the principle of classroom teaching requires a still larger number of instructors, for if the teaching is to be successful, the classes must be small. Now all this involves an expenditure which only a very large income can meet. Only in the rarest cases has this income been provided for from invested funds. Generally it has been provided for in large part from student fees, with the consequent result that the number of students has become an important, and at times a determining, factor in controlling the development and character of the work in our universities.

It is not altogether to be regretted that the number of students has had this effect. For, obviously, the expansion of universities is in a measure justified by what society is willing to pay for it. Yet it is equally obvious that the development of a university which is a matter of scientific cooperation and involves generations rather than immediate numbers, is seriously imperiled if it is in a determining degree controlled by an income which represents no permanent endowment. For a university which has expanded on the basis of such an income cannot readily retrench when that income falls off. Just now many of our institutions are facing a financial crisis due to the probable loss of students caused by the war. But a loss of students may be incident to a change in university policy also and to general causes which affect the desires of society from time to time. It is incident also to the increase in the number of universities in the country. This is markedly affecting the distribution of students, so that the largest universities can no



longer expect the percentage of increase in numbers which has attended their growth hitherto.

I feel that the financial situation thus created deserves careful attention. When from time to time the proposal has been made to retrench and economize, the answer has invariably been that retrenchment and further economy are not possible, that the work is now being done at a minimum of expenditure and by underpaid instructors. This answer is correct if the work of the University is to proceed along the lines hitherto followed. In our own case, there is hardly a department of instruction which is not under-manned and under-equipped, if it is to make in its offering to students the showing of courses and laboratory work which the demands of recent University expansion indicates that it should make. Retrenchment and economy without loss of effectiveness are possible only with a changed attitude toward university education.

It would be presumptuous even to suggest that the administrative reforms which have now been completed are a potent remedy for the mischiefs enumerated. They do, however, provide the machinery for a real educational reform. Simply by divorcing the scholarship requirement for a degree, which requirement means mastery of a subject, from the residence requirement which means attendance on courses, the way is open to abandon in graduate work the methods of undergraduate teaching. Departments are freed from the necessity of trying to cover the ground of their subjects by highly specialized courses. They are in a position to force students to perfect themselves independently in many lines of work in which they have hitherto instructed them, for it is clear that the knowledge which the instruction aimed to impart is readily accessible to mature minds without the aid of a teacher. By proper examinations and tests, departments can discover the attainments of students in such lines in a fraction of the time which has been spent in teaching them. The work of departments can be directed to the promotion of individual research and to the offering of courses which are distinctive for their systematic character or for the individual ability and attainments of the instructors offering them. Such an educational reform

is hardly possible when the residence and scholarship requirements are defined together and on the same principle. As I have repeatedly pointed out, when these two requirements coincide, students are restricted in their election of courses to those which carry credit for scholarship, and departments are forced to provide such courses and to see that the students electing them are adequately taught. The results are the multiplication of courses, routine instruction, passing grades, and slavery to undergraduate methods for both instructors and students.

Under the revised requirements, all the courses offered by these faculties—and, indeed under proper restrictions, the entire offering of the University—can be thrown open to the free election of students so far as the satisfaction of the residence requirement is concerned. Such an offering would force students to exercise independent judgment in the election of courses instead of relying on degree regulations, or on the advice of instructors framed in accordance with such regulations, or on the hitherto controlling consideration whether passing grades in the courses elected will satisfy the scholarship requirement. Courses which formerly they often desired to pursue, but rarely did pursue on account of the fact that these courses were excluded from their accepted program, may now be elected by them. In recent years it has been rare for a student of letters to hear our scientists or for a student of science to hear our men of letters. The regulations frowned upon any such show of liberality, and the enforcement of the regulations made it difficult and often prohibitive. Yet the University, by common consent, should be a place for the exercise of just such liberality. A place like that it may now become in fact as well as in theory, with the result that the University can adequately serve a growing constituency without being forced at the same time to provide a corresponding increase in the number of courses offered. For with the proper arrangement of courses under the new plan the capacity of the University is measured, not by the number of instructors or by the number of courses, but by the space it can command. What the University has to *say* to

Election  
of Courses

its public can be said to hundreds as well as to tens. What it requires that candidates for a degree should *do*, is, so far as graduate students are concerned, mainly a matter of providing the room, the materials, and the opportunity for them to do it on their own responsibility.

Since the scholarship requirement for a degree is now defined independent of the residence requirement, the former need no longer be defined in terms of passing grades in courses. It may, indeed, be so defined—exclusive of the dissertation for the degree of Doctor of Philosophy and its defense—if any department so recommends and the recommendation is approved by the faculty. Departments, however, have already indicated that it is not their intention to define it in this way exclusively. In some cases specific courses, or a definite number of courses, have been prescribed, but the prescription falls short of the full number required for residence and is usually supplemented with the demand for the mastery of fields of knowledge gained independently. In my opinion, this demand should become controlling. We have been so accustomed to the system of course grades and credits in graduate work that any radical departure from it requires time for adjustment. It is one thing to pass a student in a course pursued for a session, and it is a radically different thing to test his intellectual independence in a subject and his mastery of it. To work out adequate tests of this character should now be the undertaking of departments. When it is done, I am confident that instructors will find that they have then secured that coveted time for research and productivity of which the labor of conscientious teaching has hitherto robbed them; and students, for their part, will come to realize that mature and independent scholarship is required of them and not an addition of classroom credits.

Thus it is that the administrative reforms now completed provide the machinery for a change in policy which should afford a real check on expenditure and at the same time raise the standard of graduate work. Whether this result will follow is not a matter of new regulations, but solely a matter of steady

cooperative and constructive work. I have no illusions about the difficulty of attaining it, but the hearty cooperation which has marked the deliberations of the faculties hitherto is the best assurance that progress will be made.

During my leave of absence from the University for the Spring Session, Professor Seligman acted as Dean of these faculties. Besides attending to the routine work of the office, he carried sensibly forward the plans of the Joint Committee on Instruction for securing more satisfactory arrangements with our affiliated institutions. He was made chairman of the Committee of Nine, appointed by the University Council to cooperate with a committee of the Trustees to inquire into the conditions of education and administration in the University. To the work of this committee he gave unreservedly his time and interest. I wish to express the thanks of the faculties for his services and my own high appreciation of them.

Respectfully submitted,

FREDERICK J. E. WOODBRIDGE,

*Dean*

*June 30, 1917*

# SCHOOL OF ARCHITECTURE

## REPORT OF THE ACTING DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

As Acting Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1917:

There were regularly registered in the School during the year 38 candidates for the degree of Bachelor of Architecture, 41 candidates for the Professional Certificate in Registration Architecture, and 2 candidates for the new degree of Master of Science, a total registration of 81. In addition to these there were 16 students taking the combined course who were primarily registered in Columbia College. Attention should again be called to the fact that the School no longer receives special or non-matriculated students, who were formerly admitted to the courses of instruction and included in the statistics of attendance. These students now attend the evening courses in Extension Teaching where the registration for the Winter Session was 114 and for the Spring Session 90, a total continuous registration for the year of 102.

The number of students graduated with the degree of Bachelor of Architecture was 19, with the Professional Certificate 8, with the degree of Master of Science 2, a total of 29, the largest number ever graduated in one year from the School.

The only important changes in the curriculum during the year were the restoration of the courses in the history of architecture to their former status of three two-hour Curriculum courses continuing through successive years; and the formulation and incorporation of a correlated course of study for the newly constituted graduate degree of Master of



Science, arranged under one or more of the general groups of Design, Architectural Engineering, and Architectural History.

The only change made in the staff of the School during the year was the appointment of Mr. George M. Allen as Instructor in Graphics, in succession to Professor Frank Dempster Sherman who died on September 19, 1916. The death of Professor Sherman was a great personal loss to the School. Provision was immediately made for the proper continuation of the instruction in the subject which he taught, but no one will readily be found to fill the place that he occupied in the hearts of his colleagues or to enact the part that he played in the life of the students of the School. His memory is one of long and faithful service. He was a member of the very first class graduated from the School, with which he then for the succeeding twenty-nine years was connected as instructor and professor. He was a man of wide and distinguished accomplishment outside and beyond the work of the School, but the history of his life is more intimately the history of the School which he did so much to strengthen and develop.

The Committee of Visitors, appointed by the Trustees on the nomination of the Alumni Association of the School, the New York Chapter of the American Institute of Architects, and of the Society of Beaux Arts Architects, each of which is represented by three members, continued during the year its active participation in the judgments of the School problems in Design. As was intended, this arrangement has largely contributed to bring the students of the School into closer relationship with the great body of practising architects of the City, and to give them, as a consequence, an active sense of contact with the actual conditions of their chosen profession beyond its academic aspects as a subject of instruction in the School.

It is a matter of satisfaction to repeat, what was stated in my previous report, that the new conditions at hand in the School have had a gratifying effect upon the student body. Beyond the fact that the large graduation already noticed indicates, in connection with the relatively small enrolment and the increased

educational requirements, an improvement in the quality of the students who enter the School, there is direct evidence of a higher grade of accomplishment. There are on the records for the year, namely, but 84 session grades under 60, a percentage phenomenally low and an unmistakable indication of an increasing standard of performance.

In the course of the year there were submitted in the School a total number of 511 problems of all kinds in Design. Of these, 385, or 75 per cent., were found of passing grade. 60, or 11 per cent., were commended. Of the total number of problems submitted in Design, only 126, or 25 per cent., were considered under passing grade. In view of the fact that this work is entirely competitive this record may be considered an excellent one.

In the major problems, 313 were submitted, and 287, or 92 per cent., were of passing grade. Of those considered of passing grade, 47, or 15 per cent., were especially commended.

In the minor problems, or nine-hour sketches, 198 were submitted, and 98, or 49 per cent., were of passing grade or higher. Of those considered of passing grade, 13, or 7 per cent., were especially commended. Owing to the nature of the subject, the work being uncriticised and the judgments exceptionally severe, the records in the minor problems are invariable low, so that if a definite rating were established on the basis of 100 per cent. in the case of major problems, this basis ought to be not more than 50 per cent. in the case of minor problems.

The School undertakes each year a certain number of problems under the Society of Beaux Arts Architects. During 1916-1917, 121 problems were sent to the Society for judgment. Of these, 101, or 84 per cent., were judged of passing grade, and 17, or 14 per cent., were especially commended. Of the minor problems, only 4 were sent to the Beaux Arts Society. Of these, 3 were considered of passing grade. Twelve medals were awarded by the Beaux Arts Society to students in the School of Architecture.

In Extension Teaching, Beaux Arts work only, there were submitted 119 major problems. Of these, 95, or 80 per cent., were found of passing grade; 19, or 16 per cent., were espe-

cially commended. In the minor problems, 16 were submitted, and 5 were considered of passing grade. Of these, 3 were especially commended. Four medals were awarded to students in Extension Teaching by the Beaux Arts Society. The records in Design, in particular, should be regarded as indicative of an improving standard of performance, a standard which may doubtless be considered higher and more permanently effective than at any time in the history of the School.

The winner of the McKim Fellowship for 1917-1918 was a graduate of two years ago, a fact that will encourage other graduates to enter future competitions since they will not feel that because they are no longer students they are out of the running. The standard set for the McKim Fellowship competition was very high. Four sets of drawings were submitted. Of these three were by graduates of previous years.

Fellowships  
and Medals

The medal of the American Institute of Architects was again awarded, as was that of the Alumni Association of the School. As stated, twelve medals were won by our students in competitions of the Beaux Arts Society in the course of the year. In addition, students from the School were placed in other prize competitions as follows: Municipal Art Society Prize Competition, the Warren, Loeb, and Pupin Competitions, and the Spiering prizes, all under the Beaux Arts Institute of Design, and the Plym Fellowship at the University of Illinois. In the prize competitions offered by the Beaux Arts Society, students from the School submitted 12 drawings. Drawings from the School received second and third places in the Warren Prize Competition, and the School also had a drawing placed in the Pupin Prize Competition. Students registered in Extension submitted 9 drawings in the same Beaux Arts Prize Competitions, and the Warren Prize was won by an Extension student, giving Columbia first, second, and third prizes in this one competition.

Current work of the School was exhibited at the Annual Convention of the American Institute of Architects at Minneapolis, at the Annual Exhibition of the Architectural Club at

Pittsburgh, and at the Annual Exhibition of the Architectural League in this City.

One of the most interesting events of the year under review was the action of the School in the matter of the proposed St. Luke's Emergency Hospital. When the project of establishing such a hospital was first made known, a one-week problem, with the purpose of establishing the design for an emergency addition to the present buildings of St. Luke's was given as part of the regular work in the School. It was required to design a building to accommodate 150 beds, 75 feet by 200 feet, two stories, fireproof, and complete in all appointments, to be integrally connected with the present St. Luke's buildings, relying upon heat and other conveniences from the main building, and constructed in such manner as to be rapidly and safely built at a minimum expense. The building was to be semi-permanent in character, not necessarily adhering closely to the design of the pavilions already in existence, but in itself of good appearance. The drawings submitted in solution of this problem were presented to the trustees of St. Luke's Hospital, who, in consequence saw fit to appoint the School of Architecture architect of the emergency addition. Professor Boring was appointed supervising architect and Professor Warren to criticise the structural features. When the actual construction is undertaken Mr. Ware will supervise the erection of the building. For the purpose of preparing the necessary drawings a regular architectural office was established in Avery Hall. Volunteers from the student body were called for and academic relief was granted to the five students who undertook draftman's work in the office. The whole work of designing, planning, and drawing up of structural details of the proposed building was undertaken and completed by the volunteer students; and these men, unless called elsewhere in the meantime, will follow the actual construction of the building and assist in the inspection of materials and methods of erection until the task is completed. In connection with this project it should be noted that this may be considered as the first example of a bona fide drafting office, to all intents and purposes an architectural

Hospital  
Design

working laboratory, established in connection with the School of Architecture. It involved the execution of a definite commission, and, in particular, one connected with a public building devoted to national service, by students not yet graduated and still under the guidance of their instructors who are men in actual practice. If this proceeding could be repeated in the School, and duplicated in other schools, a considerable advance in architectural teaching might well be attained. It is a possible inference, furthermore, that the experience of these students may be found of practical avail in training others in hospital design and construction, and ultimately be of benefit in the improvement of war hospital buildings, in which not only very little has been done in the United States, but in which the European nations engaged in the great war met for a period of the first eighteen months with almost untold obstacles.

In connection with the conferring of honorary degrees upon representatives of France and England, various parts of the City were decorated in accordance with the Public Service plans of the Municipal Art Commission. Of this Commission Professor Boring was a member, and, as part of the policy of assigning to each professional member of the Commission a certain locality of the City to be decorated, Professor Boring was given the University Campus, and specifically South Court and South Field. The plan followed by the Commission provided a unified decorative scheme for the whole City, comprising Battery Park, the Public Library, Grant's Tomb, City Hall Square, etc., and including the University precincts, so that in this very definite sense the welcome of the University was embodied with the general welcome of the City. The drawings that were necessary for these decorations were in part made in the drafting office established for the St. Luke's Emergency Hospital and partly furnished by Mr. Ware, of the staff of the School.

The School responded promptly and enthusiastically to the call for military service that came with the declaration of war. In all cases academic relief was readily granted. Some students required only partial relief and continued some of their courses through the final examinations; others required



entire relief and gave up their whole time to military study and training. It should be noted that throughout it all the utmost seriousness of purpose was shown and the consciousness of a new responsibility. The various branches of military activity undertaken by students regularly registered in the School are in detail as follows:

(a) Regular Army	2
(b) Navy	2
(c) Coast Patrol	1
(d) Motor Boat Patrol	1
(e) Aerial Coast Patrol	1
(f) Balloon Training Corps	2
(g) Ambulance Corps	1
(h) Nursing and First Aid	2
(i) Officers' Reserve (unclassified)	15
(j) Plattsburg	7
(k) Farm	<u>1</u>
<i>Total</i>	35

In regard to the preceding tabulation it should be stated that certain of those who undertook training for the Officers' Reserve have since gone into other fields, as, for instance, signaling; and of those who went to Plattsburg some are candidates for field artillery and other branches of the service; some have gone to other camps, such as Leon Springs, Texas, and Fort McPherson, Georgia.

To date, there is definite report of but one final rejection for physical incapacity in the group of those who made application for Plattsburg or other thoroughly regularized training.

An important action taken during the year affecting the courses of instruction was to reduce the course in Descriptive Geometry from five hours weekly to three hours; and to reestablish a course in Specifications in the third year of the typical curriculum.

A still more important measure was the action in the matter of the Certificate. The School of Architecture offers its Certificate of Proficiency for the last time in the present academic year, and hereafter students will only be admitted as candidates for the degree of Bachelor of Architecture, or, as graduate students, as candidates for the advanced degree of Master of

Science. With the approval of the University Council, beginning with the academic year 1917-1918 a course of study leading to a Certificate of Proficiency in Architecture will be offered to students in Extension Teaching who have satisfied all requirements as to admission and attendance and essentially equivalent to that now given this year for the last time in the School. Students will be admitted to this course, which is arranged on a normal six-years' curriculum, on the basis of a high school diploma supplemented by one year's office work. The requirements for admission to the School have been so greatly increased that a large number of students will hereafter be prevented from undertaking the study of architecture at Columbia unless other opportunity is given them. The course as arranged in Extension Teaching is intended particularly, however, to meet the needs of students who are working in architects' offices during the day and can only attend courses of instruction in the evening. It covers essentially the same ground as the present curriculum for certificate candidates in the School.

Certificate courses have demanded a day time residence. In the course as arranged only Extension residence is required, and the candidates for the prospective certificate will be able to continue their employment in architects' offices meanwhile, thus profiting doubly by professional practice and by professional instruction, neither of which needs to be curtailed in the process. The establishment of this course is not intended to supplant the open elective system now in practice in the courses in architecture in Extension Teaching; it means nothing more than a proper disposition of work in an organized curriculum leading to a definite end.

Several exhibitions were held in the Avery Library in the course of the year that had a direct bearing upon the work of the School. These were: architectural drawings by Bertram Goodhue; architectural designs and etchings by James Whistler; architectural drawings by Carrère and Hastings; an interesting collection of hospital plans by Charles Butler; and twelve original designs by William E. Fisher. The policy inaugurated last year of restricting exhi-

bitions in the Avery Library more closely to material in the architectural field, or intimately allied with this field, was again followed with correspondingly increased interest among architects. The most important feature of this policy is that of exhibiting collections of drawings of notable buildings made in large offices in New York City; thus, for instance, considerable interest was aroused by the Hastings exhibition, which was very complete and of decided value to students and practitioners alike. The work of members of the Committee of Visitors of the School of Architecture has been given preference in these exhibitions and it is hoped to continue this policy until the work of all the members of the Committee have been shown. It is then proposed to obtain collections of representative drawings from other large New York offices and ultimately from large offices in other cities. By means of exhibitions of such character the Avery Library renders a service of distinct value both to the School and to the professional practice of architecture.

Through a special appropriation for improving the equipment of the School, a convenient life-drawing room in quarters formerly used for storage purposes has been arranged, and a fully equipped dark room and storage facilities for drawings held for exhibitions have been provided. The School has also obtained a new equipment of steel lockers, sixteen new drafting tables of special design, exhibition cases for water color drawings, and racks for the exhibition of students' work. A complete revision of the equipment of the Departmental Library has also been made possible, and the establishment of an adequate office of administration. These improvements will aid materially in providing an adequate equipment for the School.

In the course of the present summer the Department Library, which has hitherto been controlled by the School, will assume its proper position as one of the branches of the general library. This will involve the cataloguing of all but a very few volumes. A complete rearrangement of books and photographs will also be made during 1917-1918 as a result of the revision of the library equipment.

The School's collection of casts has been increased and made more distinctly useful. A large number of casts were hung under the direction of Mr. William Laurel Harris at the close of the preceding academic year. It is proposed during 1917-1918 to label these casts so that they will have a greater instructional value.

Casts and  
Slides

The collection of lantern slides, which now numbers about 15,000, has been completely labeled and classified and may be considered to have reached a maximum of efficiency. As part of the slide collection there is now maintained a collection of glass negatives so that broken slides may be readily duplicated. This collection was begun two years ago and now numbers about 1,400.

A matter to be noticed for its bearing upon general educational conditions in the University is the interest taken in certain of the courses of the School by students of Barnard College. Courses in the history of architecture, of ornament, of sculpture, and of painting, and on the decorative arts, have been largely elected by these students, who have shown a serious interest even in the more technical phases of the instruction. By these cross-registrations it has been made possible to remedy in a small way the deficiency in general art instruction in the University and the lack of a department devoted to this purpose. Students in Teachers' College have occasionally taken such work; but students from Columbia College rarely undertake it. This forms a distinct contrast to the conditions at hand in several other American universities, where instruction in the history of art is freely elected by men in the later years of the course. The printing of the above named courses of instruction in the announcement of the College would possibly be of avail in increasing an interest in this field.

Cross-  
Registrations

It is desired, finally, to bring to the attention of the President a serious need of the School with the hope of its present remedy. In carrying out the policy of bringing to the service of the School, to the utmost extent possible, the great resources of the City and this environment for instruction and inspiration, the School finds itself hampered

Lectures

by the lack of any fund for the payment of honoraria to distinguished specialists and experts for lectures to the students upon matters connected with architecture in which these men have special competence.

While we have found a ready response from alumni and others to invitations to address the students, we have been obliged to restrict such invitations to certain defined directions. There are many men of distinction, both in and out of New York, whom we could not presume to invite to lecture without fee; others for whom we ought at least to provide expenses; and others who, though willing to give one lecture, would hardly consent to give gratis a series of three or four, which we should gladly ask them to do if we could offer an honorarium.

In past years, and previous to 1910, there was included in the budget of the School an annual item of \$600 for lectures, which to our great regret was later discontinued. Such a fund, if granted in the next budget, would make it possible for our students to hear the message of foreigners of distinction visiting us, like Victor Horta of Belgium, Sir T. H. Mawson, who was recently here, Mr. Hammarstrand of Sweden, lately in New York, Mr. Clement Heaton, the stained-glass artist and craftsman, as well as American experts and specialists: such men as George Ford and Charles Mulford Robinson on Civic Design, Frederick Law Olmsted on Landscape Art, Ralph Adams Cram on Modern Gothic, Professor Bingham of Yale on Ancient American Art, and others. The Acting Director of the School on behalf of the Administrative Board urges the reinstatement of this item in the budget of 1918-1919.

Respectfully submitted,

WM. H. CARPENTER,  
*Acting Director*

*June 30, 1917*



# SCHOOL OF JOURNALISM

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of Columbia University,*

SIR:

I have the honor to submit the Fifth Annual Report of the School of Journalism covering the academic year 1916-1917. This year saw two changes proposed and adopted in the curriculum of the School.

The sixth year of the School (1917-1918) opened with 90 men and 60 women, or 150 in all, taking the curriculum prescribed for the degree of Bachelor of Literature in Journalism including those directly registered in Journalism and those registered in Columbia College and Barnard College for the first two years of college work. Registration

In the first year of the School there were 67 men and 12 women, or 79 in all; in the second, 108 men and 29 women, or 137 in all; in the third year, 131 men and 38 women, or 169 in all; and in the fourth year with 122 men and 50 women, or 172 in all; the fifth year of the School (1916-1917) opened with 176 men and 47 women, or 223 in all, taking the curriculum prescribed for the degree of Bachelor of Literature in Journalism.

The comparative registry of the five years, are as follows:

	Matriculated		Non-matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
1912-1913						
First Year	16	8	22	13	38	21
Second Year	11	5	..	..	11	5
Third Year	14	4	2	2	16	6
Fourth Year	14	5	..	..	14	5
<i>Totals</i>	55	22	24	15	79	37
1913-1914						
First Year	47	6	11	3	58	9
Second Year	18	4	9	5	27	9
Third Year	16	6	..	..	16	6
Fourth Year	28	10	..	..	28	10
<i>Totals</i>	109	26	20	8	129	44
1914-1915						
First Year	42	7	5	2	47	7
Second Year	28	4	6	2	34	6
Third Year	41	8	..	..	41	8
Fourth Year	21	5	..	..	21	5
<i>Totals</i>	132	24	11	2	143	26
1915-1916						
First Year	44	1	11	2	55	3
Second Year	25	7	1	1	26	8
Third Year	34	3	2	..	36	3
Fourth Year	25	1	..	..	25	1
<i>Totals</i>	108	12	14	3	142	15
1916-1917						
First Year	38	10	8	0	46	10
Second Year	42	7	4	0	46	7
Third Year	30	3	2	0	32	3
Fourth Year	31	4	..	..	31	4
<i>Totals</i>	141	24	14	0	155	24

The graduating class numbered 26, 21 men and 5 women, of whom 5 had a Bachelor's degree. This is the smallest proportion in any of the four classes sent out from the School. The decrease in the number of graduates entering the School is in part due to a prescribed course,

which if it continues to exist is liable year by year to be more and more rigidly administered. Each year college graduates turned aside from the School because four years of college, in general useful for the newspaperman, lacked some one or two courses prescribed for the degree of B.Lit., and this lack involved an additional year's work. This policy is liable to turn education into an obstacle race, and the hindrance is rendered more irritating to the student, if it appears to him unreasonable and unjust.

The declaration of war against the Imperial German Government on April 6, brought into the School of Journalism the problems familiar last spring in all American institutions of education, collegiate or professional. In the School this break in current work was emphasized by the organization of 11 of the fourth year class and 16 of the third year class as a Division of Intelligence and Publicity. This left pursuing their studies in the fourth year 16 persons, and in the third year 27 persons.

Those detailed to work in the Division of Intelligence and Publicity were assigned credit for their work on the basis of their grades for the Spring Session up to April 9. Associate Professor Walter B. Pitkin, who proposed and planned the work of the Division, took charge of its publications, assisted by Assistant Professor R. C. E. Brown. The following papers in the Columbia Division of Intelligence and Publicity were issued:

The School  
and the War

Division of  
Intelligence and Publicity

## COLUMBIA WAR PAPERS

### *Series I*

- No. 1. ENLISTMENTS FOR THE FARM. By John Dewey. A message on how school children can aid the nation.
- No. 2. GERMAN SUBJECTS WITHIN OUR GATES. By The National Committee on Prisons and Prison Labor. Some Notes on the possibilities of internment.
- No. 3. MOBILIZE THE COUNTRY-HOME GARDEN. By Roscoe C. E. Brown. An appeal to the owners of country estates.

- No. 4. OUR HEADLINE POLICY. By Henry Bedinger Mitchell. An appeal to the press to recognize in their news presentation our unity with our allies.
- No. 5. DEUTSCHE REICHSANGEHÖRIGE HIER ZU LANDE. Vom National-Ausschuss für Gefängnisse und Gefängnisarbeit. Bemerkungen über die Möglichkeiten der Internierung. Zweisprachige Ausgabe (Englisch und Deutsch) von Nummer 2 oben.
- No. 6. FOOD PREPAREDNESS. By H. R. Seager and R. E. Chaddock. A survey of the basic facts in the food situation.
- No. 7. HOW TO FINANCE THE WAR. By Edwin R. A. Seligman and Robert Murray Haig. An attempt to construct an equitable program for loans and taxation.
- No. 8. FARMERS AND SPECULATORS. By B. M. Anderson, Jr. A discussion of prices as stimulant to production and of the uses of speculation in war finance.
- No. 9. A DIRECTORY OF SERVICE. Compiled under the direction of John J. Coss. Tells how and where to enlist for different kinds of work for the Country.
- No. 10. CITY GARDENS. By Henry Griscom Parsons. Practical instructions for the use of small city plots.
- No. 11. BREAD BULLETS. By Roy S. MacElwee. Concerning agricultural mobilization in the United States.
- No. 12. RURAL EDUCATION IN WAR. By Warren H. Wilson. How to organize high-school boys for farm work.
- No. 13. WHY SHOULD WE HAVE UNIVERSAL MILITARY SERVICE? Compiled from writings of Munroe Smith, Franklin H. Giddings, Frederic Louis Huidekoper, and General Emory Upton.
- No. 14. HOW CANADA ORGANIZED HER MAN-POWER. By J. D. Sears.
- No. 15. WHEAT SUBSTITUTES. By Robert E. Chaddock, Henry C. Sherman, Mary D. Swartz Rose, and May B. Van Arsdale.
- No. 16. THE HOUSE REVENUE BILL. By Edwin R. A. Seligman. A constructive criticism.
- No. 17. THE WAR CRIPPLE. By Douglas C. McMurtrie.

The students in the division collected information and statistics for these publications, and in other ways shared in their preparation and in the work of circulating them. In addition a number of articles were prepared for newspaper publication. Much work in the Bureau in preparing mailing lists and directing its publication was done by students, some of whom decided to return to their studies for the rest of the term. In May Professor Pitkin went to Washington and left the Bureau in

charge of Professor Brown. The Columbia War Papers were widely noticed and favorably commented upon by the press of the country and these abstracts distributed by the Bureau were republished over the country and appeared in newspapers abroad, *The London Times* giving special attention and approval to Professor H. B. Mitchell's on "Newspaper Headlines," during the war. Wide attention was directed to the School by the work of the Bureau. Of the entire Spring term seven weeks of the period preceding examinations were absorbed by this task or, including the examination period, nine weeks in all. It was true of this, as doubtless of other similar activities which broke into the regular progress of teaching in the close of the Spring semester in many institutions, that they were of great value to the few who aided on the papers published. Of the effect on character of a new desire to serve of a generous consecration and of unselfish enthusiasm there can be no question, except in those instances, very few in number, which left men desirous of keeping out of the firing-line. For the rest little or no benefit followed, and useful as a part of the service was, I doubt whether any one, instructors or students, look back with satisfaction or approval on the desultory work done under various captions as "war service." War mobilization is a destructive and deranging process causing much loss when most carefully and sedulously organized and planned in advance, periodically tested and practised annually in army maneuvers. Unorganized "mobilization" fizzes much, and fashions little.

In the School of Journalism a few students were excused for farm work. Their intentions were sincere, devoted and patriotic, but in too many instances, not all, rather vague, and this branch of service calls for no further remark. A more serious problem was presented by students entering the military service. The entrance of the students, graduates and non-graduates of the School in the Army, Navy, and Medical service of the United States, regular and reserve, required the utmost care and attention, and the task was rendered no easier by the incoherent information

Problem of  
Students Entering Service



officially furnished, at a time when every officer in our military establishment on land and sea was seriously over-taxed. Certain principles were adopted by the Director. Students and those who had shared the membership of the School were advised and urged to endeavor to enter some branch of the fighting line, before presenting themselves for ambulance service, hazardous as this is, the percentage of mortality in the medical corps in the present war matching that of any other military service, and under some flags exceeding it. As the final status of service of those entering the "Mosquito Fleet" seemed difficult accurately to define, students were advised that it was wiser to seek first the Officers' Reserve Corps and endeavor to enter the training camps.

In June, 1917, there were 133 students in the School of Journalism of whom 17 were women, and 34 men under 21 years of age, leaving 82. Of these 32, or 41 per cent., sought military service in some form. Of the men who have been registered in the School of Journalism since it opened in October 1912, 287 in all, exclusive of those now in the school, 76, or 26.4 per cent., are in the military service of the United States or of the United Kingdom. Several who were rejected in the physical tests in the United States service, army or navy were advised to seek the flag under which their ancestors had served before 1776. In addition there are 4 in Officers' Training Camps, 4 in Red Cross work, 2 have passed the examination for the Aviation Signal Reserve Corps, 1 in Quartermaster's Reserve Corps, and one New York Trooper, making a total of 31 per cent. engaged in military service.

As soon as students had been excused for work in the Divisions of Intelligence and Publicity, numerous requests were received to enter war work of various kinds. In the fourth year class, 3 students were excused to practise in the O. R. C.; one was excused to practise in the First Signal Corps; 2 for ambulance work (one leaving for France before the end of the term); 6 were excused to take the places of men going to war; 1 was excused to do publicity work for the Red Cross; 1 for farm work, and 2 for prison committee work.

Students  
in Service

Those excused in the third year class, in addition to those excused for work in the Division of Intelligence and Publicity, were:

To work in plants making war material . . . . .	2
Agriculture . . . . .	1
Excused for aviation work . . . . .	1
For O. R. C. . . . .	5
For O. T. C. . . . .	2
Who sailed for France to do ambulance work . . . . .	2
To take the place of a man going to war . . . . .	1

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14

There were 14 excused to do work in the Division of Intelligence and Publicity, with the 14 mentioned above makes a total of 28, leaving 13 students in the third year to pursue their studies to the end of the term.

From the graduates of the School 8 attended Officers' Training Camps, and 6 undergraduates attended Officers' Training Camps.

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The throbbing excitement of war approaching week by week through the School year, and at last arrived, emphasized and inevitably exacerbated what will always be characteristic of the membership, the student life, and the student opinion of a School of Journalism which attracts to its classes those who have in them the ability and the central purpose of the newspaper man who does the State service and his calling honor. The average student undergraduate, graduate or professional, is not brought in his lessons and his daily work in immediate contact with the affairs of the day. Many in College classes read newspapers, but with no special attention. Many scarcely look at a newspaper. Neither their studies nor the daily lives of the overwhelming majority of students in a university bring them in direct personal contact with the events and opinions of the day. Elections or a war may stir them; but the day's news is not their first job. It is, for the students in the School of Journalism. He has entered the School be-

The Journalism Student  
and the War

cause he is interested in the newspaper and in its chronicle. He is required to read the papers daily and quizzed on their contents. The events of the day are not outside his academic life. They are part of it. He is sedulously questioned on them. His grades suffer if he is not familiar with the day's events and issues. He writes on them, he is discussing them, editorially and in the classroom, and he boils with interest—if he is going to be worth training as a journalist—over what is in process and progress in the affairs of men. The habit of close daily reading in the newspaper is indispensable to the training of the newspaper man, and if he does not by nature take a vivid interest in the day's disputes, he will never really earn his weekly wage in a newspaper office. The entire machinery of a School of Journalism, properly organized, is directed to training, developing, disciplining, and regulating this spirit of keen interest in all the news. This spirit is scarcely known to the average business and professional man, whose ignorance and inattention on the day's affairs are familiar and lead in elections and primaries to results disastrous to good government. It is the trade and training of the newspaper man to know these things and to care for them.

Inevitably the affairs and the excitement of the day will appear in a School of Journalism as in no other school. Its members as they reach the end of their course, or before this, will in no small share be working on newspapers. The graduates of the School will be in newspaper offices and in close personal touch with all the agencies of publicity. The membership of the School will be in immediate relations possessed by no other students with newspapers. These things come in the nature of things. If the University trains journalists these results are certain to follow. They grow out of the inherent difference between the newspaper and its work and other callings and their work. Lawyer, physician, and priest are trained to reserve, to silence, to withdrawal from publicity. These are not the instinct, the attributes, or the training of journalism. In ordinary times and seasons this aspect of newspaper training will pass unnoticed. When great national and world issues sweep the tides of democracy and the opinions

of free men, the undergraduates and graduates of a School of Journalism will respond, and "hear the mighty waters rolling evermore." This contact and conflict between a passion for news and the still grove of Academe may need sharp discipline to regulate the one and preserve the calm of the other, but it ought not to awake surprise. It is a sign instead that the School has attracted those with aptitude for journalism and trained for the work, the ambition and the daily responsibilities of the newspaper office.

The measure of time needed to gain adequate training for a professional calling constantly changes as the content to be acquired alters with the social need and demand. Training for medicine has, taking the weeks of study, trebled in the past sixty years, and quadrupled in hours of work and the study asked. Add to the mere academic requirements, the years in hospital and special studies and the increase in time, labor, and expenditure for full medical training must be six- or sevenfold. The apprenticeship of the law has not grown in the same proportion. The period which was once imposed in this State before a man was admitted to the bar two generations ago and the time now required have not altered as much as the content and value of the work have changed. General studies have been prescribed for the years which were once a long apprenticeship in the law office and the years once spent in laboriously learning forms, pleadings, and procedure and in "reading" law are less than in the past. In applied science, the period of training grows decade by decade, evolves into specialized courses, and has fully doubled the actual time given science (apart from mathematics) some three-score years ago. The School of Business far exceeds the demands in time of the Business College, once useful, now superseded.

Increased Period of  
Preparation for Journalism

The time for the preacher's training is almost stationary. The teacher's time of training steadily grows until the eleven years from grammar school to job, for the degree of Ph.D. faces the lowest expectation in income of any professional course except the clergyman's.

The period needed to train in a calling like journalism, newer than any of these, less coherent in the content of study required, and without any metes or bounds prescribed by law, by the conditions of the calling, or by the conscience of the community, is certain to vary over a wider range. The School of Journalism began in 1912 with four years all taken in the School, of which nearly three years were such studies as are usually offered in College modified by the special needs of the journalist, and a little more than a year, sixteen to eighteen hours of work, wholly professional. It was decided a year ago to change this to a five-year course, two years taken in College and three years in the School, of which three years fully a year was of courses of a general character. The end of last year saw the proposal for a four-year course, two in College on college subjects and two evenly divided between general and professional work, with a year succeeding of professional courses, and meeting the needs of the journalist for a Master's degree.

This leaves the four-year course studied under College direction and in the School of Journalism, which experience for five years has proved gives a training, the manager of a metropolitan daily has declared, saves the newspaper two years in training a newcomer, and advances the promotion of a graduate by two to three years. The graduates of the School, *ceteris paribus*, hold posts and receive pay in three years won only in five or six years without its training. An additional year is needed in the course of the School of Journalism to cover subjects now offered in the training for this calling in other universities. These studies are the graphic arts required in the making of the newspaper, the composing room, printing-press, the linotype and the various fields of photo-engraving, and the color press; the publication of the newspaper, including costs and circulation; advertising on its twin sides of business, and the psychology of publicity; criticism in practice, dramatic, literary, art, etc. (now included in the History of Journalism, but requiring a full course); the editorial and polemic writings generally, international law, and an advanced course on financial writing. These are all needed in the work of the journalist and

Fifth Year  
in Journalism



each has its teaching in the four-year course or its graduates would not advance so rapidly.

Nearly all of them are already made part of the curriculum of Schools of Journalism in western universities which provide courses of five years. The students of these schools come for the most part from cities and towns served by the small daily or weekly and the lectures and laboratory work look to these conditions. In eastern conditions, where the large daily furnishes more than half the newspaper circulation and very much more than half the opportunities of the newspaper men, the treatment needed is not the manipulation of linotype and small press by the students but a thorough technical study and training in the theory, the mechanical engineering and economic working of presses (outputs, costs, etc.), in the entire printing field, including color and new processes, now developing newspaper illustration in new directions. New York has a larger number of men at work carrying some professional degree in journalism than any other city in the United States. Their number grows. A share of those graduated from the course of four years will remain for a post-graduate year, open like other Master's degrees in professional subjects to those who have taken a Bachelor's degree in the calling. About a tenth of those engaged in periodical publications in all their various forms live in greater New York. The opinion of both the writing and the business halves of those related in some way to the daily, weekly, and monthly has radically changed as to the need of professional training. The Associated Advertising Clubs have for a number of years given courses in advertising. There are advertising firms which submit all their proposed advertisements to the scrutiny and tests of university classes in advertising as a practical gauge of the psychology of the public. Periodical tasks and all work relating to the regular work of any office issuing a publication at regular intervals from twice a day to once a month is singularly engrossing. A suspension of the recurring task is even more difficult than it is to a physician and as perilous. There is none of the easy provision for a year's absence one has in teaching. Once in the engrossing calling of the newspaper office and men

are away little. The demand for these courses will come principally, if not wholly, from those who can give a part of the day to academic work.

The School of Journalism has arranged and administered its curriculum on the imperative rule that sound education must first be obtained on the studies needed by all the men who serve the public, from copy to circulation in periodical literature. Instead of beginning strictly professional learning early in the course, it has come late and been denied to those without this previous education. Graduate courses in journalism should only be open for a degree to those who have had this general education and the fundamentals of professional needs. These needs are very far from being limited to the preparation of students for the work of the reporter alone. It was expected by newspaper offices that the graduates of the School would be equal to the work of beginners. Those by whom the work of a journalist is looked on as chiefly the work of a reporter still hold this view. The School of Journalism trains reporters, but much more than this. Graduates have gone direct to editorial writing; they have passed to the copy desk, preparing and editing copy for publication; they have taken charge of small dailies and weeklies; they have edited lesser magazines and proved themselves fully equal to the intermediate tasks of the periodical in all its three forms, weekly, monthly, and semi-monthly. So far from beginning at the bottom, their work in the School is equal to from two to three years of the untrained and undirected experience of a newspaper office. In pay, competent and fully trained men from the School more than match in five years the average returns of men of seven to eight years' work without training. It was doubted early by all concerned if the advantage given by the School would justify a college course and two years of professional work. There is now no doubt that a prescribed college course adequate in character followed by two years of professional training would do this.

The practical difficulty with a prescribed course is, however, that the range of studies fitting for journalism is wide. The two college years now advised are for thirty hours, of which

twenty-four are prescribed, and in a good college at least 75 hours in all could be named besides these which would be about as good as those now required. Latin and Greek properly taught, with careful written translations, will do at least as much to form style as any direct training in the ordinary path of English. The newspaper man sorely needs the background of classical and medieval history and is less likely to acquire it by general reading than he is to gain familiarity with modern history since the Fifteenth century and still more of the Nineteenth century by his work and reading. It is constantly forgotten in the perspective of College studies that the Nineteenth century is now our Eighteenth century, which last for most of its decades is with the years Noah knew and his three sons did not, while Gomer, Canaan and Elam had to be daily reminded that such years existed and amazed Noah by their unseemly ignorance. Science has its value to the journalist, and what are known as "advanced" courses in economics and politics have more value to him than elementary economics or politics when devoted to the theory or speculative proposals rather than the actual working of the economic and administrative structure of society. Philosophy and psychology play an important part. Now that the principle and practice of a sound education preceding the professional studies of a journalist are established and both colleges and the calling realize that the training of the journalist is not mere reporting, greater flexibility is needed in the approach to the last year of the course, a change proposed to begin in 1918.

Respectfully submitted,

TALCOTT WILLIAMS

*Director*

*June 30, 1917*

# BARNARD COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1916-1917.

Registration The enrollment in our four regular classes has been as follows:

	1915-1916	1916-1917
Seniors	93	144
Juniors	160	143
Sophomores	169	177
Freshmen	211	194
	<hr/>	<hr/>
	633	658

Besides the regular students, we have had thirty-five matriculated specials, as compared with twenty-eight last year, and forty-one non-matriculated specials, as compared with thirty-three a year ago. The total number primarily registered in Barnard College has been 734, an increase of forty over the preceding year.

The number of students coming to Barnard from other schools of the University for part of their work has risen slightly. We have had thirty-one from the Graduate Faculties and thirty-seven from Teachers College, as compared with eighteen and forty-six respectively a year ago. Our total registration has been 802, an increase of forty-four.

During the year we have recommended to the University for the degree of Bachelor of Arts 136 students and for that of Bachelor of Science twenty, making a total of 156, the largest number of degrees ever awarded in one year under the Faculty of Barnard College. Of these candidates, twelve received the degree *cum laude* and four *magna cum laude*.

From the Faculty, Professors Edward D. Perry and Margaret E. Maltby have been absent on leave during the Spring Session. Professor Henri F. Muller's leave has been continued throughout the year, since he is still on Faculty active service with the French army.

For next year there have been three promotions to seats upon the Faculty: Miss Eleanor Keller, from Instructor to Assistant Professor of Chemistry; Dr. Maude A. Huttmann, from Instructor to Assistant Professor of History; and Dr. Louise H. Gregory, from Instructor to Assistant Professor of Zoology. We are looking forward with pleasure to welcoming another new member of the Faculty in the person of Miss Gertrude Dudley, now Associate Professor of Physical Culture at the University of Chicago, who will come to us for a year on leave of absence as Associate in Physical Education, to organize our work in that subject. We are fortunate in securing for the new position of College Physician Dr. Gulielma Alsop, a graduate of Barnard College in the Class of 1903.

Our Board of Trustees has suffered serious loss in the death of two of its most valued members: Mrs. Henry N. Munn, who had been a member of the Board since 1901, and the Very Reverend William M. Grosvenor, who was Trustees elected Trustee in 1898. Though the Honorable Seth Low was no longer a member of our Board at the time of his death, this report should record the deep grief felt by Barnard College at the loss of its first President, who had remained a constant and interested friend of the College.

In spite of very serious handicaps caused by the war, especially the great increase in the cost of all building materials and labor, the work on Students Hall is now nearing completion, and we hope to be able to use the building in September. This addition to our space will, of course, be of immeasurable value.



Alterations will be made during the summer in Fiske, Milbank, and Brinckerhoff Halls, in order to use for classroom purposes some of the space released by moving Buildings certain of our activities to Students Hall. The Ella Weed Room, equipped by the Associate Alumnae in 1897 in memory of Miss Ella Weed, who was in fact though not in title the first Dean of the College, will be used as a Trustee and Faculty Room, for meetings and conferences.

The war has made the past year an unfavorable one for raising money, and we have unfortunately been able to make little progress towards the completion of our million Gifts dollar Endowment Fund. We have had, however, several welcome gifts. The friends of the late Jean Willard Tatlock of the Class of 1895 have founded in her memory a prize to be awarded each year to the undergraduate student most proficient in Latin. Mrs. James Herman Aldrich has established a fund of \$1,000, the income of which is to be used to assist in her senior year a student who has shown in her college life the moral qualities which go to the making of fine womanhood. A valuable addition to our list of scholarships is one founded by the Alumnae of the Barnard School for Girls. Endowment of a somewhat new type is the Health Fund, given by an anonymous donor. It amounts to about \$5,000, and its income is to be used at the discretion of the Dean to promote the health of officers and students of the College. During the past year it has been used especially to give short outings in the country to students of small means in need of rest and change. We are very grateful to Mrs. Willard D. Straight for her gift of \$2,500 towards the running expenses of our Department of Physical Education for the year 1917-1918, and to Mrs. E. H. Harriman for the promise of a like sum.

The College is offering for next year through the Department of Botany a course in an important subject not hitherto taught at Barnard, bacteriology. The demand for women New Course adequately trained in this field will be very great during the war. We are enabled to begin this work through the generosity of Mr. Charles R. Crane, who has given a fund of \$1,500 to equip the new laboratory.

During the year the war has, of course, filled the minds of our instructors and students, and affected very fundamentally the life and the activities of the College. Many of our officers and alumnae are occupying positions of great importance and performing valuable national service. The undergraduates have been active in war relief work. They have been contributing to feed the children of the Belgian village of Laër. In their workshop in one of our laboratories they have made three thousand surgical dressings, which have been shipped to France. They are raising money for an ambulance for the Columbia unit. Twenty of them formed a special Barnard group in a course for nurses' aids at St. Luke's Hospital. Many others have taken various sorts of emergency courses, and have acted as volunteers for clerical work and Red Cross speaking, as farm workers, as census clerks, as sellers of Liberty Bonds, and in many other capacities. The Agricultural Training Camp at Mt. Kisco, of which Professor Ida H. Ogilvie is Director and which is made up largely of Barnard students and alumnae, is one of our most notable contributions toward war service. It is proving very valuable in demonstrating how successful women can be as farm workers. Barnard has also played an active part in the organization of the Columbia University Committee on Women's War Work, which, in connection with the general University mobilization, has enrolled about 8,000 Columbia women and is directing them toward useful forms of service and training therefor.

The war has increased the financial difficulties of the College. The rise in the cost of all supplies causes a serious problem. In order partially to meet this at Brooks Hall, the Trustees have imposed for next year a special maintenance fee of \$50 for each resident. We do not, of course, anticipate any such decrease in the number of students as that faced by the men's colleges, but it seems probable that the great demand for workers in all fields will draw a good many young women away from their college studies and cause some diminution in our enrolment.

In spite of the war the coöperative dormitory organized by the Associate Alumnae last summer has had a very successful

year. The alumnae rented two apartments near the College and donated the furniture and equipment. Fifteen students were in residence during the first semester, and thirteen students with one officer of the College during the second semester. The price for room and board was \$275 for the College year, about \$100 less than the minimum price in Brooks Hall. A working housekeeper acts as cook, and under the general supervision of our College Housekeeper does the catering. The students in turn do the light housework. By buying through our College lunchroom the dormitory is able to secure supplies at wholesale rates. The alumnae have effectively attained the object they had in mind,—providing undergraduates with pleasant and comfortable living accommodations and good food at the lowest possible cost, in the agreeable companionship of a Barnard group. The Committee in charge has been able to rent the rooms in the apartments to Summer Session students, and expects to close the fiscal year with a small surplus. It is to be hoped that this happy experiment may be continued on a wider scale.

The needs of the College are, as usual, pressing. As soon as the prices of building materials and labor attain anything like a normal level we should, if possible, build one of the wings planned for Brooks Hall, in order to accommodate some of the students now boarding in outside lodgings. The new wing should contain small rooms at the lowest possible rental. It may be that we can arrange to conduct a section of it on the principle of the Alumnae Coöperative Dormitory.

It is, of course, of the utmost importance that we should complete our endowment fund. Special endowment for our work in science would seem to be a particularly appropriate gift at the present time. For example, the excellent training received by our students in chemistry is producing skilled scientific workers of a sort greatly needed by the Nation in the war emergency. This summer we are altering some of our chemical laboratories so as to increase our capacity. But instruction in laboratory science is inevitably very expensive.

The gift of a fund of \$100,000, the income of which should be used toward the expenses of this department, would enable us to improve our work and render more valuable service to the country.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

*Dean*

*June 30, 1917*

# TEACHERS COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University and the  
Trustees of Teachers College,*

SIRS:

I have the honor to transmit herewith the annual reports of the Directors of the Schools of Education and Practical Arts in Teachers College. In these reports appear the salient features of the year's work together with some discussion of the educational and administrative problems involved. The record is eminently satisfactory, and the directors and staff deserve high commendation for their contribution to this success.

At his own request, Professor Julius Sachs was retired from active service at the end of the academic year. For fifteen years he has aided in the upbuilding of Teachers College, contributing to our institutional needs from an experience exceptionally rich in scholarly and professional attainment. Wise in counsel, progressive in spirit, and appreciative of the best things in life, he has endeared himself to all his colleagues, and secured a permanent place in the affections of his students. Himself an example of the highest type of secondary schoolmaster, he has instilled into a great body of students of secondary education his own professional enthusiasm, and thereby created standards of professional excellence which will remain an abiding possession of the College.

In honor of the election of Professor Sachs to an emeritus professorship in Teachers College, his brother, Mr. Samuel Sachs, has established a special fund of \$10,000, to be known as the Sachs Library Fund, the income of which shall be applied to the purchase of books for the library of Teachers College, "that the name



of Julius Sachs, an inspiring teacher and devoted scholar, may be kept alive." This gift is the more welcome to me because, in the multiplicity of needs, the library has been overlooked in recent years. It is the first gift for the purpose received since the death of Mrs. Bryson in 1900.

The saddest event of the year was the death of Professor Naomi Norsworthy, on Christmas Day. A woman of fragile physique, she possessed an extraordinary personality, and by virtue of her scholarly attainments and professional ability, she became a teacher of surpassing merit. Her habit of seeing things straight and seeing them whole made her the confidential confessor of all her students, and the unofficial adviser of most of our women students. She leaves a gap in our ranks which can not easily be filled.

Death of  
Professor  
Norsworthy

The following changes in the faculties have been approved by the Trustees:

Changes in  
the Faculties

#### PROFESSORS EMERITUS

RICHARD E. DODGE, A.M., Geography (July 1, 1916).  
JULIUS SACHS, Ph.D., Secondary Education (July 1, 1917).

#### NEW APPOINTMENTS

WILLIAM C. BAGLEY, Ph.D., Professor of Education.  
OTIS W. CALDWELL, Ph.D., Professor of Education and Director of the Lincoln School.  
ARTHUR D. DEAN, D.Sc., Professor of Vocational Education.  
TRUMAN L. KELLEY, Ph.D., Assistant Professor of Education.

#### PROMOTIONS

ANNA M. COOLEY, B.S., from Assistant Professor to Associate Professor of Household Arts Education.  
CLIFFORD B. UPTON, A.M., from Assistant Professor to Associate Professor of Mathematics.  
MAY B. VAN ARSDALE, B.S., from Assistant Professor to Associate Professor of Household Arts.  
MARION REX TRABUE, Ph.D., from Instructor to Assistant Professor of Education.  
ANNA W. BALLARD, A.M., from Instructor to Assistant Professor of French.  
WILHELMINA SPOHR, B.S., from Instructor to Assistant Professor of Household Arts Education.  
ISABEL M. STEWART, A.M., from Instructor to Assistant Professor of Nursing and Health.

## RESIGNATION

HAROLD B. KEYES, M.D., from assistant professorship in Physical Education, to pursue a graduate course in surgery in Roosevelt Hospital.

## LEAVES OF ABSENCE

For one semester: Professors BAKER, BIGELOW, BRIGGS, HILL, LATHAM, McFARLANE, RUGER, SACHS, and VAN ARSDALE.

For the academic year: Professors KINNE and NOYES.

Teachers College, comprising as it does both a professional school and the University department of Educational Research, has the dual aim of preparing teachers and administrative officers and of promoting pedagogical efficiency in the work of our public schools. Good workmen, if they are to give their best service, need, not only superior skill, but also the best of instruments. We serve the public by training annually some hundreds of teachers to perform particular tasks more satisfactorily than they might otherwise do; and we also give not less important service, when we undertake to improve curricula, methods of teaching, and modes of administration, by experimentation in our own schools and by investigation of procedure in other schools and school systems. That the results of these studies are appreciated is attested by the fact that the public has bought and paid for more than four million printed pages descriptive of the work in our schools of observation and practice.

The year under review has been exceptionally fruitful in results of investigation of conditions in the field and of experimentation in our own schools. Professor Investigations Strayer has directed several important surveys, notably of Nassau County in New York, and of the cities of St. Paul, Minnesota, and Omaha, Nebraska, in which his students of school administration have received practical training in school organization, and from which, through the published reports, all school officials may derive benefit. During a special leave of absence for six months, Professor Briggs has made, for the General Education Board, a nation-wide study of the junior high school; and other officers have engaged in field work for shorter periods. The most important step taken, however, is the establishment of the Lincoln School, to

be supported financially by the General Education Board, for the purpose of experimentation with the materials of instruction, curriculum, and methods of teaching best adapted to a modern school. While the Horace Mann School for Girls, the Horace Mann School for Boys, and the Speyer School will continue to provide classical curricula, the Lincoln School will emphasize in its curriculum the modern languages, science, and the social and industrial arts. Directed by an enthusiastic scientist and staffed by the best teachers obtainable, the new School should give a good account of itself within ten or fifteen years. The experiment is a costly one, but if it achieves one-half of the results predicted for it by its adherents, it will be one of the best investments made in our generation.

A splendid contribution to our means for educational experimentation is a gift of \$5,000 a year for three years by Messrs.

Cleveland H. and Francis P. Dodge for the establishment of a department of Scouting and Recreational Leadership.

Establishment of a Department of Scouting and Recreational Leadership

The object of this foundation is to ascertain how scouting can best be incorporated into the educational program of the schools. That it is an educational agency of highest potentiality is conceded by all who know of the activity of the Boy Scouts; but the schoolmasters of America have not learned how to use it to advantage. We hope to demonstrate in our schools that the scoutmaster is really a teacher, specially favored in materials and methods for the fixing of moral standards for his charges, and for the development in them of civic and social responsibility. I confidently expect scouting to play a leading rôle in the scheme of public education which must be evolved to meet the new conditions that will follow upon the ending of this devastating war—conditions which will tend to make necessary the emphasizing of the duties of the citizen, rather than the magnifying of the rights of the individual.

The notable gifts of the year, beside those already enumerated, are \$5,000 from Mr. and Mrs. Richard M. Hoe for a scholarship in memory of their daughter, Margaret Hoe; \$10,000 from a friend who, for more

Other Gifts

than twenty years, has made a large annual contribution to-

ward our general expenses; and \$490,000 in pledges toward a new Library Building, the erection of which is deferred until conditions in the building trades are more settled than they are now. Financially, we close the year without a floating debt, and with a small surplus, which will probably be needed to meet the expected deficiency in next year's operations.

The outlook under war conditions is discouraging for any educational institution. Our young men, officers and students, are very properly responding to their country's call for leaders in field and camp. Many of our women students, especially those trained in the household arts and in nursing, are volunteering for emergency work in conserving the food supply and in promoting the public health. The accompanying reports of the Directors of the Schools of Education and Practical Arts tell what we have done as an institution to fit our students to meet these emergencies. To the best of our ability we have tried to serve the public by fitting our students for whatever work they can most promptly undertake. To that extent we have worked to deplete our own ranks and, incidentally, to check temporarily our institutional progress. How seriously the war will affect the attendance of students next year, I cannot predict; but it is evident that our numbers will be smaller and our income correspondingly decreased. The country's need, however, is the measure of our responsibility. At whatever cost, we must meet the emergency. The quality of our offering must not suffer; on the contrary, we must go forward to greater tasks, and show our patriotism by increased devotion to the cause for which Teachers College exists—the education of a people for American citizenship.

Respectfully submitted,

JAMES E. RUSSELL,

*Dean*

*June 30, 1917*

# SCHOOL OF EDUCATION

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the Dean of Teachers College,*

SIR:

I herewith submit my report for the School of Education for the academic year 1916-1917:

The total number of students enrolled in the School of Education has been 1,277, as compared with 1,157 for the preceding year. Of this number, 174 graduate students elected Practical Arts majors, as against 127 in Enrollment 1915-1916. The matriculated students of both schools in the summer session, not in attendance during the regular year, numbered 1903. Of the total number of students in the School of Education during the academic year, 266 were enrolled as unclassified graduate students, 574 were candidates for the Master's degree, and 437 were matriculated unclassified students. Of this latter number 251 were enrolled as candidates for the degree of Bachelor of Science. In the preceding year there were 133 candidates for the degree of Doctor of Philosophy and 521 candidates for the degree of Master of Arts.

During the year the degree of Doctor of Philosophy was conferred upon 9 candidates, 5 of whom had taken the Master's degree at Columbia. In the preceding year Degrees Conferred 12 doctorates were awarded. For the academic year 1916-1917, 305 students in Teachers College received the degree of Master of Arts, 2 the degree of Master of Science, and 326 the degree of Bachelor of Science.

Of the 840 graduate students, 77 held the Master of Arts degree of Columbia University; 155 students held the degree of Bachelor of Science from Teachers College. Other colleges and universities were represented as follows: College of the



City of New York, 37; Hunter, 28; Barnard, 22; Vassar, 20; Wellesley, 18; Smith, 16; New York University, 16; Harvard, 15; Mount Holyoke, 15; Cornell, 15; Iowa State, 13; Wisconsin, 12; California, 10; Chicago, 10; Adelphi, 9; Brown, 9; Michigan, 9; Stanford, 9; Indiana, 8; Missouri, 8; Albany State, 7; Illinois, 7; Kansas State, 7; Ohio Wesleyan, 7; Rochester, 7; Colorado, 6; Goucher, 6; Nebraska, 6; Oberlin, 6; Ohio State, 6; Syracuse, 6; Yale, 6; Clark, 5; Colgate, 5; Dickinson, 5; Emporia, 5; Southern California, 5; Washington, 5.

It is interesting to note the choice of subjects other than Education pursued by the Teachers College students in other parts of the University. The following departments attracted the greatest number: History, 120; English, 112; Sociology, 54; Psychology, 45; German, 37; Social Economy, 32; Chemistry, 27; Philosophy, 19; Economics, 15; French, 15; Mathematics, 14; Politics, 11; Business, 9; Spanish, 6; Latin, 5. Other students registered in Anthropology, Arabic, Architecture, Botany, Geology, Indo-Iranian, Journalism, Music, Public Law, Russian. A total of 582 class registrations represents the interest of the Teachers College students in other phases of University work.

With the adoption of the new regulations for matriculation for the doctorate there has been a marked decrease in the number listed as candidates for this degree. This, however, does not indicate any actual decrease in the number of students of this grade, but only that in accordance with the new regulations, adopted throughout the University, the greater number of graduate students now appear as unclassified rather than as candidates for the doctorate. Thus the number of unclassified graduate students was last year 154 as compared with 266 the present year; while the candidates matriculated for the doctorate last year were 133 as compared with 81 the present year. The real effect of the new regulations is better seen by comparing the number of students taking the written examinations preliminary to the doctorate. Last year the number was 42, the largest number hitherto presenting themselves, while this

year the number was 59. Of these, 37 were accepted as candidates, while 22 were advised not to continue. This represents a larger proportion of successful candidates than at any previous preliminary examination.

The Department of Educational Research has adopted additional modifications in the matriculation examinations for the doctorate rendering them more comprehensive in their scope. In place of the three fundamental subjects, which have been required for so many years, or the three out of four subjects which prevailed for two years, the regulations in force hereafter will include every department in the general field of education. One subject only, that of educational psychology, is required of all candidates, while the choice of two others may be made from the remaining fields. This, in the judgment of all the members of the staff, is the most satisfactory plan that has been tried, providing for adequate specialization and yet avoiding a too narrow interpretation of the professional field.

Modifications by  
the Department  
of Educational  
Research

In accordance with the new University regulations, the requirements for the Master's degree have been restated. The point rating of courses now refers to tuition only. The degree requires the accumulation of 30 tuition points within the University.

Restatement of  
Requirements for  
Masters Degree

The academic or course requirements now become more flexible. These requirements can be met with a minimum of eight courses or, with appropriate field work, even less; while the students desiring a general rather than a highly specialized program can select a maximum of fifteen or sixteen courses of a less specialized character. The total tuition charge would be the same in either case. Of these at least six courses totaling 16 tuition points must be taken in Teachers College, while the remainder may be taken in any other department of the University. An essay or some form of written report on practical or field work is now to be required of all candidates.

During the year professional diplomas in the following subjects were authorized: Psychologist; Rural Extension Worker;

Teacher in Foreign Schools; Supervisor of Religious Education. This raised the number of types of diplomas now granted to 59. The number of professional diplomas actually granted during the year was 441 as compared with 633 degrees.

Authorization of  
Diplomas in  
Additional Subjects

New lines of activity projected last year have been developing satisfactorily. The special course arranged for advisers of women and girls was taken by 36 students; the entire program of study arranged for such advisers was followed by 12 while the diplomas were obtained by 5 candidates.

New Activities

The program of studies for religious and social workers, projected last year, has been formulated and the announcement issued. Arrangements with the Home Mission Board of the Presbyterian Church have been completed, in accordance with which they direct their small but highly selected body of graduate students to Teachers College. Practical work done under the specialists of that Board will be accepted as the practical work required for the degree; two members of the staff of specialists of the Board will offer courses, one on immigration problems, the other on social resources of the community, each authorized by the executive committee, while facilities will be extended for the giving of the single course offered by the Board for which no academic credit can be given. Those responsible for the training courses for lay workers given by two other denominations have expressed much interest in the plan and have initiated steps looking toward closer cooperation.

Studies for  
Religious and  
Social Workers

The course of studies organized offers a wide and adequate selection to workers in social fields not connected with religious organizations.

In industrial education and in rural education plans entered into last year are enlarged and permanently adopted. The passage of the Smith-Hughes bill for industrial education on a national scale by the national government will cause a great and permanent demand to be made on all higher institutions for

Industrial and Rural Education

the training of teachers. A number of courses are now organized relating both to the class-room discussion, documentary study, and practical field investigation of all phases of vocational education and vocational guidance. A large portion of the time of the instructors and students will be spent in the field. To this is added a new course in the consideration of practical problems in practical arts education as now distinguished from the more technical field of vocational education. A course is also offered for the training of teachers in the continuation schools, now conducted by the city in numerous commercial and industrial plants.

The extent to which practical field work is now organized by the institution is indicated by the following figures. The number of students engaging during the past year in practice teaching in elementary schools outside of the college schools was 45; in secondary schools, 54; the number participating in school surveys, 84; in rural surveys, 14; in investigations of industrial education, 5.

Practical  
Field Work

Except for abnormal conditions due to war exigencies, this work will be greatly expanded during the coming year.

The new statistical laboratory forms an essential adjunct to such field work as well as to class-room work. Tabulated records kept for various hours indicate that the laboratory is used on an average by 20 students daily for an average period of one hour and twenty minutes.

Statistical  
Laboratory

With the growth of the faculty to a size which makes deliberation and discussion difficult, and with the specialization of the work of departments leading to intensification in special lines, some further machinery to unify the main phases of work seems necessary. To meet this need during the year several group conferences have been called and two of them definitely organized, following the plan of divisional organization instituted in the University some years ago. One covers the entire field of vocational education, including the following groups: industrial education, vocational guidance, rural education, and religious education. A second includes all phases of field survey which relate to the

Group Conferences

public school system. Thus the instructors of various departments interested in similar lines of investigation or teaching are brought together in a functional unity which promises a broader basis of institutional work and professional interest than that provided for by the departmental organization.

The close of the year was marked by a noticeable departure from the ordinary academic procedure, due to the present War Conditions war emergency. A variety of emergency courses dealing with aspects of the educational and social situation due to conditions of war, were organized and offered during the period from May 14 to June 1, most of which is assigned in the academic calendar to examinations. All students who wished to elect at least thirty hours' work in such courses were exempted from the examinations. Among the courses offered in the School of Education were the following: Social Work in Time of War; Organization of Rural Communities for War Service; Economic Organization and Economic Problems in War Times; Organization of Social Service in Military and Concentration Camps; Physical Welfare and Efficiency; The Boy Scout Movement in Time of War; The Girl Scout; Present Day Problems in regard to Food, Clothing, and Fuel; and Educational and Practical Problems of Gardening. In addition a considerable number of single lectures on special topics as given. Attendance on the courses varied from 40 to 700 or 800. Practically the entire student body, except those partially occupied in teaching and giving only a portion of their time to college courses, attended these emergency courses. A very considerable proportion of the students in the School of Education elected the practical courses offered by the School of Practical Arts. Wherever courses were offered, open to students without previous practical training, they were filled by students of the School of Education, who thus evidenced their interest in the practical forms of education, if such instruction could be concentrated in a brief space of time. So successful indeed was the plan that it raises the question whether a week's time at the close of the year might be devoted to a concentrated and elementary presentation of the work of each school of Teachers College to the



students of the other faculty. Such a period might be found in the week between the close of examinations and the commencement exercises. Especially to the large body of students taking degrees and diplomas, who now find this period one of additional expense and of no educational value, this would be advantageous.

Education in itself is a national service and the teacher a government servant, in many countries definitely recognized as such. A national service, second to none, is that rendered by the efficient and progressive educator, ready to take intelligent advantage of the present exigencies to promote the effectiveness of formal school work. It is no exaggeration to state that all of our staff and of our student body recognize this truth. But many, in such an emergency, find it irksome to confine their activities to such conventional methods and seek the opportunity for more specific service to the nation in time of war. Many have found such opportunities. Of the student body, 9 were excused before the end of the spring session to enter upon agricultural emergency work; 3 went into Red Cross work, and 14 into officers' training camps or other forms of direct military service. Many others who left no record with the College entered upon such service after the close of the session. Several entered the army service of the Y. M. C. A. and Y. W. C. A. Of the staff, Professor Dean has become the supervising officer of vocational training of the New York State Military Commission; Professor Snedden is devoting much time to voluntary assistance in the same work; Professor Méras has entered the Reserve Officers' Training Corps and is in training at the Military Barracks, Watertown, New York; Mr. Gucker has joined the Columbia Unit of the Red Cross and is now in France; Professor Andrews is with the Home Economics Bureau of the Department of Agriculture at Washington. Other members of the staff are giving service in channels which are not official.

Respectfully submitted,

PAUL MONROE,

*Director*

*June 30, 1917*

# SCHOOL OF PRACTICAL ARTS

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the Dean of Teachers College,*

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the year closing June 30, 1917.

The total registration of matriculated students in the School of Practical Arts from September, 1916, to June, 1917, was Attendance 1,331, 1,157 undergraduate and 174 graduate. In addition, more than 700 extension students were admitted to technical courses for which they were well qualified. Last year (1915-1916) there were 1,065 undergraduate and 127 graduate students in Practical Arts. The School, therefore, gained 92 undergraduate and 49 graduate students. The following tabulation shows attendance of matriculated students for the five years of the School (1912-1917) and for the year 1911-1912:

	<i>Undergraduates in Practical Arts</i>	<i>Graduate Students in Practical Arts</i>	<i>Total in Practical Arts</i>	<i>Total in Teachers College</i>
1911-1912	589	...	589	1,461
1912-1913	809	15	824	1,687
1913-1914	793	37	830	1,803
1914-1915	1,070	95	1,165	1,904
1915-1916	1,065	127	1,192	2,222
1916-1917	1,157	174	1,331	2,444

The increase of graduate students in Practical Arts from 127 in 1915-1916 to 174 in 1916-1917 has made more pressing the problems of building and of teaching staff to which I called attention in my last report. Especially is this true because, as the following table shows, the

largest groups of graduate students are in the two departments (Household Arts and Fine Arts) which are overcrowded by undergraduates:

GRADUATE STUDENTS WITH MAJOR WORK IN  
PRACTICAL ARTS

SEPTEMBER, 1916-JUNE, 1917

Household Arts	94
Fine Arts	25
Industrial Arts	12
Music	12
Nursing and Health	6
Physical Education	18
Unclassified	7
	<hr/>
<i>Total Graduate Students in Practical Arts</i>	<i>174</i>
<i>Total Graduate Students in Teachers College</i>	<i>840</i>

The number (174) of graduate students with major work in Practical Arts is approximately one-fifth of the total number (840) in Teachers College. Five years ago (1912-1913) there were only 15 in 381 graduate students in Teachers College. These figures, however, are far from indicating the total amount of work in Practical Arts on account of the graduate students for the following reasons:

(1) More than half and probably two-thirds of the graduate students in Practical Arts are in residence more than one year and two summer sessions for the Master's degree, whereas practically all graduate students in Education obtain the degree in one academic year or four summer sessions. The increased time in Practical Arts is due to requirements of technical preparation which is not included in the undergraduate work of most of the colleges from which our graduate students come.

(2) Relatively few graduate students in Practical Arts of the past three years have taken for the Master's degree less than six courses in technical or educational aspects of Practical Arts and a large number have taken eight. Here, again, the explanation is found in the fact that specialization is necessary for the student who has not taken undergraduate work in Practical Arts and related sciences.

(3) There are relatively few part-time students in Practical Arts. This is largely due to the difficulties involved in offering laboratory courses at hours adapted to teachers in the public schools.

The professional character of the School of Practical Arts has become more evident with the increase of students above the Sophomore year. This is clearly indicated in the registration for 1916-1917 in which 352 are classified as Freshmen and Sophomores preparing for the professional majors and 745 Juniors, Seniors, and graduates are distributed among the twenty professional majors open to students of these years. In addition to the 745 students registered above the Sophomore year, the 244 students recorded as 'matriculated unclassified' are mature students with college admission credentials, but pursuing special programs in professional lines because they are unable to give time to the general academic courses required of regular candidates for the Bachelor's degree. Also, a number of students classified as Sophomores are within one summer session of full Junior work in professional majors. Certainly more than one thousand of the 1,331 students of Practical Arts are pursuing the strictly professional majors designed primarily for Juniors, Seniors, and graduate students.

All of the twenty majors have now been arranged to emphasize their professional aims. In the first years of the School, the majors in general household arts and practical science seemed to be of little professional and of great general cultural value, but gradually they have been changed. Professional opportunities have developed in nutrition, bacteriology, sanitation, chemistry, and other phases of practical science included in that major. The general household arts major has been adapted to the profession of home-making, and is more and more attracting Seniors and graduates who are able to forecast that their own interest in household arts lies in home-making. It now seems certain that, as now organized, the professional major in general household arts or home-making will become one of the most important of the practical arts majors.

During the year the Faculty of Practical Arts has considered and adopted a new plan for advising undergraduates concerning their studies. The advisers who were appointed when the School was organized five years ago were the representatives of major sub-

jects, all of which were professional. The great increase of professional students in the Junior and Senior years has overburdened the original advisers and tended toward more or less neglect of the students of the first two years. Moreover, there have appeared certain difficulties in having students of the first two years entirely under the control of professional advisers who are specialists in one subject, for two-thirds of the required work for the Freshman and Sophomore years is general and even most of the practical arts courses for these years are so elementary that technical advisers are not necessary. Considering these facts, it has become the unanimous opinion of the faculty that there should be a division of advisory duties between officers of instruction representing the general courses that predominate in the first two years and others concerned with the professional study of the last two years. Accordingly, the faculty has decided to assign as advisers for the general curriculum of the Freshman and Sophomore years a group of officers of instruction who represent English, science, language, and other general subjects that constitute the greater part of the students' work in these years. The original advisers are thereby limited to the strictly professional curriculum of the Junior and Senior years. In order to give the Freshmen and Sophomores advice regarding the anticipated professional work of the last two years, the complete plan includes provision for associate advisers representing the professional majors which the students are preparing to elect at the beginning of the Junior year.

Another change in the system of advisers is the assignment of associate advisers for certain professional majors of the Junior and Senior years. It has become evident to the faculty that such associate advisers are needed, particularly in the case of the students with technical education majors, in which the necessary emphasis on educational problems tends to lead the student out of touch with the special subject-matter that is necessary for the greatest professional success. It is important that this tendency away from the subject-matter should be checked by faculty advisers, for beyond doubt there is developing on the part of students of practical arts education, espe-



cially those who come to the School after some years of teaching, the feeling that they know enough subject-matter and that the way to professional success or the path of least resistance lies in a program with the required minimum of technical subject-matter and a maximum of education courses to complete the curriculum for the Bachelor's or Master's degree.

The new plan for advisers has a special advantage with reference to Teachers College diplomas in that the Executive Committee can have the recommendation of two advisers who normally will be in touch with a four-year student. This is especially important in household arts—the largest of the six divisions of the School—for the great majority of students in this line become candidates for teaching diplomas through the Department of Household Arts Education. A student with a major within this department will have in the last two or professional years an adviser in household arts education, an associate adviser representing technical specialization (cooking, clothing, household administration or nutrition), and will have had in the first two years an adviser representing the general academic subjects. Usually in such a case the same associate adviser will deal with the student throughout the four years.

The undergraduate students have prepared, through the Students' Executive Council, a plan which places the individual undergraduate on his honor for submitting his own work in note books, examinations, reports, essays, and other papers in which the instructor credits the students on the basis of the written work submitted. The faculty, by unanimous vote, has authorized the Students' Executive Council to elaborate the plan and to put it into operation in the next college year.

The war has caused a demand for certain useful knowledge related to Practical Arts; and emergency extension courses in cooking, nutrition, home nursing, and first aid were offered during April and May. In the last two weeks of the college year all departments of the School of Practical Arts offered special courses limited to regular students, and more than 1,200 students attended thirty or more hours of such instruction.

For several years the School of Practical Arts has offered a number of special or extension courses designed for popular instruction without reference to credit toward degrees and diplomas. In the <sup>Popular Instruction</sup> past two years such courses have been conducted as special extension courses. Arrangements have now been completed for conducting such popular instruction in cooperation with the University Institute of Arts and Sciences. Announcements of series of lectures and other instruction will be made in the bulletin of the Institute, and auditors will obtain cards of admission from the office of the Secretary of Teachers College.

The adjustment of our special or extension classes in Practical Arts to the University Department of Extension Teaching, begun in 1915-1916, has been fully com- <sup>Extension Classes</sup> pleted during the present year. There have appeared many advantages in the arrangement, especially in advertising, in drawing a sharp line between extension and matriculated students, and in the control of extension students by officials of the Extension Department.

Respectfully submitted,

M. A. BIGELOW,

*Director*

*June 30, 1917*

# COLLEGE OF PHARMACY

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to report steady and substantial progress in the educational and material development of the College of Pharmacy during the year 1916-1917.

During this period, the fourth year of instruction of the baccalaureate course in pharmacy has been given for the first time in our school and state, contributing Curriculum two graduates to the University roll.

In due course, we have arranged our syllabus of instruction for the first of the two years of our graduate course. In this work, we have adhered to the general plan of that leading to the degree of doctor of philosophy, requiring forty hours' work weekly, ten hours in each of the departments of chemistry, materia medica and pharmacy, the remaining ten in that department selected by the student, and involving original investigation. Popularity in the reception of this course in the early future is not anticipated, but it establishes a sound standard. This standard having been legalized by the state, the degree of Doctor of Pharmacy becomes protected against the degrading influences to which it has been subjected in past years.

During this year, our faculty has struggled with the problem of proportioning the professional and 'non-professional' elements in the curriculum. At the same time, we have sought the assistance of the University in getting the facts regarding this relation so recorded as to establish an official basis of estimate and to remove grounds for misinterpretation. The efficiency of our graduates demands close economy in direct-

ing their work along professional lines. In applied science, a mistake is fatal. Success demands a physical result which can be reached only in obedience to inexorable law. No plausible theorizing and no sophistry can take the place of this result, which must be attained if failure is not to be confessed. Hence the necessity for thorough and complete technical preparation. On the other hand, the higher sort of success calls for a similar basis of general preparation to that which has been laid in other professions. In the latter direction, this school has gone farther than is customary in American schools of pharmacy. While this has tended to repel students of superficial tendencies, thus imposing a financial handicap upon us, our position in this regard has not been fully appreciated in some educational circles. These considerations have led us, during the past year, to request your advice and assistance in establishing our position in the University system. While this work is not yet completed, we feel that it will tend toward promoting closer relations and more complete cooperation with the University.

Our professional work of the year has presented some unusual features, due to the publication and legalization of the new or changed standards of the United States Pharmacopoeia and of the National Formulary. Our graduating class necessarily applied itself to the study of the preceding standards during the first year of its work, being compelled in the second year to substitute those of the new codes. A serious question arose among schools and boards of pharmacy as to the extent to which they should require candidates to be informed upon the new standards, and various answers were returned. We took the ground that as the new standards were legal, no half-way state of preparedness on the part of pharmacists was admissible. Early in the year we bent ourselves to the task, extremely difficult for both faculty and student body, of fully meeting the new conditions. With few exceptions, our students imbibed our spirit and faithfully met our requirements, so that the results of examination quite reached our expectations and we graduated the largest class in our history.

Coincident with the stringent condition just stated, the New York State Board of Pharmacy, acting in harmony with a general movement throughout the country, materially raised the standard of its examinations and its passing mark, a change that should conduce to better educational work in this profession.

During the past year, our library has been made particularly effective as an educational factor. Besides interesting Library a larger number of students than formerly in reference work, our Librarians have arranged a number of instructive historical exhibits of ancient pharmaceutical works and apparatus.

In response to our offer of an enlarged curriculum in our evening courses, there has been an encouraging increase in Evening Courses the size, and improvement in the character of these classes, with promise of a still greater increase for the coming year.

During the early part of the year, our attention was directed toward the prospect of a diversion of the student body into National Services the ranks of the army and navy. Some special, and as it has turned out successful, efforts were there-upon resorted to, to prevent the serious reduction in our attendance that appeared to be impending.

After long and careful study, our Board of Trustees has decided that the amount of time and effort that would be Drug Farm required for the successful management of a drug farm located at the Botanical Garden would be out of proportion to the benefits likely to accrue, and that our limited corps of officers could better devote this time and effort to work at the College building; so, for the present at least, this project has been laid upon the table.

The system of steel lockers installed at the beginning of the school year has been found to fully meet our expectations in the increased comfort of the students and in the more orderly and consistent administration of the building.

Again it is my painful duty to record the death of several of our valued and beloved associates. Mr. Thomas F. Main, Secretary of our Board of Trustees, was not only one of the



most lovable gentlemen connected with American pharmacy, but one of the most active and useful of our officers. Professor John Oehler had been longer engaged in teaching upon our faculty than any other of its active members. Several others of our deceased fellow members have, at former times, been members of our Faculty or of our Board of Trustees, and it has been a shocking experience to part with so many of them in a single year. Deaths

Respectfully submitted,

H. H. RUSBY,

*Dean*

*June 30, 1917*

SUMMER SESSION  
REPORT OF THE DIRECTOR  
FOR THE SUMMER SESSION OF 1917

*To the President of the University,*

SIR:

It is my privilege to present herewith the report of the eighteenth Summer Session of the University which opened July 9 and closed August 17, 1917. When the program of the Summer Session of this year was prepared, the participation of our own land in the European war was recognized as possible, but the actual declaration of war was not expected. The offering for the Summer Session was, therefore, made as for a time of peace and with the full expectation that the members of the student body would certainly be as numerous as in the Session of 1916. We can safely claim that not only Columbia University but no other educational institution ever set forth so complete and varied a scheme of summer study as appeared in the Announcement of the current year.

Immediately upon the declaration of war, the question arose as to the possibility of carrying on the Summer Session.

The assertion was made that timid students from other parts of the country would avoid New York and many men would be called for service and, therefore, drawn away from educational work, and finally that the unsettled state of the country and the restlessness existing in the financial world would have a very serious effect upon the Summer Session and would cause an extraordinary loss of money for the University.

These suggestions and opinions were met at once by the statement of the administrative officers of the University to the effect that the Summer Session would be conducted as usual, that the program proposed would be carried out with-

out hesitation or modification, and that the recognition of such action would justify its support. The result fully justified the optimism which refused to see disaster and the necessity for a withdrawal or a serious modification of plans for the Summer Session of 1917.

The registration for the Session of 1916 was phenomenal because of the presence in New York of the National Education Association which met this year in Portland, Oregon. The registration of the present summer should be compared with that of 1915 rather than with that of 1916. In 1915 there were 5,961 students, in 1916, 8,023, and in 1917, 6,144. Therefore, an increase over the registration of 1915 is shown in the figures for 1917.

Some items in the registration figures deserve comment. The percentage of women students to men is about the same as in 1916. The figures in 1915 were forty per cent. men to sixty per cent. women; in 1916, thirty-five per cent. men to sixty-five per cent. women; in 1917, thirty-three per cent. men to sixty-seven per cent. women. Approximation to the figures of 1915 is also shown in the percentage of students previously registered to that of new students. In 1915 the proportion was forty-three per cent. old to fifty-seven per cent. new; in 1916, thirty-eight per cent. old to sixty-two per cent. new; in 1917, forty-five per cent. old to fifty-five per cent. new. The number in 1915 of those not engaged in teaching was 2,360; in 1916, 2,874; in 1917, 2,384; so that the figures of 1917 approximate again those of 1915. Of matriculated students attending the Summer Session there were in 1915, 3,407; in 1916, 4,763; and in 1917, 3,547. Concerning the figures in the classification of students according to residence we note a falling off of students from Manhattan and the Bronx, one hundred and sixty-five less than in 1915 and from Queens, thirty less than in 1915. Although, in general, registration from the states outside of New York was less than in 1916, in some instances the figures were the same or even greater. Thus one hundred and seventy-six came from Indiana in 1916 and in 1917; sixty from California in both years; North Dakota gave fifteen against nine in 1916; Porto Rico, thirteen

against eleven; China, twenty-seven against nineteen; Cuba, eight against seven; Mexico, five against one; and Japan, eighteen against thirteen. The numbers of the North Atlantic Division were nevertheless greater than those of any other. This Division includes the eastern states New York, New Jersey, and Pennsylvania.

The instructors of the Summer Session for 1917 numbered 383 of whom 307 were men and seventy-six women. There were fifty-five assistants, including the principal Teaching Staff and sixteen teachers of the demonstration school, and eight teachers of the junior high school. In 1916 there were 395 instructors of whom 296 were men and ninety-nine women. Of the eighty-eight assistants, forty-six were men and forty-two were women. At least twenty-five instructors withdrew and their places were filled by substitutes. The courses numbered 584. The number of instructors from outside of the University was 118—reduced by eleven in consequence of the war—as compared with 104 in 1916; 108 in 1915; eighty-five in 1914; sixty-three in 1913; sixty in 1912.

The educational plan of the Summer Session varied very slightly from that of 1916 in the diversity of the subjects and in the number of the courses offered. The courses Program of Studies in certain departments were slightly increased, such as in commerce, classical philology, and English, but whatever modification was made looked rather to the adjustment of the work of the Summer Session and a better coordination, a process which naturally takes place every summer.

As has been said above, the prospect of the reduction in the number of students did not affect the educational offering. Nevertheless, as many of the instructors were called upon for national service, it became necessary to withdraw classes for which instructors could not readily be secured or if the numbers registered did not justify their continuance. At least twenty courses were dropped for these reasons. In every instance where the students could not be cared for in other courses, the classes were maintained notwithstanding the

small registration and the interests of the students were carefully guarded.

As in Extension Teaching so in the Summer Session, the University was requested to offer emergency courses because of the war. These were designed to serve the national government and business houses, particularly banks. The first series had as its definite purpose the preparation of workers in banks and trust companies and included courses in practical banking, elementary bookkeeping and clerical practice, in typewriting and in indexing and filing. The second series was entitled 'Training Course for Military Interpreters in French and German'. This included: Practicum for military interpreters in French and German, military regulations and service regulations, and finally typewriting. These series have aroused much interest and have been of considerable service to the national government.

The Summer Session has obtained an enviable reputation for the opportunity it offers to those who desire to listen to music of high grade. The Session of this year was made the occasion of the first attempt on Grand Opera the part of any educational institution to present grand opera on the University grounds for the benefit of the student body. To accomplish this achievement it became necessary to modify the University Gymnasium so that it could serve the purpose of an opera house. The stage was raised, a large curtain was erected, and stage scenery of suitable size was introduced. The effect was all that could be desired, although the seating capacity was reduced because of the caution of the Fire Department of the City. Four operas were sung in two series, making in all eight performances. These were: *La Bohême*, *Tosca*, *Faust*, *Cavalleria Rusticana*, and *Pagliacci*. The chorus and orchestra were selected from those of the Metropolitan Opera House. Many distinguished singers took the leading parts, including such well-known artists as Maggie Teyte, Luisa Villani, and Signor Botta. The University is greatly indebted to the directors of the Metropolitan Opera Company for their generosity in loaning many properties and in giving aid and encouragement in



many ways. The entire plan was conceived and carried out by Mr. Eduardo Petri who was ably assisted by Mr. Milton J. Davies, in charge of the Institute of Arts and Sciences at Columbia. Mr. Petri assumed the entire expense of the undertaking and agreed to give any net returns to the National Special Aid Society, Aviation Section.

Two facts were brought out very clearly through this extraordinary achievement: First, that the University should have a large auditorium for its immediate use; second, that the University should be the dispenser of opportunities of this character in the drama and in music.

The giving of opera did not interfere with the usual musical program as planned by Professor Walter Henry Hall. The oratorio of the 'Messiah' was given in the Chapel and the Chorus of two hundred sang 'Samson and Delilah' in the University Gymnasium. The New York Military Band under Mr. Edwin Franko Goldman gave the usual outdoor concerts. These were attended by large numbers of the students and many of the friends of the University who live in the neighborhood. The soloists of the 'Messiah' were Miss Marie Stoddart, soprano; Miss Margaret Abbott, mezzo-soprano; Mr. Dan Beddoe, tenor; and Mr. Alan Turner, baritone. The soloists for 'Samson and Delilah' were Miss Margaret Abbott, mezzo-soprano; Mr. Dan Beddoe, tenor; Mr. Alan Turner, baritone; Mr. Henry Weldon, bass.

The Devereux Players again gave their plays, preferring this summer to use the University Gymnasium so as to avoid the possibility of interference by the weather. Much regret was expressed that they used the Gymnasium rather than the green, as these plays have always been greatly appreciated on account of the beauty of the setting of the University grounds. They gave this year, 'Twelfth Night', 'Much Ado about Nothing', 'School for Scandal', and 'Learned Ladies'.

The purpose of these musical and dramatic events is educational primarily, although there is an additional advantage

secured by the possibility of concentrating the interest of the students even in their leisure time at the University.

The reception this summer was distinguished by the presence of President Butler who gave the address of welcome. The special address of the evening was given by Dean Virginia C. Gildersleeve of Barnard College. The subject of her address was 'Women's Work in the War'. The other exercises consisted of singing by the Musurgia Club and community singing by the audience.

The following public lectures were offered for the benefit of visitors and students: Lecture by M. Stephane Lauzanne on 'Fighting France', illustrated, attendance 500; by Professor A. de Pierpont, in French on 'L'Universalité de la Langue française', attendance 90; motion pictures, 'The Grail—a study in boy psychology', attendance 900; lecture in French by Professor A. Carnoy, on 'Les Poètes mystiques belges', attendance 75; by Mr. E. Obecny, on 'Polish Romantic Literature', attendance 115; by Miss Ruth Morgan, Chairman, Mayor's Committee of Women on National Defense, on 'Women's War Work—City Mobilization', by Miss Mabel H. Kittredge, Chairman, Standing Committee on Food, Mayor's Committee, on 'Food', attendance 400; by Professor John Driscoll Fitz-Gerald, II, on 'Pan America and the War', attendance 85; by Miss Stella A. Miner, member, Standing Committee on Social Welfare, Mayor's Committee, on 'Women's War Work—Social Welfare', by Dean Virginia C. Gildersleeve, Chairman, Standing Committee on Agriculture, Mayor's Committee, on 'Agriculture', attendance 150; by Miss Annie W. Goodrich, Chairman, Standing Committee on Nursing, Mayor's Committee, on 'Women's War Work—Nursing'; by Dean Virginia C. Gildersleeve, Chairman, Columbia University Committee on Women's War Work, on 'University Mobilization', attendance 200; by Professor L. A. Loiseaux, in French, on 'Paris, ancien et moderne', illustrated, attendance 138; by Mr. E. Obecny, on 'Polish Romantic Literature', attendance 100; by Mr. W. Brewer Brown in connection with the Devereux Players, attendance 400; by Dr. Anna Howard Shaw, Chairman, Woman's Committee,

Public  
Lectures

Council of National Defense, on 'Women's War Work—National Mobilization', attendance, 1,000; motion picture, 'Adventures of a Boy Scout', attendance 600; by Professor Donald Clive Stuart, on 'The Relation of Drama to Literature', attendance 60; by Mr. W. Brewer Brown in connection with the Devereux Players, attendance 168; by Professor L. W. Crawford, on 'The Washington Irving Region', attendance 250; by Mr. W. Brewer Brown in connection with the Devereux Players, attendance 100; by Dr. Guy Stanton Ford, Dean of the University of Minnesota, of President Wilson's Committee on Public Information, Washington, D. C., on 'The War and Education', attendance 80; by Professor Rossetter G. Cole, on 'The Melodrama as a Modern Music Form', illustrated by his musical settings to 'King Robert of Sicily', 'Hiawatha's Wooing', and 'Pierrot Wounded' (new), Mrs. Cole at the piano, attendance 200; by Professor James Eustace Shaw, on 'Italy in the War', attendance 60; by Dean James E. Russell, on 'Educator's Service in War Time', attendance 100; by Mr. Rafael A. Soto, in Spanish, on 'Vicente Blasco Ibáñez', attendance 50; by Professor Isaiah Bowman, on 'Geography of South America', illustrated, attendance 242; dramatic reading by Mrs. Estelle H. Davis, attendance 60; lecture in French by Mr. Leon Ferraru, on 'L'Influence française en Roumanie', attendance 30; by Mr. Frederic H. Ripley, Supervisor of Music, Boston, Mass., on 'The Development of Songs for Little Children', attendance 100; by Mr. Garibaldi Laguardia, in Spanish, on 'La Argentina de Hoy y sus Antecedentes', attendance 90; author's reading by Professor A. deV. Tassin, attendance 70; by Professor Arthur C. Neish, on 'Liquid Air', illustrated by experiments, attendance 252; by Professor Isaiah Bowman, on 'Geography of South America', illustrated, attendance 165; by M. Pierre de Bacourt, in French, on 'La Presse française', attendance 175; by M. Marcel Knecht, on 'The Effort of France and her Colonial Empire and of Alsace-Lorraine', illustrated with the official French War Office motion picture films, attendance 200; by Dr. Richard Hill of Tiflis, a recent eye witness, on 'Behind the Russian Line in Armenia', attendance 250; by Professor Isaiah

Bowman, on 'Geography of South America', illustrated, attendance 80; by Mr. Henri C. Olinger, in French, on 'Les Américains dans la Légion étrangère', attendance 60.

The services in the Chapel were held regularly throughout the Session at eight o'clock in the morning and on Sunday at 4:10 p. m., and in the evening at eight o'clock in the Grove. Although the evening services were interrupted on several occasions by showers the interest in these informal gatherings was maintained throughout the summer. All of these exercises were appreciated by many of the Summer Session students and their importance was clearly demonstrated. The Reverend Duncan Browne served most acceptably as Chaplain of the Summer Session in the absence of the Chaplain of the University. The preachers of the Summer Session were: the Reverend G. A. Johnston Ross of Union Theological Seminary; Dean Shailer Matthews, Divinity School, University of Chicago; and the Right Reverend Thomas F. Gailor, Memphis, Tennessee. The daily services were attended by an average of 200 students who welcomed the few moments of religious worship as appropriate introduction to their day of study. Many members of the staff of instructors spoke at the early chapel exercises.

Chapel  
Service

The same means of safeguarding the students were adopted as in previous years and were found most effective in protecting the good name of the University and preventing mishaps to those entrusted to its care. The Students' Welfare Committee, under the direction of Mrs. Margaret P. Kilpatrick, took full charge of the housing of the students who could not enter the dormitories. Dr. William H. McCastline, University Medical Officer, devoted himself to the welfare of the students and cared for their health with his usual untiring patience and skill. The University in furnishing medical officers and trained nurses gives assurance to students who come from a distance and to their friends that they are amply protected from serious illness while engaged in their studies.

Students'  
Welfare  
Committee

Important and encouraging support of the Summer Session was found in the decision of the Court of Appeals to recognize

the Summer Session as part of the period of residence required of those aspiring to admission to the bar. The Summer Session hereafter may, therefore, form part of the residence of the student in law, and his courses will be accepted as being given during the period of residence. This is a most important action as it enables the law student to count his courses and the summer term in the same manner as he counts the Winter and Spring Sessions of the academic year.

Another important change which was made by the Administrative Board this year was the withdrawal of all restrictions as to the selection of courses. Students were allowed to select whatever they desired, one course simply or a number as they chose. Advice was freely granted as to the appropriate amount, and the question of credit in any school regulated and largely determined the maximum. This method of regarding the student as fully aware of the subjects and the amount he can wisely undertake, granting free opportunity to take even little or as much as he desires, is evidently the proper University spirit. This is the free and open plan now adopted in Extension Teaching which has given so much satisfaction and has made the courses of that department so serviceable to the mature student in New York City.

Another important change introduced by the Administrative Board was the moving back of the last day of registration to Wednesday, July 11. The result of this change enabled the students to begin their work more promptly and to prevent the postponement of their registration until after the first week had elapsed which always weakened the instruction in the Summer Session.

The excursions as organized and conducted by Professor Crawford are a deeply appreciated part of Summer Session experience. The Administrative Board thus furnishes instructive and inexpensive recreation for a large number of students. Where the intention is distinctly educational, the system admits of a division of the students into small groups so that direct information can be



given. Among the excursions which attracted large numbers we may mention that entitled 'New York at Night', conducted in ten sections, with a total of 518; 'Around Manhattan Island', in four sections, 434 students; West Point, 900 students; Washington Irving Region, 571 students; Sandy Hook Light Ship, 434 students. Other excursions included trips to, the *New York Times*, to the financial district, John Wanamaker's store, Ziegler Publishing Company, and to a ball-game.

The University maintains at comparatively little expense a students' camp in the beautiful country near Bantam Lake, Connecticut. This camp is well equipped so that three hundred students can easily be accommodated. The original purpose of the camp was to furnish practical work for students in the Schools of Mines, Engineering, and Chemistry, particularly those enrolled in civil engineering. Through modification of the curriculum this training was finally limited to the students in civil engineering. This change and the placing of the schools of science on the graduate basis with the consequent reduction in numbers resulted in a very small enrolment at Camp Columbia. Very few students were, therefore, expected at the Camp this summer. As a large number of applicants for the Plattsburg camp had been disappointed, the Administrative Board established military courses at Camp Columbia. Lieutenant Ralph Hodder Williams, a Canadian officer, who had been wounded at the Battle of the Somme, formerly instructor in history at the University of Toronto, was placed in charge. The selection of Lieutenant Williams was most fortunate, and great success attended the establishment of the military camp. Residents living in the vicinity of the camp contributed gifts, amounting to \$1,575 for the purpose of providing equipment and to aid in the conduct of these military courses. It is a significant fact that the existence of the Camp is highly appreciated by the neighbors whose goodwill and interest have been won within the past few years. By the erection of a cottage during the spring, for the first time the Resident Director is provided with a suitable home, as hitherto it has been necessary to rent for this purpose a most unsatisfactory cottage near the Camp.

I should recommend most earnestly the use of this camp for military training purposes for the few years to come at least until the registration in the schools of science increases in such a manner as to affect the registration at the summer camp. The students attending the military courses this year were from Cornell, Pennsylvania, Amherst, New York University, and the University of Michigan.

The Young Men's Christian Association at the Camp was under the care of Mr. Walter Fletcher who is now connected with the United States Ambulance Corps at Allentown, Pennsylvania. Through the agency of this association the social tone of the Camp was maintained at an excellent standard. Religious services with preaching were held in the Y. M. C. A. Building every Sunday night.

The social interests of the students received much attention from Mr. Fletcher and through him the building was made of great service to the students.

In conclusion permit me to say that the Summer Session of this year has been different in many ways from others in my experience. Although the students have had their usual good time, there has been an undercurrent of seriousness in the student body. The work has been carried on most faithfully and with such devotion and interest as to awaken the admiration of those who have hitherto been strangers to the work of our Summer Session. Notwithstanding the extraordinary development of the last two years in this part of the work of the University, we are entirely satisfied that the full possibilities of summer education at Columbia have not even yet been attained. There are subjects and courses that have not yet appeared in our list and the educational offering can be widened and elaborated even beyond the offering made in the present year. The general educational influence of the Summer Session may be still further strengthened by use of the drama, music, and excursions.

Respectfully submitted,

JAMES C. EGBERT,  
*Director*

*August 17, 1917*

# EXTENSION TEACHING

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I desire to present herewith the Report of Extension Teaching for the academic year, ending June 30, 1917.

It is my pleasure and privilege to report a most successful year for Extension Teaching. In speaking thus, I do not refer to numbers, although recognition of this character places the seal of approval on our plans and their development. In fact, the enrolment for 1916-1917 was 6,008 as against 4,781 in 1915-1916, indicating the greatest increase in the history of Extension Teaching. Nevertheless, the real success of this work rests in the full application of certain principles and theories to this phase of university education. Thus we believe in the broadest use of the university offering, so that higher education without restriction and as extensive as possible may be at the service of all who are desirous of obtaining it. Coincident with this belief we maintain a purpose to uphold true university standards.

The progress of Extension Teaching which exemplifies such principles has been phenomenal and has aroused extraordinary interest on the part of those who have shared in and aided its success or witnessed its accomplishments. The organization at Columbia is flexible and extremely efficient. The Administrative Board has the standing of the faculties which control the destinies of the other schools. It is responsible to the Council alone, although its educational offerings are largely controlled by the various departments which assume the responsibility for the teaching of the subject with which they are concerned. The

Progress of  
Extension  
Teaching

educational offering, guaranteed, so to speak, by the various departments, must of necessity obtain approval in the different schools. The student in an ideal university manner selects the subject and courses which he desires and needs. After he has completed his work and received his credits, he may present them to the appropriate school for acceptance when he has satisfied the entrance requirements and become an approved student of that school. The important fact upon which emphasis is laid is the completion of his course in a satisfactory manner, not the place where he attends lectures or the hour of such attendance. The student's choice is free, his opportunity is broad, and his completed work is duly recognized.

This, in outline, is the plan of a true university, and Columbia in its Extension Teaching Department is responsible for putting it into operation. Only one step remains. The University should be ready to confer its degrees upon the student when he completes in a satisfactory manner the program of study required for any particular degree, regardless of the circumstances under which such courses were taken in the University.

From these statements it is possible to understand how diversified the program of Extension Teaching must naturally become. I desire to enumerate in a few words the activities which mark the history of the past year. This Department offers many courses in subjects, which form a part of the curriculum of Columbia College, and in the more advanced branches of these subjects, shares in the work for the higher degrees. This is the substantial background for all the courses of Extension Teaching. Subordinate and subsidiary to this are the courses of secondary school grade offered for mature students who cannot return to ordinary schools of this type. In the remaining courses the professional schools are represented by an ever-enlarging program of study. Thus many courses belonging to the Schools of Mines, Engineering and Chemistry are found in Extension Teaching, so that a student may pursue such special branches or prepare himself for advanced work in these Schools. Courses

Diversity  
of Program

in architecture are at the command of those who can attend only in the evening. In 1917-1918 a complete schedule will be presented leading to a certificate. Evening classes in business, leading to a certificate, have been greatly appreciated by young business men who are engaged during the day. These supplement the courses offered in the School of Business. Closely allied are those which are devised for young women who desire secretarial training. Although few courses of the Schools of Law and Medicine are seen in the offering of the Department of Extension Teaching, nevertheless many preparatory courses are offered for those who cannot attend college classes and who in this manner can complete the college requirements in preparation for these professional schools.

The adaptability of the organization of Extension Teaching is clearly seen in the special subject of study which it has been called upon to provide. Thus it cares for a two-year course in practical optics closely related to the Department of Physics, thus supplementing the work of that Department in the field of optics. Columbia University now excels all other universities of this country in its equipment and its offering in this subject.

Library economy is arousing much interest today because of the demand for trained librarians. Extension Teaching is building up an important course of study for those who desire to become librarians. A school of library economy at Columbia is gradually being formed and satisfactory progress has been made in this direction in Extension Teaching as is shown by the special circular, indicating these courses, which is now regularly prepared.

A series of laboratory courses in various languages was originated three years ago and was received so heartily that courses in spoken language were given this year in Arabic, Armenian, English, French, German, Irish, Italian, Japanese, Portuguese, Rumanian, Russian, Spanish, and Turkish. We speak of these as 'courses in spoken language'.

Finally, in the Spring Session, Extension Teaching assumed control of the courses in oral hygiene and advanced courses in

Special  
Subjects

Library  
Economy

Spoken  
Languages



dentistry for graduate dentists. The former had been established in Hunter College, but was transferred to the Vanderbilt Clinic at the request of the State Department of Oral Hygiene Education and in conformity with the law which requires that such courses should be given in an infirmary. The latter were transferred to Columbia University at the request of a number of prominent dentists who saw in this arrangement suitable support and encouragement for the new School of Dentistry. This committee of dentists turned over to the University as a gift a very complete laboratory and infirmary, located at the present time at 35 West 39th Street. The University, therefore, became the possessor of an equipment which may also be used for the new School of Dentistry.

We have been discussing up to the present moment what may be termed the intramural division. We should now turn to the activities of Extension Teaching away from the University. The extramural division has within its control the following schools and courses:

Extramural Courses

The University offered at Scranton courses in education and English; at Springfield, a course in social economy; at Stamford, a course in education; and at Yonkers, courses in English and education. At Packer Institute in Brooklyn, graduate courses were offered in English, history, politics, and sociology. Extension Teaching has had educational supervision and control over the courses of instruction in banking practice and commercial law offered by the New York Chapter of the American Institute of Banking which is located at 138 East 35th Street. Many young bankers have profited by this opportunity. The University appointed the teachers and regulated the educational offering of these courses.

Finally the Department was called upon to care for the pre-medical year of the Long Island College Hospital. The Long Island College Hospital requested Columbia University to come to its assistance, as the State Department of Education was unwilling to have academic courses given in a professional school. Columbia, therefore, offered in Brooklyn courses in chemistry, English, French, German, physics, biology, and

zoology. This offering covered one year of college work and was accepted as such in Columbia College for students duly matriculated. Thus a form of junior college was clearly established in Brooklyn, and Columbia cooperated in this interesting way with the Long Island College Hospital through its Extension Teaching Department.

At no time in its history has the Department of Extension Teaching shown such flexibility and adaptability in meeting extraordinary conditions as in the past four months since the declaration of war. The University was called upon to offer certain emergency courses important for training for government service of a military, naval, and general character. The demand was insistent, and yet it was necessary to arrange for such courses without involving the University in any additional expense. The Department of Extension Teaching thereupon prepared for a number of emergency courses which were placed at the disposal of students for a low fee. In military service, trench warfare, map reading and map interpretation, military map making, field service regulations, general telegraphy, radio telegraphy, and camp sanitation were offered; in naval service, practical navigation and electrical auxiliaries of the navy; in general service, vegetable gardening and garden practice, food conservation, cooking, sewing, dressmaking, home economics, and first aid to the injured. Courses were offered in gardening for women in cooperation with the National League for Women Service. From May 22 to July 3, a series of volunteer emergency courses for clerical workers was given which included elementary typewriting, bookkeeping, and indexing and filing. All these classes were conducted without added expense to the University.

One course of lectures deserves special mention. I refer to that offered to the metropolitan police of New York City. At the request of various officers of the police force of New York City a series of lectures was offered to policemen without any restriction, twice a week, both in the morning and in the evening. There were seven lectures on criminal law, five lectures on

War  
Courses

Lectures for  
City Policemen

municipal government, and three on criminology. These were attended by more than 150 patrolmen. It is the desire of the Police Commissioner and of many of the police officers of New York City that Columbia should arrange to give regular courses for policemen. This has been done at Berkeley in California; a series of lectures has been offered to the policemen of Cambridge, Mass., by Harvard University. There is no reason why Columbia should not once more display its interest in serving New York City by establishing a form of education for the police officers who are in active service.

Extension Teaching has always given much attention to music and has maintained for a number of years an efficient chorus under the leadership of Professor Walter  
 Concerts Henry Hall. Two concerts were given during the winter in close cooperation with the Institute of Arts and Sciences. On December 18, the oratorio of 'The Messiah' was sung in Carnegie Hall before a large and enthusiastic audience. Many tickets were given to members of the student body and of the Institute of Arts and Sciences. The second concert, the oratorio of 'Samson and Delilah', was given on April 25. These concerts have been made possible by the generosity of a friend who has been interested in the choral music at Columbia University.

The Institute of Arts and Sciences reports its most successful year both in the quality of the program and in the number  
 Institute of Arts and Sciences of members in attendance. Because of the fact that we have to use a restricted auditorium, it became necessary during the year to limit the membership early in the season for a certain period. Nevertheless, Mr. Milton J. Davies, who is in charge, reports 263 meetings with an attendance of 87,988. The membership numbers are as follows: 1913-1914, 1,248; 1914-1915, 1,383; 1915-1916, 1,721; 1916-1917, 2,033. In addition to the regular program the Institute obtained the privilege of reduced rates on certain special events held in other parts of New York City. These were concerts given by the Philharmonic Society of New York and by the Symphony Society of New York, and plays by the Columbia Varsity Show, and

the Morningside Players. The Institute members also received tickets for the concerts given by the University Chorus, 'The Messiah' in the Christmas season and 'Samson and Delilah' in the spring.

Once again the Director must call the attention of those interested in the University to the great need of a suitable auditorium, especially in view of the rapid development of the Institute of Arts and Sciences. This portion of the work of Extension Teaching has great possibilities for general educational service on the part of the University. We can conceive in our imagination of notable concerts and spirited performances of the drama on the grounds of Columbia University in an auditorium suited to the purpose.

The plans for the coming year are stated in the various announcements published by the Department. The principal announcement of Extension Teaching is a volume of 152 pages and sets forth 425 courses in forty-five different subjects. In this enumeration we do not include 110 courses offered through the School of Practical Arts, those in spoken languages, numbering twenty-six, nor those in practical optics in the two-year program leading to a certificate. This is the intramural work planned for the coming year.

Plans for  
Coming Year

The extramural part of Extension Teaching will include the courses given at the New York Chapter of the American Institute of Banking, the educational supervision of which is controlled by Columbia University, and the pre-medical year at the Long Island College Hospital which will be strengthened and developed so as to furnish the students of this medical school with the full academic program, including courses in English, mathematics, philosophy, history, chemistry, physics, and modern languages. Extramural courses in outlying cities, *e. g.*, Springfield, Trenton, Yonkers, and Scranton, will be offered as usual.

Extension Teaching will also conduct the courses in oral hygiene for the benefit of students who are preparing to be of service in dental offices as hygienists, and advanced courses in dentistry for practitioners who desire to keep abreast of the

times in their profession. It will be seen that the work of Extension Teaching is, therefore, most varied and most comprehensive.

Respectfully submitted,

JAMES C. EGBERT,

*Director*

*June 30, 1917*



# SCHOOL OF BUSINESS

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I desire herewith to present for the first time the annual report of the School of Business, for the academic year ending June 30, 1917.

It is a privilege not afforded to many to prepare the first report of a new and important school of the University at the conclusion of the first year of its history. If we add to this the fact that the record of the first year is most satisfactory and indicates the wisdom of establishing this new endeavor on the part of the University, we are fully justified in feeling deeply gratified.

May I call attention first to the fact that through the association of the School of Business in its financial conduct with Extension Teaching, this School has been established and has been maintained for the past year without <sup>Budget</sup> added burden to the University budget. This in itself, of course, would be a matter of trifling significance were we not able to point with pride to a school which, notwithstanding its brief life of one year, stands at the forefront of collegiate institutions devoted to education in business. Reverting for a moment to the financial question, we may indulge in the prophecy that this School will before long not only care for itself, but will have a noble share in strengthening the financial interests of the entire University.

The registration for the first year was as follows: Students of the School candidates for a degree, Master of Science, 5; Bachelor of Science, 21; non-matriculated students, 21; students from other schools of the University taking courses

in the School of Business, 137. The School of Business offered in the past year 19 undergraduate courses and 9 graduate courses. The work of the School was supplemented by many of the evening courses in business which were of a high grade and deserved this recognition. The degree of Master of Science was awarded to four students and the degree of Bachelor of Science to two who entered with advanced standing.

In the organization of the School of Business the control was entrusted to an Administrative Board. The following members were appointed by the Trustees on the nomination of the President for a period of three years beginning July 1, 1916: James Chidester Egbert, Ph.D., the Director; Frederick J. E. Woodbridge, LL.D., Johnsonian Professor of Philosophy, Dean of the Faculties of Philosophy, Political Science, and Pure Science; Frederick Paul Keppel, Litt.D., Dean of Columbia College; Frederick A. Goetze, M.Sc., Treasurer of the University; Virginia C. Gildersleeve, Ph.D., Dean of Barnard College; Edwin R. A. Seligman, LL.D., McVickar Professor of Political Economy; Howard Lee McBain, Ph.D., Associate Professor of Politics.

The staff of the School of Business for the year 1916-1917 numbered eleven instructors, as follows: one professor, three assistant professors, two lecturers, and five assistants. There were fifteen other officers of the University giving instruction in business. The staff of the School early in the academic year formed an organization which held meetings every month. This organization has been of considerable service to the Administrative Board by reason of the advice which it has given in the conduct of the School.

The success of the School proves beyond question that the Trustees acted with sound judgment in establishing a school which called for a college career of two years. The guiding principle in the conduct of the School has been the maintenance of a high standard with an exacting demand for certain subjects as prerequisites to the two years' course in business.

At the suggestion of the staff the students have been encouraged to engage in practical work, particularly in the last year of the course. This has been adopted as a definite policy and has been made possible Practical Work by the close relationship established with the banks and business houses downtown. With the definite purpose of accomplishing this end, a room was rented at 203 Broadway, near Fulton Street, where certain classes were held, so as to bring the students in contact with the business life of the city and to give business men an opportunity to attend such classes. Thus, the class in insurance was held downtown and also that in railroad transportation, with an attendance in each case of about forty.

The members of the staff of the School of Business are very earnest in their purpose to engage in research work and to induce their students to undertake the solution Research of the problems of importance in the business life of the City.

It is gratifying to record that, although the work of the School was interrupted to some extent by the declaration of war, nevertheless, the students were held faithfully to attendance on their courses and only War Credit those who were actually called for military service were allowed to withdraw and receive special credit.

Early in the academic year the Trustees of the University announced the gift of a large sum of money which was definitely assigned to the construction of a building for Building the School of Business, which will stand at the corner of 116th Street and Broadway, opposite the School of Journalism. This building will not only provide for the School of Business, but for classes closely associated with work in business given in the evening and for the numerous students in Extension Teaching. It is unfortunate that the expense of construction at the present time is so great as to demand the postponement of the erection of this building which is so much needed. The promise of the building, however, has done much to increase the interest in the School throughout the University and elsewhere, and we are looking forward to a large registra-

tion in the coming fall, notwithstanding the circumstances which will tend to interfere with an increase in the attendance of students at the University.

Mention should be made of the gift to the University of \$1,000 on the part of Professor Robert H. Montgomery, Assistant Professor of Accounting, for a Montgomery Prize prize intended to encourage students in their endeavor to secure high grades in their courses, particularly in the work in accounting.

As has been stated above, the School of Business is endeavoring to cooperate with banks, trust companies, and business houses in the downtown section of New York City. Thus, we have already arranged to cooperate with the National City Bank in placing college men and graduates of the School of Business in the service of the Bank. It is the purpose of the National City Bank to organize a corps of men who will be interested in foreign service. The University selects three undergraduates and recommends these to the Bank. Arrangements have also been made whereby the students in the School of Business may take positions in the Bank in the summer months. Special attention should be called to the action of the National Bank of Commerce in establishing scholarships open to our students under which the men receive liberal stipends while being trained in practical banking through the process of shifting from department to department. In this way they not only receive practical training but are taught subjects which cannot be given satisfactorily at the University, such as foreign exchange.

The Administrative Board of the School of Business, under the advice of the organized staff of the School has arranged for cooperation with the manufacturing industries in the metropolitan district. There are upwards of 35,000 manufacturing establishments in the vicinity of New York City for whose service we should be training our young men. This purpose can finally be attained only by cooperation between the School of Engineering and the School of Business. The first step appears to be the organization of a three-year program of

studies in the School of Engineering. This series of courses should contain many of the subjects given in the School of Business, but the fundamental courses should undoubtedly be those of the School of Engineering. Courses in the evening could also be offered through Extension Teaching so that those employed during the day may be trained in the theory and practice of organization and management. It is to be hoped that this plan may be put into operation sometime during the coming academic year.

The members of the staff of the School of Business believed that employment in business houses during the summer vacation period would prove of great benefit to their students. An effort was made, therefore, to secure opportunities for members of the School under conditions which from an educational point of view would be as favorable as possible. It is interesting to note the preference of the students for the various forms of business for which the curriculum of the School prepares, as shown in the selection of employment during the summer. Thus, 14 students desired to enter banking; 11, foreign trade; 8, brokerage and investments; 6, accounting; 1, advertising; 6, manufacturing; 2, insurance; 2, salesmanship. Six houses were interested in the plan and were requested to permit students to enter their employ during the summer months so that they might learn something of the operation of their business. Mr. Paul C. Holter, of the Committee on Employment of Students, very efficiently cooperated with Professor Haig, of the School of Business, who had this matter under his care. Cooperative relationships were established with the following: *manufacturers*: George La Monte and Son, Goodyear Rubber Company; *accountants*: Lybrand, Ross Brothers and Montgomery; *bond and brokerage houses*: Bertron, Griscom and Company, William P. Bonbright and Company, Clark, Childs and Company, Eastman, Dillon and Company; *advertising agents*: Calkins and Holden, the Van Cleve Company, Walter Thompson Company; *insurance companies*: Equitable Life Assurance Society; *banks*: National Bank of Commerce, Chase National Bank, Guaranty Trust Company, Bank of New York, Broadway Trust Company,



National City Bank. Almost every student who desired a place was given one or more opportunities. Of course, the declaration of war interfered very seriously with our plans, but, nevertheless, the whole scheme was most successful and can be carried out in the years to come with excellent results.

Plans for the School of Business which were made for its first year have been found so satisfactory that little change has been necessary for the coming year. The staff Program has been increased and strengthened by the addition of Dr. H. Parker Willis, Secretary of the Federal Reserve Board, who becomes professor of banking; Mr. Ralph H. Blanchard, instructor in insurance; and Mr. James L. Dohr, graduate student in the class of 1917 of the School of Business, instructor in accounting. The program for the coming year includes twenty-seven undergraduate and ten graduate courses. This program will be increased by a number of evening courses many of which are open to the students of the School of Business. The students also have the advantage of courses offered in the Schools of Law and Political Science, and by the Faculty of Applied Science, as well as in Columbia College.

The correspondence of the past year has shown that the School has met a widespread demand and the University is to be congratulated on the success of its plans and the Demand for School high standard which the School has immediately assumed. The appreciative disposition of the business men of New York City is also an indication of their recognition of the necessity for instruction in this subject at Columbia University.

It is to be hoped that our national conditions will before long assume a normal state so that our building may be erected and the progress of the School may not be hindered.

Respectfully submitted,

JAMES C. EGBERT,  
*Director*

*June 30, 1917.*

REPORT OF THE DIRECTOR OF UNIVERSITY  
ADMISSIONS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

I have the honor to present herewith my report for the year 1915-1916:

The work of the past year has continued on the lines laid out in my report of a year ago. Although the enrolment in a few of the schools of the University was somewhat less than in the previous year, there has been a substantial increase in the University as a whole, and especially in the schools whose candidates for admission require the greatest expenditure of time and attention in this office. This applies most strongly in the case of Columbia College and the School of Medicine. It applies increasingly in the case of Summer Session and Extension Teaching students in these courses who desire credit, toward admission or toward the completion of the requirements for any degree, which must be passed upon in the office of Admissions. The students taking Extension Teaching courses at the Long Island College Hospital center, as a means for gaining admission to the study of medicine, made a very large addition to this group. The launching of the new School of Business raised many new questions and required a very careful consideration of credentials offered for admission. The method of administering the requirements for admission to a new school may have quite as much to do with its standards and its appeal as the content of these requirements.

Increase of  
New Students

We have followed for the last three years the policy of accepting with full graduate standing only those candidates

for admission to graduate study who can present a Bachelor's degree or its equivalent of sufficiently high grade to warrant their admission with the minimum residence requirements for the higher degrees, and of accepting those who fall short of this standard only as unclassified students whose status is to be finally determined after they have completed one or more sessions of work in the University. This policy entails much labor, but appears so far as this office is concerned to be satisfactory in its results.

The plan of admitting as students in the University, but not under any faculty, qualified persons who desire to take one or more courses, but who are neither candidates for a degree nor qualified by their previous formal training to be accepted as such, has also proved satisfactory, though it sometimes seems to entail a needless amount of trouble for the student, who must go through all the motions of registering, though desiring nothing but the privilege of attending a course. For most courses, such privileges can be extended only sparingly, but there are a few lecture courses which are and should be in large demand by persons outside the University, and which might perhaps as lecture courses be open to a wider public without material disadvantage to the real students who are taking them. Some such plan as that employed by the Institute of Arts and Sciences might conceivably be used.

Columbia College has added Mechanical Drawing to the list of subjects which may be offered for admission. It will be alternative to Free Hand Drawing. Elementary French or Elementary German must hereafter be offered by students who do not present the full entrance offering in Latin or Greek. In effect, this has been the requirement in the past, but it has not been so stated explicitly. The entrance requirements in most of the subjects upon our list are fairly satisfactory, but there has been much dissatisfaction with the History requirements, and the results of the examinations in this subject are usually unsatisfactory. History doubtless suffers much from

Graduate Students  
Who Are Not  
Fully Qualified

University  
Students

Changes in Entrance  
Requirements

bad teaching, particularly in the schools which are too small to have well-trained teachers for this subject, and which in consequence assign to the work some teacher from another department who has a lighter burden than his fellows. But this is not the whole of the difficulty. Last autumn a committee appointed for the purpose by the Department of History considered the matter carefully and issued a report wherein they unanimously recommended:

1. The substitution of Modern European History from the beginning of the Sixteenth Century to the present for Medieval and Modern History from the death of Charlemagne to the present.
2. The substitution of Modern England from the beginning of the Sixteenth Century and the British Empire, including the history of the American Colonies, for English History from the beginning to the present.
3. The substitution of United States History since the Revolution, and American Government, for American History with the elements of civil government.

The Faculties of Barnard College and Columbia College adopted these recommendations and will accept the substitutes recommended as alternatives to the old requirements in 1918, and instead of them thereafter.

These two faculties have also adopted a resolution providing that beginning with 1919 all the entrance examinations in Latin and Greek shall be at sight.

Aside from these, there have been few changes of importance in the entrance requirements of any school. The advanced requirements of the School of Architecture become effective in 1917, and those of the School of Medicine in 1918.

In view of the certain effect of the War on the influences controlling the number of applicants for admission to College and University, this would seem to be an appropriate time for reviewing recent history of the growth in the number of new students entering various departments. I have selected Columbia College for especial attention, including also, for purposes of comparison, Barnard College and the Schools of Mines, Engineering and Chemistry. We shall not consider the total registrations under these Faculties, but simply the new admissions, which fluctuate more than the total attendance. The facts for the

Comparison for  
Last Ten Years

ten years, 1907-1916, are presented in the following tables and in part also in the graphs:

The irregularities in these curves are striking and not by any means fully explicable. It is noticeable that the irregularities in those for Columbia College do not coincide to any considerable extent with those for Barnard College or for the Schools of Mines, Engineering and Chemistry. The reasons for these differences are not clear. There is, for example, no obvious reason why the large entering class in Columbia College in 1910 should be followed by a much smaller class in 1911, while in Barnard College a large class came in the latter of these two years, followed by a small class in 1912, and a still larger class in 1913. It is hard to see how financial or other external conditions could fully explain these facts, and internal conditions do not explain them fully.

As might be expected, the irregularities are greater in the sub-groups than in the total, and in some cases these are easily explicable. For example, the number of non-matriculants in Columbia College fell on the adoption of a more rigid administration of entrance requirements for such students and a wider offering for them in Extension Teaching. It rose sharply in 1914, owing to the fact that the Schools of Mines, Engineering and Chemistry had gone upon a graduate basis, and that in consequence many students with college training elsewhere found themselves obliged to take additional college work to meet the advanced requirements. Some of them already possessed college degrees and others wished only the work necessary for their immediate purpose. They were, therefore, registered as non-matriculants. The same conditions were present, to some extent, in the following year, but by the end of two years, most of such applicants had planned their work ahead and either came prepared for the advanced courses or became candidates for a college degree. Variations in the curve for students admitted to Columbia College with advanced standing are only partly explicable. The drop in 1911 was due in part at least to higher standards for such students. These have been maintained ever since, so that later variations are not due to this factor.



For many years, the College has drawn a considerable percentage of its new students from other colleges. As far back as 1900, forty-one students entered in this way in a total of 191 new students, and the probable explanation that such students are attracted by the wide offering of the University was given to account for the fact at that time. The fluctuations have always been considerable and they have not been accounted for. In recent years a large proportion of such students have come to complete the requirements for admission to our professional schools, many of them qualifying for the privileges of the professional option.

The fluctuations in the February admissions are also different from those of the September admissions, though there are many points in common. The rise in 1910-1911 is common to both, but the September rise in 1908 is met by a drop in February, 1909. The September rise in 1912 finds no corresponding rise in the following February and the same is true of the September rise of 1913, while the September drop of 1915 is more than covered by a sharp rise in February, 1916. The following chronology may be of interest in this connection:

1909. Policy adopted of accepting separate subjects passed in certain of the examinations of the New York State Education Department (Regents Examinations) by those who had not fulfilled all the technical requirements for a Regents diploma.
1909. Reorganization of the administration of admission requirements, with provision for more personal attention to applicants, and adoption of the plan of taking the school and character record into account in passing upon candidates for admission.
1910. Appointment of Dean Keppel and adoption of more personal method of administration in the College.  
The College of Physicians and Surgeons ceases to accept students who have not had college training (two years).
1913. Opening of the School of Journalism.  
First year in which State Scholarships for 750 students of each year were given. The stipend is \$100 annually for four years, for students attending colleges in this State.
1914. The Schools of Mines, Engineering and Chemistry cease to accept students who have not had college training (three years).

1915. New fees effective; an increase in tuition fees of twenty per cent. in Columbia College and thirty-three and one-third per cent. in Barnard College.
1916. Opening of the School of Business, with an admission requirement of two years of college work.

When a professional school ceases to accept students from secondary schools and begins to require collegiate preparation, the number of students entering the college is practically certain to increase, though previous to the increase in requirements there were many students entering college who planned later to enter the professional school. There are no statistics to show how many, so that the exact amount of increase cannot be determined by counting those who are planning for the professional course. There is no sure way of determining just how many of the students who entered Columbia College in 1914 in preparation for the Schools of Mines, Engineering and Chemistry would have omitted the college preparation if it had not been required. Some of them certainly would not have done so.

Changes of fees might be expected to produce their effects at once, but no certain effect can be ascribed to the change in 1915. The number of Freshmen in Columbia College is smaller and the increase in advanced standing students is slight, but the following February makes the total more than even. There was a greater decrease in the Schools of Mines, Engineering and Chemistry in the preceding year with no change of fees. The small class in Barnard College in 1915 may have been due at least in part to the much higher tuition. Changes in the student social system may also have had some influence. Administrative changes, unless of a restrictive sort, may be expected to produce their effects more slowly but more continuously, though the sudden increase in the Schools of Mines, Engineering and Chemistry in 1907 followed immediately and was doubtless chiefly due to the accession of Mr. Goetze as Dean.

The administrative changes cited above are generally believed to have helped the growth of the college, but there are no figures to show to what extent this is the case. The freer

acceptance of the examinations of the New York State Educational Board has played an important part. The students in most of the high schools and in many of the preparatory schools in New York State are required to take these examinations in order to graduate from school. Many of them are not sure of being able to go to college until near the beginning of the college year. Many others have planned to enter a college admitting on certificate and have not taken college entrance examinations. As they are obliged to take the State examinations, it is possible for them to change their plans without difficulty, whereas if the State examinations were not accepted for admission the necessity of passing all the entrance examinations at the last moment would in most cases make the admission of such students to Columbia an impossibility. The rapidly increasing proportion of students offering these examinations requires—and has received—attention. Not only the relative but the actual number of students entering by the regular college entrance examinations has decreased, being less than half in 1916 what it was in 1907. This is due in part to the fact that a number of preparatory schools have in the meantime adopted the Regents syllabi and have given the State examinations in their schools. It is due still more to the fact that an increasing number of students come from the public high schools of the State. The New York State Scholarships, which are awarded to 750 students yearly, and which provide for their holders a stipend of \$100 annually for four years, have increased the number of students from the schools of the State and the total number of students in college. The first report of the General Education Board called attention to the fact that all colleges draw predominantly from the more immediate vicinity; with the improvement of local colleges all over the country this tendency may be expected to increase, and the older colleges must expect to draw a smaller proportion of their students from a distance.

The increasing proportion of students entering by the New York State examinations would not be seriously disconcerting were these examinations always of as high a stan-

dard as those given by the College Entrance Examination Board. With rare exceptions they are not, and perhaps rightly so, since their primary purpose is a very different one. To meet this difficulty in part at least, we have adopted the plan of considering no grade below seventy per cent. a certain passing grade, as is the case with other examinations when the candidate's school record is unsatisfactory. This plan will be put into effect gradually and will help us to select the better students. The growth of the past few years has taken place in spite of increasing strictness in the matter of admission with conditions. The courses in Extension Teaching offer an excellent means for trying out those whose entrance records are doubtful, and the college classes can thereby be relieved of the burden of the weakest students. This plan will be carried still farther in the future, but we cannot hope to eliminate the bottom of the class altogether. Some of our colleagues would not feel it consistent with their self-respect to report no failures.

The decreasing proportion of candidates for the A.B., with Latin, in Columbia College, from 1907 on, is striking, even previous to 1914 when the new requirements for the Engineering Schools brought a large accession of B.S. candidates. In Barnard College, where the B.S. degree means real specialization in Natural Science, and where preparation for professions plays a small part, the situation is very different. How much of the difference is due to the conservatism of schools for girls and colleges for women it is not easy to say, but evidently a large part of it is due to these causes. The prior question, as to how much this is due to convention, and how much to native interest and preference, it would be useless to try to answer.

An increasing number of students qualify for admission, but do not enter. They qualify, as a rule, by means of State examinations. Most of those not entering do not go to college at all. Some enter the following year, and some enter other colleges. Financial considerations seem usually to control.

The rapid increase in the number of students entering Columbia College naturally raises many problems for the

Committee on University Admissions. Less personal attention is possible, particularly during and just before the registration period, and this is a distinct disadvantage. More and more those things which can be made matters of routine have been made so, and it has become increasingly difficult to avoid that undesirable state of affairs in which only those whose cases are doubtful or irregular can obtain much personal attention, except at those seasons of the year when candidates for admission are least likely to present themselves.

Difficulties Due  
to Increase of  
New Students

There is something to be said for a more complete recognition in our administrative machinery of the fact that there are two distinct groups in our undergraduate body; one made up of students who are coming for a college course, no matter what may follow it, and another made up of students who are spending a limited period in the college as a means of meeting the requirements for admission to a professional school. The students preparing for Medicine, Journalism, or Business, are typical examples of the latter group.

Two Distinct  
Groups in College

Aside from certain simplifications which a partial segregation of these two groups would make possible in the office of Admissions, it offers manifest advantages to the College in its endeavors to weld the former group into a more coherent whole, and to put the stamp of the College more indelibly upon them. The organization of a sort of Junior College would easily be possible. In any such reorganization it should, of course, be remembered that the "pre-professional" students should also be given as much of the liberal spirit as possible. A complete segregation of them into groups according to their intended profession would set up too many differences and would tend to nullify what I take to be a part of the aim of the professional schools in requiring college preparation, the aim, namely, of securing a body of students who shall have something of the broadened outlook and the "well-furnished mind" which the college man should possess, as well as a more thorough grounding in the subjects prerequisite to



later specialization. Without losing their professional interest, these students should acquire also a fund of more purely human interest. The details of the plan for a partial segregation would require much careful consideration. In its final form the plan should make it relatively easy for a student to go over from one group to the other. I am confident that some such plan could be worked out. At any rate, some method of preserving what is valuable in the older college education must be found in the face of the growing preponderance in college of the "pre-professional" student.

There is much discussion at the present time of a proposal to divide the college course frankly into two parts, each of two years, the first two to be devoted to a college course of the familiar type, the last two to be confessedly professional, including in this the specific preparation for graduate study. Such a plan would practically eliminate the old liberal arts program and would tend to make of the first two years merely a continuation of secondary school study, though in more advanced courses.

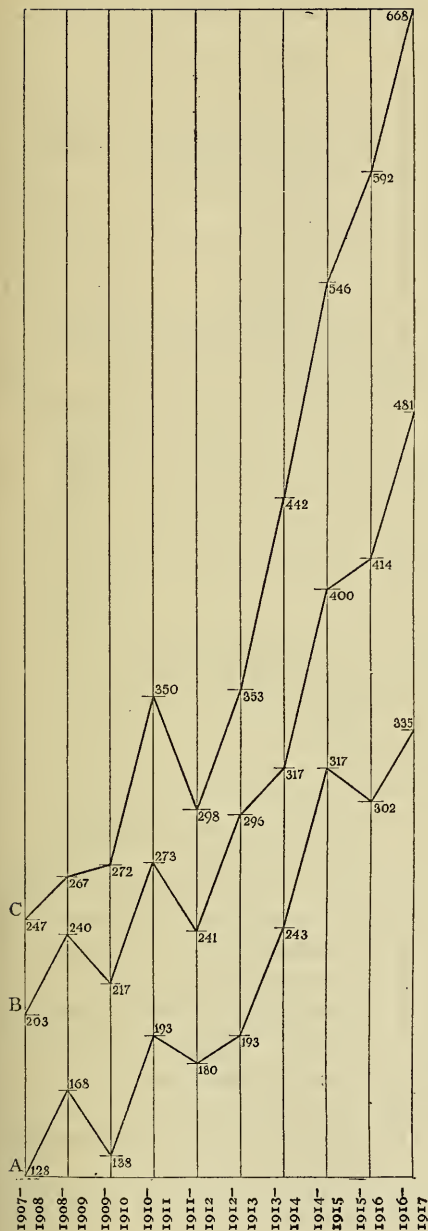
The American college, as it has existed, would have no place in such a scheme. It is surely worth preserving, if only for a minority less in haste than others to enter professional study. The plan which I have suggested would leave to it the central place.

Respectfully submitted,

ADAM LEROY JONES,

*Director*

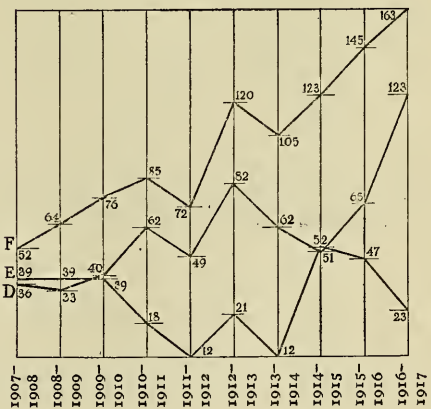
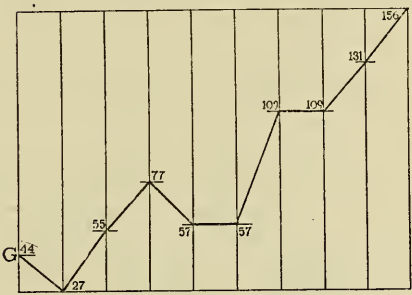
*June 30, 1917*

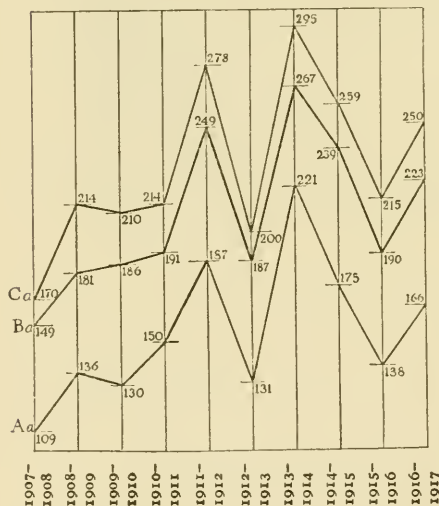
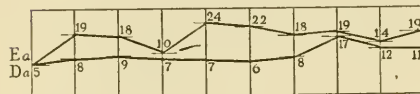
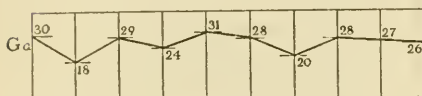
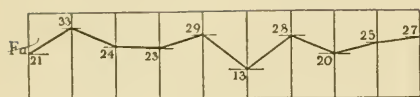


**COLUMBIA COLLEGE**

NEW REGISTRATIONS 1907-1916

- A. New Freshman registrations in September
- B. Total new registrations in September
- C. Total new registrations for the academic year
- D. New non-matriculated students in September
- E. New students admitted with advanced standing in September
- F. Total new students admitted from other colleges, including those entering the Freshman class
- G. New students registering in February

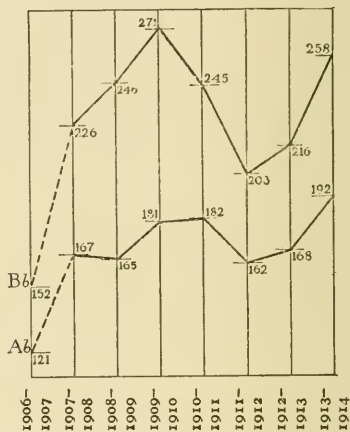




## BARNARD COLLEGE

## NEW REGISTRATIONS 1907-1916

- Aa. New Freshmen registered in September  
 Ba. Total new students registered in September  
 Ca. Total new registrations for the academic year  
 Da. New matriculated special students in September  
 Ea. New non-matriculated special students in September  
 Fa. New students registered in February  
 Ga. New students admitted with advanced standing



## SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

## NEW ADMISSIONS 1906-1913

(1913 was the last year in which students were admitted directly from secondary schools)

- Ab. New students in First Year Class  
 Bb. Total new students

## REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University:*

SIR:

I beg to submit the report of the Secretary of the University for the year ending June 30, 1917.

The activity of this office seems to have been concerned at least for the last four or five months with war work of one kind or another. In fact, it is rather difficult to remember that we had any existence before diplomatic relations were broken off. Such being the case, it seems out of place to deal with the prosaic workings of University machinery, and I shall consequently confine myself to reporting a few matters simply for record.

The year just ended completes the first year of the University Printing Office—the outgrowth of the old Bureau of Printing. The Office has had a demand made upon it for service which was never contemplated in the original plan for University printing. It had always been thought possible to rearrange the University's work so that the need for rush work would be reduced to a minimum. Experience shows, however, that much of the work at the University contains a time element which cannot be ignored and that the Printing Office will always have to have sufficient equipment to take hold of emergency work. The situation at the plant is now such, that in order to meet the demand of the patrons of the Office it is sometimes necessary to interrupt jobs already on the press, and it is, of course, very costly to lift forms from the press once the run has started. It is becoming more and more evident that if the University Printing Office is to develop as it should and become a real active and progressive department of the University's work, it must have quarters of its own on property that will enable it to do

University  
Printing  
Office

work which is not connected with the University. Outside work is desirable, both from the point of view of carrying a larger plant, and from the point of view of providing a sufficiently large variety of work, to keep a permanent organization of a high type of printing talent, and to keep that organization always occupied with a new and difficult work that will test its ingenuity and its competence. Although the University's work is already beginning to show the effect of the systematization of the Printing Office, and the product of the Printing Office is constantly being improved from a technical point of view, the result is still far from satisfactory to those in charge of the plant, and until the shop arrangement can be such that the several departments can work in less crowded conditions, both as to time and as to space, but little more progress can be made. In the general interest of University standards we are delivering daily to the departments work of better character than they would themselves demand, and we are doing this work at figures comparable with those previously paid for the most slipshod execution. It is in this item that the most fundamental advantage of the University Printing Office to Columbia must be. With economical operation, it is possible for the office to produce for the University good printing at a reasonable price. Almost all of the work done by the Printing Office is now done for departments which are striving to keep expenses within the limit of appropriations, and the chief interest in the production of the job in good style and of defensible workmanship lies with the University Printing Office alone and not with the customer. A very thorough examination of the finances of the Printing Office and of its operations from the engineering point of view has been made, in order to insure its absolute soundness as a business proposition. Leaving out of account entirely the matter of finances, which the auditors have reported as being entirely satisfactory, the appended report in regard to the equipment, the accommodations, and the physical contents of the plant will be of interest.

The entire credit for the organization and the effectiveness of the Printing Office is due to Mr. Douglas C. McMurtrie, and



the very efficient group of men and women that he has gathered together to work with him.

ASSOCIATION OF EMPLOYING PRINTERS

New York, September 14, 1917

University Printing Office  
2960 Broadway, New York City

Gentlemen:

I have, at your request, made a careful study of the plant, operation and equipment of the University Printing Office, and submit, for your information, the following findings:

A. Advantages:

1. I find the Office to be equipped with machinery and furniture of the most modern and approved type. I believe this equipment will be of relatively permanent value and will require the minimum of replacement or displacement. You will find your factor of depreciation to be low.
2. I believe you have built up during your period of operation, an organization of workmen well above the average, and that a good start has been made in training these employees to a uniform style and standard of workmanship.
3. I have found, by examination of specimens of practically every job produced by the Office during the past six months, that the printing is of unusual quality and of a character entirely in keeping with University standards.

B. Disadvantages:

I find the physical accommodations of the plant are quite inadequate to the volume, and unsuited to the character of work produced. I feel that a radical improvement of these accommodations would be economical financially, and advantageous to the quality of product. I have learned something of the history of the Office, and while the course of development seems logical and necessary, I would recommend that the factors of disadvantage hereunder

enumerated be eliminated as promptly as possible. Only thus can the plant develop further.

1. Lack of floor space. This is the most urgent requirement. The greatest difficulties consist in your inability to store and handle stock on open platforms, in the insufficient number of compositors' frames to take care of the type faces you require, in the illogical location of some of the machinery lately installed, in the serious congestion of the bindery, and in the entire lack of shipping facilities. The average good plant, producing the amount of printing you are turning out, would have practically double the floor space, and would find the additional rental charge rather an economy than a loss. You may find this lack of floor space an even greater handicap in the future than it is at the present time, in that you will have no leeway at all in adjusting the proportions of various departments, as the character of your work may undergo change from time to time.
2. The character of your present accommodation is far from satisfactory for a high-grade printing plant. The excessive dampness obtaining in your basement is always injurious to printing in which any degree of accuracy is required. I have seen printed sheets from your presses from the same form, where the register on one side varied a quarter of an inch from the register on the other, this shrinkage being caused by the effect of excessive dampness. Some of your machinery, because of these damp quarters, show signs of rust, although by your records the machines have been installed but a few months. This same amount of corrosion would not occur in years in a properly housed plant. Much of the floor space on which your stock is stored is damp and subject to constant leakage. This should be avoided.
3. I would recommend the placing of your cylinder presses in such position as to secure for them natural light. It is important for all kinds of printing, and imperative for color work, and even for careful jobs in black and white.

4. I would recommend the separation of the composing room and the press room, as the noise resulting from press operation is disadvantageous to the effectiveness of compositors and keyboard operators. The great distances between the proof-room and the composing room is also unwise. These last two departments should work in close conjunction.
5. It is important to allot to the shipping room specific floor space. At the present time this department seems to have no quarters whatever. It would also prove economical to have your mailing department in close proximity to the binding and the shipping room, so that the publications mailed need not be handled unnecessarily. With the mailing department on the eighth floor, the amount of unnecessary handling is excessive and not economical.
6. According to the practice of other plants of like character the accommodations of your business office are entirely out of proportion to the size of the plant. I should recommend an extension in office control of plant operation. This could easily be done by installation of a more complete system.
7. You should assuredly have a store room in which could be kept the various kinds of paper stock, envelopes, and other items of material required. Being considerably removed from the downtown paper houses, it seems important for you to carry regular stock on hand, especially since you are fortunate in having so few different lines to carry, due to the comparative standardization of your work.
8. I find, by inspection of your payroll records, that you have been paying for an abnormal proportion of overtime. I believe in your case you would find it advantageous to minimize such overtime to as great a degree as possible. This would, however, require more space and facilities than you now possess.

The advantages mentioned are assets on which your plant can further build. The disadvantages, although only serious handicaps to your present operation, are such, in my opinion,

to make impossible further progress, in case you have this in mind.

To permit of further development, or, in fact, satisfactory present operation, I would recommend your securing without delay larger and more suitable premises.

Very truly yours,

CHAS. MCCOY

*Assistant Secretary,  
Association of Employing Printers*

During the summer of 1916 the Committee on Student Organizations in consultation with the several Deans and Directors, made certain changes in the eligibility rule governing the students taking part in public performances.

New Eligibility  
Rules

During the year 1916-1917, these revised rules were placed on trial without the confirmation of the University Council. The rules operated so successfully that the Committee on Student Organizations is now applying to the University Council for their ratification. The revised rules stand as follows:

A. ELIGIBILITY AS DETERMINED BY ENROLMENT  
IN THE UNIVERSITY

*Records of the Registrar Decide*

None but actual members of the University shall be candidates for, or represent the University in any contest or performance.

B. ELIGIBILITY AS DETERMINED BY STANDING IN SCHOLARSHIP  
ADOPTED BY THE UNIVERSITY COUNCIL

*Records of the Registrar Decide*

Required of all Students Alike

Any student, in order to be eligible to represent the University in any contest, performance, or organization—athletic or non-athletic—or on any publication, must fulfil the following requirements:

(a) He either must be free of entrance conditions, or, if conditioned, must be taking a program which will, if satisfactorily completed, free him of conditions within one year from entrance or have made definite arrangements for removing the condition at some specific time.

(b) If in the College or School of Business, he must not be on probation; he must have secured credit for fifteen points during the previous half-year (if the Dean has approved a program of less than fifteen points, credit for the entire program must be secured) or, at the beginning of the current half-year, have to his credit, a minimum of points for previous half-years completed as follows:

At the beginning of the second half-year	12
At the beginning of the third half-year	26
At the beginning of the fourth half-year	41
At the beginning of the fifth half-year	58
At the beginning of the sixth half-year	73
At the beginning of the seventh half-year	88
At the beginning of the eighth half-year	106

If in the Schools of Law, Engineering, Medicine or Pharmacy, except as hereinafter provided for candidates for the degree of Master of Laws and Master of Science, he must be registered with the class or group in which he entered; *i.e.*, must be taking a majority of his hours therein.

If in the School of Journalism, he must be registered in the class or group with which he entered and he must have to his credit with a grade of at least C all prescribed courses of the previous half-year.

If a candidate for the Degree of Master of Arts, Master of Science, Master of Laws, or Doctor of Philosophy, he must be taking at least four full courses and must not have been in residence longer than the minimum period required for the degree for which he is a candidate.

If in the School of Architecture, he must be a regularly registered candidate for the Degree or Certificate, must at the beginning of the current half-year have had to his credit the full number of points for the term preceding and must at the time of his application be properly registered for all required work for his year.



If in Teachers College, he must receive the approval of the Dean.

If primarily registered in Extension Teaching, a student is not eligible.

(c) In case he has been dropped from his class or from any school or department of the University by reason of his deficiencies, he must thereafter have completed satisfactorily a half-year's work.

Any candidate for a team, crew or association, or a member thereof, representing the University in a public contest or performance, or a manager or assistant manager who shall seem to his Dean or Director during the term or year sufficiently neglectful of the work to warrant such action, may be reported to the Committee on Student Organizations and may thereupon be declared ineligible.

Any change in registration from the matriculated to the non-matriculated class, or vice versa, or from one school or department to another, shall not make an otherwise ineligible student eligible.

#### ADDITIONAL REQUIREMENTS FOR NON-MATRICULATED STUDENTS

(a) Any non-matriculated student, in order to be eligible, must have satisfied the entrance requirements of the school in which he is registered, or have been in the University at least one academic year during which a satisfactory year's work shall have been completed by him.

(b) Must be registered for a full year's or term's work.

(c) Must, in the absence of required examinations in any of his studies, file with the Registrar a certificate from the official in charge of his course that he is satisfactorily fulfilling his requirements.

A year's or term's work shall be interpreted as involving the following minimum hour requirements:

For the College and the School of Business	At least 15 hours per week
For Mines, Engineering and Chemistry	
Including laboratory work	At least 21 hours per week
Without laboratory work	At least 15 hours per week
For the School of Law	At least 13 hours per week
For the School of Journalism	At least 18 hours per week

Any student absent from a lecture, recitation, class or laboratory work, due to a contest or performance previously approved by the Committee on Student Organizations, shall be excused for such absence, but he shall be held responsible for the subject matter, and the absence shall be included in and shall in no individual case exceed the maximum number of absences permitted to any student without penalty.

Absences

Absence on account of rehearsals and practice and absences from examinations shall not be so excused.

### C. ELIGIBILITY AS DETERMINED BY PHYSICAL FITNESS

*Director of the Gymnasium Decides*

1. A student to be enrolled as a candidate for an athletic team or crew must obtain from the Director of the Gymnasium a certificate to the effect that his physical condition is such as will warrant his taking up the work of the team or that of preparation for it.

2. Three classes of certificates will be issued by the Director of the Gymnasium each holding good for the current academic half-year only, *viz.*:

*Class A.* Basketball, boxing, football, hurdling, lacrosse, rowing, running, skating, swimming, wrestling.

*Class B.* Association football, baseball, fencing, gymnastics, handball, hockey, jumping, pole vault, shot put, sprinting, tennis.

*Class C.* Bowling, cricket, golf, shooting.

3. Only one examination under the above rule is required of any student in a given academic half-year unless a student desires to transfer himself from one class of athletic sport to a higher class, in which case he must obtain from the Director of the Gymnasium the certificate of such higher class.

A seeming lack of coordination among the several religious activities upon the campus led to the general survey of the religious work of the University by the Committee on Religious Work. The result of the survey was a series of recommendations to the Trustees of the University which the Trustees enacted into legislation by the following statutes which a lack of funds will prevent putting into effect at once.

Religious  
Activities

The direction of religious and social work shall be assigned to an Administrative Board consisting of not to exceed seven officers of the University, of whom the Chaplain shall be one, to be appointed by the Trustees for a term of three years upon the nomination of the President. The Chaplain shall be the Chairman of such Administrative Board.

The Chaplain shall be appointed by the Trustees, and, subject to the authority of the President, shall have charge of the stated Chapel services, together with general supervision and direction of religious work and instruction carried on at the University or by authority of the Trustees.

Attendance upon the Chapel services shall be voluntary, and all persons connected with the University, whether as officers or students, shall be invited to take part in such services.

There shall be a Director of Religious and Social Work who shall aid the Chaplain in building up the religious life of the University community, cooperate with the volunteer work of religious organizations of every sort, supervise the housing conditions of students, and, when desired, aid both students and alumni in securing occupation. Such Director shall be the Secretary of the Administrative Board of Religious and Social Work.

The very rapid growth of the University and the changes in organization brought about by the advancing of standards in several of the schools made the existing Constitution for the Board of Student Representatives somewhat out of date. Upon the recommendation of the 1917 board, the following revisions were made in the Constitution. The revision was approved by the University Committee on Student Organizations and is now pending before the University Council for final confirmation.

Student  
Board  
Constitution

#### CONSTITUTION OF THE BOARD OF STUDENT REPRESENTATIVES

##### *Article I*

There is hereby constituted a board to be known as the Board of Student Representatives of Columbia University.

*Article II*

The object of this Board shall be:

1. To furnish a representative body of men who, by virtue of their position and influence in student affairs, shall be able to express the opinion and wishes of the students.
2. To encourage student activities, to make regulations for the control and conduct of the same, and to decide matters of dispute between student organizations in so far as the exercise of these functions does not conflict with University legislation.
3. To provide a suitable medium through which student opinion may be presented to the University authorities.

*Article III*

The Board shall consist of seven members; elected from among the male undergraduate students by vote of the male undergraduate students. The Board so elected shall meet for organization on the second Monday in May, but it shall not assume any of its powers and duties (mentioned in Articles VIII to XIII inclusive) until the day after Commencement. This Board shall hold office during the entire ensuing academic year. Five members of the Board shall constitute a quorum.

*Article IV*

To be eligible for election a student must be, at the time of the election, a regularly matriculated male undergraduate student and of junior academic standing, and must have entered the University with his class as a Freshman.

By 'undergraduate student' shall be meant regularly matriculated candidates for a first degree.

*Article V*

Each candidate for election must be nominated by a male undergraduate student and must be seconded by at least nine other undergraduate students.

All nominations must be filed in writing with the Chairman of the Board at least two weeks before the first day of the election period.

Nominations not complying with these conditions shall not be considered.

*Article VI*

The members of the Board shall be chosen at elections held as follows:

1. During the month of February two representatives shall be elected to membership on the Board of the following year, with the privilege of attending without vote all meetings of the then active Board.

2. During the last week of April of the same academic year there shall be held an election, at which the remaining five members of the new Board shall be elected.

3. At each election all voting shall be by ballot only. The election period during which balloting may take place shall extend over three days, between the hours of 9 a. m. and 5 p. m. of each day. In the elections provided for in Section 1 of this Article, the two candidates receiving the highest number of votes shall be considered elected. In the election provided for in Section 2 of this Article, the five candidates receiving the highest number of votes shall be considered elected. A ballot shall be declared void if more or less than six of the candidates on the ballot are voted for.

4. The Board shall have the power to fill any vacancy arising in its membership between elections.

*Article VII*

The officers of the Board shall be a Chairman and a Secretary-Treasurer, who shall hold office for one year. The Chairman and Secretary-Treasurer shall be elected by a majority vote of the Board at its first meeting which shall be held on the Second Monday in May—as provided for in Article III. The Chairman shall preside at meetings. In the event of his absence, the Board may elect a Chairman pro tem. The position of Chairman shall carry with it no prerogatives beyond those of an ordinary member, except in cases where the Chairman shall be authorized and instructed at a meeting of the Board.

The Secretary-Treasurer shall keep minutes of the meetings of the Board, shall have custody of its records and funds, and shall conduct its correspondence.

*Article VIII*

The Board of Student Representatives shall have the right:

1. To confer with any officer, or representatives of any recognized body of officers, of the University on matters of peculiar interest and concern to the student body; and it shall furthermore be the right of the Board to receive



early notice regarding contemplated legislation primarily affecting the extra-curricular activities of the student body.

2. To refer to the President of the University for consideration matters of peculiar interest and concern to the students.

#### *Article IX*

The Board shall have authority, and it shall be its duty, to take into consideration, on its own motion, or upon charges preferred, the conduct of any student or body of students which may seem detrimental to the interest or the good name of the University; and having conducted an investigation, shall itself take or, where necessary, recommend to the appropriate authorities, such action as it deems just and reasonable, to the end that such detrimental conduct shall be properly rephended and any repetition of it prevented.

#### *Article X*

Subject to the reserved power of the University authorities, this Board shall exercise control over all inter-class affairs and intramural sports.

The Board shall take charge of all class and general elections, and shall have the power to appoint the times for holding class elections and all inter-class contests.

#### *Article XI*

Any petition submitted through the Board shall receive official acknowledgment and shall be acted upon by the appropriate authorities as soon as may be practicable.

#### *Article XII*

A report of the Board shall be submitted annually to the President of the University on or before June 30.

#### *Article XIII*

This Constitution may be amended, upon written notice of not less than five days to all members of this Board, by vote of five members of the Board, such amendment, before becoming effective, to be ratified by the student body and the University Committee on Student Organizations.

*Article XIV*

All meetings of the Board shall be open to all students of the University, excepting when the Board on motion, regularly adopted, retires into executive session.

At regular meetings, upon prior notice to the Secretary of the Board, any student will be given the opportunity to be heard, the length of time being at the discretion of the Board.

Immediately upon the outbreak of the war the University added to its service to education the problem of organization for national service in war times. The great variety and the importance of the opportunities which the University found, and of which it availed itself, are set forth in the appended report prepared by Professor Coss, the executive secretary of the organization committee.

It is my duty to record the resignation of Paul C. Holter of the Class of 1907 as Secretary of Appointments. Mr. Holter served in that capacity with efficiency for a number of years, and has now gone to an important position with W. R. Grace & Co. During the year 1917-1918 the work of the Committee will be carried on by Mr. Edward M. Earle of the Class of 1917.

Very careful attention is asked for the several appendices to this report, which deal with some of the University's most important work.

Respectfully submitted,

FRANK D. FACKENTHAL,

*Secretary*

*June 30, 1917*

APPENDIX I  
 REPORT OF THE COMMITTEE FOR WOMEN  
 GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

The Committee for Women Graduate Students have the honor to present the following report for the academic year 1916-1917.

The number of women registered under the graduate faculties during the past year has been greater by 166 than during the preceding year. The figures are as follows:

Faculty of Philosophy . .	327	Teachers College . . . . .	459
Faculty of Political Science	171	Unclassified . . . . .	<u>121</u>
Faculty of Pure Science .	91		<u>1169</u>

On Commencement Day, out of a total of 693 candidates receiving the degree of Master of Arts, 350 were women; of 82 receiving the degree of Doctor of Philosophy, 15 were women.

In order that the interests of all women students might be cared for, President Butler, at a meeting in October, requested the Committee to extend its jurisdiction over all the women students in the University except New Duties those in Barnard College and Teachers College. To represent the new schools thus included, the President appointed two additional members of the Committee, Professor James C. Egbert, Director of the Department of Extension Teaching and the School of Business, and Dr. Talcott Williams, Director of the School of Journalism.

The plans of the committee have been seriously affected by the national situation. The hope of a residence hall for women graduate students, which the committee Residence Hall for several years has urged in order to provide proper living accommodations for the increasing number of women students, must for the present be deferred. Early

in the year the Secretary submitted to the President a report embodying the results of an investigation of living conditions in the neighborhood and a preliminary sketch of the type of building which would appear to meet most satisfactorily the needs of our advanced students. The fact that five hundred women are living in small rooms, that they are subject to the inconvenience of noise, insufficient light, of seeking table board in another building, and that they are not provided with suitable reception rooms, has forced upon the attention of the committee the serious nature of this problem. The careful consideration which the Secretary's report received at the hands of the President, and the recommendation in his Annual Report to the Board of Trustees that a dignified and appropriate building be provided for the women are highly gratifying. The President announced that the site at the northeast corner of Broadway and 114th Street had been reserved for the residence hall until the necessary funds could be obtained.

The earnest desire on the part of the women for a proper building as a center for their intellectual and social activities was expressed in a petition addressed to the President bearing the signatures of over six hundred students, together with a letter from the Women's Graduate Club stating the need of such a center and urging the speedy erection of the proposed residence hall. It is hoped that as soon as possible funds may be secured which will provide this interesting and essential addition to the University.

Another plan which seemed promising has been complicated by the war. The committee has for some time been desirous of securing the admission of women to the Medical School College of Physicians and Surgeons as well as the School of Law. The Medical Faculty, the University Council, and the Board of Trustees had voted a year ago to admit women to the Medical School as soon as adequate accommodations could be provided. In view of the pressing demand for medical training, and the increasing number of opportunities opening to women physicians in private practice, research work, sanitation and hygiene, as well as appointment in the municipal departments of Health, Justice, Char-

ties and Education, our committee offered to coöperate with Dean Lambert in raising the sum of \$50,000 for a new building. This would provide additional space for laboratories and permit an increased registration, impossible under existing circumstances. The multitude of demands caused by the war has made it difficult to secure subscriptions, and the rapid rise in the cost of building materials has increased the amount needed; but the committee still hopes that the additional space may be obtained for the next academic year. Meanwhile, to our great gratification, the Medical School has decided to admit, in any event, six women students to the first-year class next September.

One fellowship in the department of history has been awarded by the University to a woman graduate student for the year 1917-1918. During the past two years five women have held fellowships and three of this number have already received the degree of Doctor of Philosophy.

The problem of providing facilities for physical exercise has been partially solved by an arrangement which reserves one tennis court on East Field for the use of women students on payment of a small fee. It is hoped that the privileges of the gymnasium and swimming pool in the new Students' Building at Barnard College will be extended to the women in the graduate schools.

The equipment of the serving room in connection with 301 Philosophy Hall, which was recommended in last year's report, has been effected. This extends the usefulness of the reception room to numerous social organizations for evening meetings.

The headquarters of the University Committee on Women's War Work are established in 301 Philosophy Hall. This committee supplies information in regard to courses and opportunities for service and through its files War Work is able to reach those women who have volunteered their help in emergency. Women graduate students have held office on various committees on war work, and have offered their services in the clerical work of the office, in investigation, and in answering calls outside the University.



In November the committee gave its annual reception to the body of women graduate students. This function is highly valued by the women who, coming to the city as strangers, have here an opportunity early in the year to meet the committee, the Faculty of the Graduate Schools and their fellow students.

The Commencement Day luncheon, which, through the generosity of friends, has for some years been given to the candidates for higher degrees, was this year omitted. The Women's Graduate Club, however, came to the assistance of the committee by holding a reception in honor of the candidates. In this connection the Women's Graduate Club should be warmly commended for the generous manner in which it has assumed social responsibility, not only for its own members but for the whole body of women students. During the past year it held receptions at the opening of both winter and spring session for the new students and also entertained the men in the graduate schools. The Club should receive hearty encouragement and, if possible, substantial support, for on very slender means it is attempting to serve the needs of all women in the graduate departments. The membership has now reached nearly four hundred. A graduate student was last year engaged to act as social secretary, to keep regular office hours and manage the increasing business of the Club. The plans of the organization along intellectual as well as social lines have been highly successful. Study classes for examinations have been carried on which offer an opportunity for students coming from widely separated parts of the country to compare standards of work and to exchange views. Circles have been formed to discuss general topics, and departmental groups have met at luncheon to talk over their special subjects. The opportunity which the Club provides for intellectual self-expression must inevitably enhance the value of the students' academic work.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE, *Chairman*

EMMA P. SMITH, *Secretary*

June 30, 1917

APPENDIX 2  
REPORT OF THE UNIVERSITY  
MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

As University Medical Officer, I have the honor to submit the following brief statement of the work of this department for the academic year ending June 30, 1917.

The past year has shown increasing demands upon this department of the University. Our records show that during the academic year, 9964 visits have been made to this office for treatment and consultation regarding illness and matters of personal health.

Office  
Consultations

Had it been possible for the office hours to be lengthened the number of visits would have been materially increased.

The large number of consultations would seem to indicate a considerable amount of illness among the students and members of the staff. This conclusion, however, is not substantiated by a survey of the details of the cases. Many patients suffered from mild respiratory or gastro-intestinal diseases. While a large number of cases was treated, covering a variety of diseases, the health of the students in general, and especially of the students in the dormitories, was exceptionally good.

While the chief object of our health work is to prevent rather than to treat diseases, in order to keep our community at work and to maintain a high degree of physical fitness, we must have a repair shop where our faculty and students may come for overhauling when even a slight illness overtakes them, or when the quality or the caliber of their work seems to be falling below the normal. Such is the place that this department has attempted to fill in the life of the University. The need for such work is apparent

Place in  
Community

from the number of visits to this office during the past year and every year since the establishment of the work in 1912.

The value of health was never so universally appreciated as it is at the present time. After the declaration of war, many

Value of Health  
in Present  
Emergency

for the first time took account of their physical capital. A standard of physical fitness was set by the government and failure to measure up to this standard was the cause of many a man's rejection from the Officers' Reserve Corps and other military units. To a number this was a sad realization. Physical shortcomings prevented men from entering a service through which they earnestly sought to do their bit to maintain freedom and the good name of their country in the greatest struggle in the world's history. Many students sought advice in this office as to how to improve their general health and physical vitality so that they might pass the army and navy tests and fit themselves for active service. The desire to serve was almost universal, even among those who through ill-health or physical defects were disqualified from service in the line. Not a few of those disqualified through faulty vision, defective hearing or deformity of body were inconsolable because of their irremediable defects, thwarting them from standing up with Columbia's contingent in preserving the ideals of civilization.

The youth of our country have never been more willing than at present to seek and accept advice and instruction that would tend to make them physically and mentally fit for the strenuous days that lie before them during the war and the years of reconstruction after the struggle is over. We recognize this privilege of service and will in every way possible, during the coming year, use the opportunities we have as medical advisers in giving an effective impetus to this desire to improve health and gain physical power.

At a time when this office is taxed to its utmost, it is opportune that the Trustees of Barnard College should make it possible to appoint a physician to be associated with the University Medical Officer in caring for the health work among the Barnard students. Dr. Gulielma Alsop, '03 Barnard, a graduate of the

New Appointment

Woman's Medical School of Philadelphia, has been appointed College Physician with direct responsibility for the Barnard students.

Miss Martha Carling, who for the past five years has so efficiently served the University as nurse in this department, has been granted a leave of absence for the duration of the war. She has been called into the service of the Canadian Red Cross and will begin her work in the Toronto Base Hospital on the first of September.

Resignation

The year's work has proven the need for developing the facilities of this office to deal with outside problems affecting conditions that directly bear upon the health and efficiency of the students. Many cases that seek treatment in the office prove so ill that they must be sent home and to bed. When such cases live in boarding-houses where they have no facilities for home treatment, it is difficult for them to obtain the proper care and attention. Often when instructed to put themselves under the care of a physician and to remain in bed, they fail to do so. Because we have practically no means of following up these cases, we frequently lose track of them. And because of lack of supervision, they lose more time than is necessary from their classes. We need the services of a visiting nurse who could follow up all such cases as well as investigate cases of reported illness among the students living within a circumscribed area of the University. The services of a visiting nurse would add materially to the efficiency of the office work.

Need of  
Visiting Nurse

For some time the need for more careful supervision of the dormitory patients has been pressing. The infirmaries are there, but it is unsatisfactory to send a man to the infirmary and leave him to care for himself, especially if a man is very much indisposed, or quarantined. We need a matron in the dormitories, one trained in the care of the sick, to be responsible for men sent to the infirmaries or ill in their rooms. Such a woman, past middle life, could do many things for the comfort of the patients, as well as prepare and serve their meals. The experience of the last five years has

Need of Resident  
Medical Attendant  
in Dormitories

shown that this home care of our temporarily indisposed men in the dormitories is more urgent than the services of a male trained nurse on full time, who could not and would not be willing to look after these matters of personal comfort and domestic needs. Where a case requires the services of a trained nurse, his services to the patient would be greatly enhanced by the assistance of a matron who knew where and how to obtain supplies, etc., provided by the University as part of its responsibility to its resident students.

Again we wish to give full credit to the hospitals of the city which, through their continued cooperation with our work, have made it possible to accomplish much for the student patients. Especially do we appreciate the fine spirit and cordial cooperation of the authorities at St. Luke's Hospital.

Respectfully submitted,

WILLIAM H. McCASTLINE

*University Medical Officer*

*June 30, 1917*



## APPENDIX 3

### STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1916-1917

#### SUMMARY OF OFFICERS

	1915-16	1916-17
Professors.....	172	180
Associate Professors.....	46	56
Assistant Professors.....	117	113
Clinical Professors.....	25	26
Associates.....	41	48
Instructors.....	171	209
Curators.....	3	3
Lecturers.....	41	36
Assistants.....	91	84
Clinical Assistants.....	110	108
	<hr/>	<hr/>
Total.....	817	863
Other Instructors in Teachers College.....	134	153
Other Instructors in College of Pharmacy.....	8	8
	<hr/>	<hr/>
	959	1,024
*Administrative Officers.....	41	39
*Other Administrative Officers, Barnard College, Teachers College, and College of Pharmacy....	10	11
	<hr/>	<hr/>
Total.....	1,010	1,074
Emeritus Officers.....	13	16
	<hr/>	<hr/>
Total.....	1,023	1,090

\* Excluding those who are also teaching officers and included above.

## VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1917

*Professors and Administrative Officers*

- CHARLES A. BEARD, Ph.D. (Oct. 9, 1917), Professor of Politics  
 ARTHUR H. BLANCHARD, C.E., A.M. (Nov. 5, 1917), Professor of Highway Engineering  
 GEORGE E. BREWER, M.D., Professor of Surgery  
 CLIFFORD K. BROWN, A.B., Secretary of Earl Hall  
 JAMES MCKEEN CATTELL, Ph.D., LL.D. (Oct. 1, 1917), Professor of Psychology  
 HENRY W. L. DANA, Ph.D. (Oct. 1, 1917), Assistant Professor of Comparative Literature  
 EMMANUEL DE MARTONNE, Visiting French Professor 1916-1917  
 GEORGE S. FULLERTON, Ph.D., Professor of Philosophy  
 VIRGIL P. GIBNEY, M.D., Professor of Orthopedic Surgery  
 FREDERICK A. GOETZE, M.Sc. (Feb. 20, 1917), Dean of the Faculty of Applied Science  
 MELLEN E. HASKELL, Ph.D. (Feb. 1, 1917), Exchange Professor of Mathematics  
 FRIEDRICH HIRTH, Ph.D., Dean Lung Professor of Chinese  
 PAUL C. HOLTER, A.B. (Aug. 1, 1917), Secretary of Appointments  
 J. GARDNER HOPKINS, M.D., Assistant Professor of Bacteriology  
 PAUL E. HOWE, Ph.D. (Feb. 1, 1917), Assistant Professor of Biological Chemistry  
 DANIEL JORDAN, Pd.B., Assistant Professor of Romance Languages and Literatures  
 JAMES F. KEMP, LL.D., Sc.D., Professor of Geology  
 HAROLD B. KEYES, M.D., Assistant Professor of Physical Education in Teachers College  
 GUSTAVE LANSON, Litt.D., Professor of French Literature  
 A. ARTHUR LIVINGSTON, Ph.D., Associate Professor of Italian  
 HERBERT G. LORD, A.M., as Acting Dean of Columbia College  
 WILLIAM G. MACCALLUM, M.D., Professor of Pathology  
 THOMAS F. MAIN (died April 27, 1917), Secretary of the College of Pharmacy  
 FLOYD J. METZGER, Ph.D. (Feb. 1, 1917), Associate Professor of Chemical Engineering  
 LEONARD D. NORSWORTHY, C.E., A.M., Assistant Professor of Civil Engineering  
 NAOMI NORSWORTHY, Ph.D. (died Dec. 25, 1916), Associate Professor of Educational Psychology  
 WILLIAM NOYES, A.M., Assistant Professor of Industrial Arts in Teachers College

GEORGE B. PRESTON, Mech.E., Assistant Professor of Mechanical Engineering

JULIUS SACHS, Ph.D., Professor of Secondary Education in Teachers College

HERMANN VON W. SCHULTE, M.D., Assistant Professor of Anatomy

FRANK DEMPSTER SHERMAN, Ph.B. (died Sept. 19, 1916), Professor of Graphics

HOMER F. SWIFT, M.D., Associate Professor of the Practice of Medicine

MILTON C. WHITAKER, M.S., LL.D., Professor of Chemical Engineering

FRIEDRICH O. WILLHÖFFT, M.E., A.M., Assistant Professor of Mechanical Engineering

#### *Associates*

L. WARD BANNISTER, LL.B., Law

WALTER BENSEL, M.D., Hygiene and Preventive Medicine

FREDERICK S. GOUCHER, A.M. (Sept. 1, 1917), Physics

ARTHUR K. KUHN, A.M., LL.B., Law

ISAAC LEVIN, M.D., Cancer Research

GEORGE M. MACKENZIE, M.D., Pathology

DANIEL E. MORAN, M.Sc., Civil Engineering

FRANCIS A. NELSON, B.S., Architecture

ALBERT E. SUMNER, M.D., Clinical Medicine

JOHN E. TEEPLE, Ph.D., Chemical Engineering

WILLIAM WEINBERGER, M.S., Biological Chemistry

#### *Instructors*

GOTTLIEB A. BETZ, Ph.D., Germanic Languages and Literatures (Barnard College)

J. ELIOT BOOGE, Ph.D., Chemistry

TRAUGOTT BÖHME, Ph.D., Germanic Languages and Literatures

ROBERT BURLINGHAM, M.D., Medicine

HOMER L. CARR, E.M., Mining

CALVIN B. COULTER, M.D., Bacteriology

HAROLD B. CURTIS, Ph.D., Mathematics (Barnard College)

CONDUCT W. CUTLER, JR., M.D., Physiology

PAULINE H. DEDERER, Ph.D., Zoology (Barnard College)

LEON FRASER, Ph.D., Politics

HARRY F. GARDNER, B.S., Mineralogy

LELAND B. HALL, A.M., English

FRANCIS W. HEAGEY, M.D., Anatomy

WARREN HILDRETH, M.D., Obstetrics

JAMES W. JAMESON, M.D., Surgery

GEORGE V. KENDALL, A.M., English

BENJAMIN S. KLINE, M.D., Pathology

WALTER M. KRAUS, M.D. (Nov. 1, 1916), Biological Chemistry

GERHARD R. LOMER, Ph.D., Journalism

SERGIUS MORGULIS, Ph.D. (Nov. 1, 1916), Biological Chemistry  
 JAMES I. OSBORNE, A.M., English  
 HAROLD E. B. PARDEE, M.D. (Feb. 1, 1917), Physiology  
 JOHN P. PETERS, JR., M.D., Clinical Medicine  
 ALLEN W. PORTERFIELD, Ph.D., Germanic Languages and Literatures  
 FRANK H. REDWOOD, M.D., Medicine  
 WYTHE M. RHETT, M.D., Pharmacology  
 ROBERT E. ROCKWOOD, A.M., French  
 FRANK E. ROSS, A.M., Sociology  
 GEORGE H. RYDER, M.D. (Feb. 1, 1917), Gynecology  
 MAURICE J. SITTFIELD, M.D., Pathology  
 WILLIAM W. STIFLER, Ph.D., Physics  
 ALFRED STILLMAN, M.D., Clinical Surgery  
 EUEN VAN KLEECK, M.D., Physiology  
 HERBERT N. VERMILYE, M.D., Pathology  
 JAMES R. WHITING, M.D., Urology

*Lecturers*

GEORGE E. BARNETT, Ph.D., Economics  
 JAMES W. BELL, A.M., Economics  
 ALBIN H. BEYER, C.E., Civil Engineering  
 NORMAN T. BOGGS, A.M., Philosophy  
 JULIUS A. BROWN, A.M., Physics  
 ROBERT H. BROWN, S.B., Sanitary Engineering  
 MADELEINE H. DOBY, B. ès L., Romance Languages and Literatures (Barnard College) and Secretary of the Maison Française  
 HAROLD D. HAZELTINE, LL.B., J.U.D. (Dec. 31, 1916), Carpentier Lecturer on English Legal History  
 STERLING P. LAMPRECHT, A.M., B.D., Philosophy  
 SEABURY C. MASTICK, Chemical Patents (Non-resident)  
 MRS. RUTH RAEDER MOOK, A.M., Geology (Barnard College)  
 MABEL NEWCOMER, A.M. (Feb. 1, 1917), Economics  
 GEORGE W. PECKHAM, JR., A.B., Philosophy  
 E. E. SOUTHARD, M.D., Psychology (Non-resident)  
 GUSTAVE R. TUSKA, C.E., M.S., Street Cleaning and Municipal Waste Disposal  
 LEONARD C. VAN NOPPEN, A.M., Queen Wilhelmina Lecturer on the History, Language and Literature of The Netherlands

*Assistants*

J. ARTHUR BALMFORD, E.E., Electrical Engineering  
 WYNDHAM B. BLANTON, M.D. (Jan. 1, 1917), Pathology

J. EARLE BROWN, B.S. (Jan. 1, 1917), Mineralogy  
ERNST P. BOAS, M.D., Pathology  
CYRIL S. BOLAND, B.S., Electrical Engineering  
JAMES L. COBB, M.D., Anatomy  
WALTER E. CURT, B.S., Mathematics  
SAMUEL C. DELLINGER, A.B., Zoology  
WILFRED S. DENNIS, M.D., Pathology  
EVERETT W. FULLER, A.M., Chemistry  
ARTHUR B. GABEL, A.B., Physics  
ARTHUR I. GATES, A.M., Psychology  
A. F. HAMDI, E.E., Electrical Engineering  
ALI A. HASSAN, JR., Mineralogy  
BELA HUBBARD, B.S., Palaeontology  
W. GEORGE JOHNSON, Metallurgy  
RUSSELL S. KNAPPEN, A.M., Geology  
LEILA C. KNOX, A.B. (Oct. 1, 1916), Cancer Research  
WILLARD R. LINE, M.S., Chemical Engineering  
JOSEPH LINTZ, M.D. (Jan. 1, 1917), Pathology  
GABRIEL A. LOWENSTEIN, A.M., Biological Chemistry  
ROBERT S. MCEWEN, A.M., Zoology  
ISABEL MCKENZIE, A.M., History (Barnard College)  
CONSTANTINE J. MACGUIRE, JR., M.D., Surgery  
HENRY J. MASSON, A.M., Chemical Engineering  
HENRY F. A. MEIER, A.M., Botany  
FREDERICK MILLER, C.E., Civil Engineering  
KENNETH P. MONROE, B.S., Chemistry  
J. HOWARD MUELLER, M.S., Pathology  
RUSSELL W. MUMFORD, A.M., Chemical Engineering  
ERNEST L. NIXON, M.S., Botany  
EARLE T. OAKES, A.M., Chemistry  
RICHARD H. PAYNTER, A.M., Psychology  
MORRIS A. RAINES, B.S., Botany (Research)  
MERRIL V. REED, B.S. (May 31, 1917), Botany  
GEORGE P. RUSSELL, Chemistry  
ANDREW J. SCARLETT, JR. (Dec. 31, 1916), Chemistry  
AURA E. SEVERINGHAUS, Zoology  
GEORGE C. SOUTHWORTH, M.S., Physics  
WALDEMAR M. STEMPEL, M.S., Physics  
JENNIE TILT, M.S., Chemistry (Barnard College)  
EDWARD A. VAN VALKENBURGH, A.B., Chemistry  
WALTER B. VEAZIE, A.B., Philosophy  
CLARA C. WARE, A.B., Zoology (Barnard College)  
SARAH PARKER WHITE, M.D., Philosophy (Barnard College)  
E. STAGG WHITIN, Ph.D., Social Legislation  
M. LESTER WITHERUP, B.S. (May 31, 1917), Botany  
CECIL YAMPOLSKY, B.S., Botany



## PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1917

*Professors and Administrative Officers*

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
CHARLES P. BERKEY, Ph.D.	Associate Professor	Professor	Geology
ROSCOE C. E. BROWN, A.M.	Associate	Assistant Professor	Journalism
LOUIS CASAMAJOR, M.D.	Assistant	Associate	
ANNA M. COOLEY, B.S.	Professor	Professor	Neurology
	Assistant	Associate	Household Arts
	Professor	Professor	Education (Teachers College)
	INSTRUCTOR	Assistant	
JOHN J. COSS, A.M., B.D.	Instructor	Professor	Philosophy
JOHN R. CRAWFORD, A.M.	Instructor	Assistant	Roman
		Professor	Archaeology
HENRY W. L. DANA, Ph.D.	Instructor	Assistant	Comparative
		Professor	Literature
VERA DANSCHAKOFF, M.D.	Instructor	Assistant	
		Professor	Anatomy
DEAN S. FANSLER, Ph.D.	Lecturer	Assistant	
		Professor	English
HERMON W. FARWELL, A.M.	Instructor	Assistant	
		Professor	Physics
JAMES K. FINCH, A.M.	Assistant Professor	Associate	Civil Engineer-
		Professor	ing
S. PHILIP GOODHART, M.D.	Assistant Professor	Assistant	
		(Clinical) Professor	Neurology
LOUISE H. GREGORY, Ph.D.	Instructor	Assistant	Zoology
		Professor	(Barnard College)
MAUDE A. HUTTMANN, A.M.	Instructor	Assistant	History
		Professor	(Barnard College)
DANIEL D. JACKSON, M.S.	Assistant Professor	Associate	Chemical Engi-
		Professor	neering
ELEANOR KELLER, A.M.	Instructor	Assistant	Chemistry
		Professor	(Barnard College)
ADRIAN V. S. LAMBERT, M.D.	Associate Professor	Acting	
		Professor	Surgery

HOWARD L. MCBAIN, Ph.D.	Associate Professor	Eaton Professor	Municipal Science and Administration
JOSEPH F. MCCARTHY, M.D.	Instructor	Assistant Professor	Urology
GEORGE L. MEYLAN, M.D.	Associate Professor	Professor	Physical Education
JAMES P. C. SOUTHALL, A.M.	Assistant Professor	Associate Professor	Physics
OLIVER S. STRONG, Ph.D.	Instructor	Assistant Professor	Neurology
MAY B. VAN ARSDALE, B.S.	Assistant Professor	Associate Professor	Household Arts (Teachers College)
THURMAN W. VAN METRE, Ph.D.	Instructor	Assistant Professor	Transportation
H. PARKER WILLIS, Ph.D.	Lecturer	Professor	Banking
WILLIAM H. WOGLOM, M.D.	Assistant Professor	Associate Professor	Cancer Research

*Associates*

JAMES A. CORSCADEN, M.D.	Instructor	Associate	Surgery
GEORGE L. ROHDENBURG, M.D.	Assistant	Associate	Serology
JAMES C. SHARP, M.D.	Instructor	Associate	Anatomy
CHARLES H. SMITH, M.D.	Instructor	Associate	Diseases of Children
ALLEN O. WHIPPLE, M.D.	Instructor	Associate	Surgery

*Instructors*

ARNOLD K. BALLS, B.S.	Assistant (Biological Chemistry)	Instructor	Bacteriology
GASTON A. CARLUCCI, M.D.	Assistant (Clinical Pathology)	Instructor	Anatomy and Surgery
JESSE J. GALLOWAY, Ph.D.	Curator	Instructor	Palaeontology
GRACE H. GOODALE, A.M.	Lecturer	Instructor	Classical Philology (Barnard College)
GUSTAVE R. MANNING, M.D.	Assistant	Instructor	Diseases of Children
JESSE F. SAMMIS, M.D.	Assistant	Instructor	Diseases of Children
HERBERT J. WIENER, M.D.	Assistant	Instructor	Medicine

*Lecturers*

Laura C. Brant, A.M.	Assistant Lecturer	Physics (Barnard College)
Emory C. Unnewehr, B.S.	Assistant Lecturer	Physics

## CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1917

*Professors and Administrative Officers*

<i>Name</i>	<i>From</i>	<i>To</i>
DANIEL D. JACKSON, M.S. (Feb. 5, 1917)	Assistant Professor of Civil Engineering	Assistant Professor of Chemical Engineering
EMMA P. SMITH, A.M.	Secretary for Women Graduate Students	Adviser to Women Graduate Students
FREDERICK TILNEY, M.D.	Professor of Neurology	Professor of Neurology and Neuro-Anatomy

*Associates*

H. Rawle Geyelin, M.D.	Associate in Pathology	Associate in Medicine
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*Instructors*

CALVIN B. COULTER, M.D. (Sept. 1, 1916)	Associate in Pathology	Instructor in Bacteriology
EMILIE J. HUTCHINSON, A.M.	Instructor	Lecturer in Economics
SAMUEL SWIFT, M.D.	Instructor in Gynecology	Instructor in Obstetrics
ARTHUR H. TERRY, JR., M.D. (Oct. 1, 1916)	Instructor in Physiology	Instructor in Clinical Medicine
BENJAMIN T. TERRY, M.D.	Instructor in Pathology	Instructor in Bacteriology

*Lecturers*

DONALD R. BELCHER, A.M.	Instructor in Mathematics	Lecturer in Mathematics
ARTHUR M. BUSWELL, A.M.	Instructor in Chem- ical Engineering	Lecturer in Chemical En- gineering

*Assistants*

WILLARD R. LINE, M.S. (Feb. 5, 1917)	Assistant in Sanitary Chemistry	Assistant in Chemical En- gineering
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## APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1917

*Professors and Administrative Officers*

<i>Name</i>	<i>Office</i>
GULIELMA F. ALSOP, M.D.	College Physician at Bar- nard College
LEO H. BAEKELAND, Sc.D.	Honorary Professor of Chemical Engineering
WILLIAM C. BAGLEY, Ph.D.	Professor of Education in Teachers College
FERNAND BALDENSBERGER	Professor of French Liter- ature
OTIS W. CALDWELL, Ph.D.	Professor of Education in Teachers College
FRANCIS W. COKER, Ph.D.	Lecturer in History with professorial rank
ARTHUR D. DEAN, B.S.	Professor of Education in Teachers College
GEORGE C. DIEKMAN, M.D. (May 3, 1917)	Acting Dean of the Col- lege of Pharmacy
HENRY S. DUNNING, M.D.	Professor of Oral Surgery
HENRY JONES FORD, A.B.	Lecturer in Politics with professorial rank
HENRY W. GILLETTE, D.M.D.	Professor of Operative Dentistry
HERBERT E. HAWKES, Ph.D.	Acting Dean of Columbia College
CLARE M. HOWARD, Ph.D. (Jan. 8, 1917)	Adviser to Women Stu- dents in the School of Journalism
TRUMAN L. KELLEY, Ph.D.	Assistant Professor of Ed- ucation in Teachers Col- lege
ALEXANDER LAMBERT, M.D. (Dec. 1, 1916)	Professor of Clinical Medi- cine
HERBERT G. LORD, A.M. (April 18, 1917)	Acting Dean of Columbia College
ARTHUR H. MERRITT, D.D.S.	Professor of Oral Hygiene

WALTER W. PALMER, M.D.	Associate Professor of the Practice of Medicine
THOMAS I. PARKINSON, LL.B.	Professor of Legislation
FRED A. PEESO, D.D.S.	Professor of Dentistry
GEORGE B. PEGRAM, Ph.D. (Feb. 20, 1917)	Acting Dean of the Faculty of Applied Science
KATHARINE C. REILEY	Assistant Professor of Classical Philology
JAMES P. RUYL, D.D.S.	Assistant Professor of Dentistry
JULIUS SACHS, Ph.D.	Emeritus Professor of Education in Teachers College
EDWIN R. A. SELIGMAN, LL.D. (Jan. 10, 1917)	Acting Dean of the Graduate Faculties
WILHELMINA SPOHR, B.S.	Assistant Professor of Household Arts Education in Teachers College
J. BENTLEY SQUIER, M.D. (Feb. 1, 1917)	Professor of Urology
ISABEL M. STEWART, A.M.	Assistant Professor of Nursing and Health in Teachers College
MARION REX TRABUE, A.M.	Assistant Professor of Education in Teachers College
FRANK T. VAN WOERT, M.D.	Professor of Prosthodontia
LEUMAN M. WAUGH, D.D.S.	Professor of Pathology
J. LOWE YOUNG, D.D.S.	Professor of Orthodontia

*Associates*

ALBIN H. BEYER, C. E. (Sept. 1, 1917)	Civil Engineering
RICHARD H. CUNNINGHAM, M.D.	Physiology
MAYNIE R. CURTIS, Ph.D. (Oct. 15, 1917)	Cancer Research
GERTRUDE DUDLEY	Physical Education (Barnard College)
ROBERT T. FRANK, M.D.	Cancer Research
WILLIAM BAYARD LONG, M.D.	Cancer Research
RALPH H. MCKEE	Chemical Engineering
JOHN E. TEEPLE, Ph.D. (Feb. 1, 1917)	Chemical Engineering

*Instructors*

WALTER P. ANDERTON, M.D. (Oct. 1, 1916)	Clinical Medicine
COLIN L. BEGG, M.D.	Urology
RALPH H. BLANCHARD, Ph.D.	Insurance
RALPH S. BOOTS, A.M.	Politics



J. FLOYD BOWMAN, M.D.	Clinical Laryngology and Otology
EDWARD C. BRENNER, M.D.	Medicine
DOROTHY BREWSTER, Ph.D.	English
GEORGE F. CAHILL, M.D.	Urology
EDWARD A. CAMERON, M.D.	Gynecology
CHARLES E. CARR, M.D. (Nov. 1, 1916)	Medicine
ROY J. COLONY, B.Chem. (Nov. 1, 1916)	Geology
WILLIAM W. COX, M.D. (Nov. 1, 1916)	Physiology
PAUL A. DINBEN, M.D.	Clinical Surgery
JAMES L. DOHR, M.S.	Accounting
SEWARD ERDMAN, M.D.	Clinical Surgery
FRANK M. HALLOCK, M.D.	Neurology
JOHN MUNN HANFORD, M.D.	Surgery
W. HALL HAWKINS, M.D.	Anatomy and Surgery
R. HODDER-WILLIAMS (Sept. 1, 1917)	Military Training
JOSEPH A. HYAMS, M.D.	Urology
CHARLES G. IRISH, M.D.	Physiology
PETER IRVING, M.D. (Oct. 1, 1916)	Clinical Medicine
EDWARD T. KENNEDY	Physical Education
LEO KESSEL, M.D.	Medicine
SAMUEL J. KIEHL, A.B.	Chemistry
JOSEPH W. KRUTCH, A.B.	English
WILLIAM S. LADD, M.D. (Sept. 1, 1917)	Medicine
KENNETH M. LAMSON, Ph.D.	Mathematics (Barnard College)
BIRD LARSON, B.S.	Physical Education (Bar- nard College)
OTTO H. LEBER, M.D. (Feb. 1, 1917)	Physiology
KARL J. LOEWI, M.D. (Sept. 1, 1917)	Surgery
EDWARD C. LYON, JR., M.D. (Feb. 1, 1917)	Gynecology
J. H. H. LYON	English
GILBERT W. MEAD, A.M.	English
HYMEN R. MILLER, M.D.	Bacteriology (also Assis- tant in Clinical Medi- cine)
DUDLEY H. MORRIS, M.D.	Surgery
EMERY E. NEFF, A.M.	English
HANSON S. OGLVIE, M.D. (Oct. 1, 1917)	Neurology
CHARLES OSGOOD, M.D.	Laryngology and Otology
MICHAEL OSNATO, M.D.	Neurology
OTTO C. PICKHARDT, M.D.	Anatomy
EDWARD L. PRATT, M.D. (Nov. 1, 1916)	Laryngology and Otology
FRANK H. REDWOOD, M.D. (Jan. 1, 1917)	Medicine
ISADORE ROSEN, M.D.	Syphilis

CHARLES ROSENHECK, M.D.	Neurology
HERBERT W. SCHNEIDER, Ph.D.	Philosophy
THAYER A. SMITH, M.D.	Medicine
MAXIMILIAN STERN, M.D.	Urology
DOROTHY STILES	Physical Education (Barnard College)
EDGAR T. TSEN, M.D.	Bacteriology
CLARENCE T. VAN WOERT, D.D.S.	Dentistry
HERBERT N. VERMILYE, M.D. (Jan. 1, 1917)	Pathology
JOHN A. VIETOR, M.D.	Anatomy
RAYMOND M. WEAVER, B.S.	English
ISRAEL S. WECHSLER, M.D.	Neurology
DAVENPORT WEST, M.D. (Oct. 1, 1916)	Clinical Medicine
THOMAS S. WINSLOW, M.D. (Jan. 1, 1917)	Medicine
STANLEY R. WOODRUFF, M.D.	Urology
ALPHONSE A. WREN, M.D.	Urology

*Lecturers*

EMILIO AGRAMONTE, JR., C.E., LL.B.	Spanish
HARRY E. BARNES	History
ALBIN H. BEYER, C.E. (May 1, 1917)	Civil Engineering
MARGARET BURNS	Physical Education (Barnard College)
CLARKE E. DAVIS, Ph.D.	Chemical Engineering
HAVEN EMERSON, M.D.	Hygiene and Preventive Medicine
HENRY F. GRADY, A.B.	Economics (Barnard College)
LUCY GREGORY, A.B.	Germanic Languages and Literatures (Barnard College)
HAROLD D. HAZELTINE, LL.B., J.U.D. (Nov. 6, 1916)	Carpentier Lecturer on English Legal History
MAURICE G. KAINS, M.S.A.	Horticulture
BERNICE W. LYLE, A.M.	Zoology (Barnard College)
CLARENCE A. MANNING, Ph.D.	Slavonic Languages
HENRY F. MUNRO	International Law
STEWART PATON, M.D. (Oct. 1, 1917)	Psychiatry
JOSEPH L. PERRIER, Ph.D.	French (Barnard College)
BLANCHE PRENEZ	French (Barnard College)
CLAUDE E. SCATTERGOOD, M.Sc., LL.B.	Business Statistics
COL. EDWARD R. SHREINER, M.D. (Oct. 1, 1917)	Military Medicine and Surgery
LUCIA H. SMITH, A.B.	Chemistry (Barnard College)
E. E. SOUTHARD, M.D. (Dec. 1, 1916)	Psychology (Non-resident)

*Assistants*

GEORGE BARSKY, B.S.	Chemistry
MABEL E. BALDWIN	Chemistry
LEWIS BIBB, M.D. (Nov. 1, 1916)	Clinical Pathology
ERNST P. BOAS, M.D. (Feb. 1, 1917)	Pathology
DEAN R. BRIMHALL, A.M.	Psychology
ROBERT BURLINGHAM, M.D. (Oct. 1, 1916)	Clinical Pathology and Medicine
WILFRED S. DENNIS, M.D. (Feb. 1, 1917)	Pathology
DAVID FELBERBAUM, M.D. (Oct. 1, 1917)	Clinical Medicine
LIZETTE A. FISHER, Ph.D.	English (Research)
EVERETT W. FULLER, A.M. (Jan. 1, 1917)	Chemistry
FREDERIC S. GRANGER, A.M.	Chemistry
ALI A. HASSAN, JR. (Jan. 1, 1917)	Mineralogy
FLORRIE HOLZWASSER, A.B.	Geology (Barnard College)
ALFRED F. HUETTNER, A.B.	Zoology
MARY LELAND HUNT, Ph.D.	English (Research)
NORMA E. JOHANN, A.B.	Chemistry
W. GEORGE JOHNSON (Oct. 1, 1916)	Metallurgy
GABRIEL A. LOWENSTEIN, A.M. (Feb. 1, 1917)	Biological Chemistry
KENNETH R. MCALPIN, M.D.	Clinical Pathology
JOSÉ D. MORAL, M.D. (Oct. 1, 1917)	Bacteriology
HELEN H. PARKHURST, Ph.D.	Philosophy (Barnard Col- lege)
ETHEL A. PRINCE, A.B.	Psychology (Barnard Col- lege)
MERRIL V. REED, B.S. (Feb. 1, 1917)	Botany
ALMA G. RUHL, A.B.	History (Barnard College)
ZACHARY SAGAL, M.D.	Clinical Pathology
FRANZ SCHRADER, B.S.	Zoology
ADELAIDE SPOHN, M.S. (Oct. 1, 1916)	Physiology (Research)
ROBERT A. STEINBERG, A.M.	Botany
CLARENCE G. STONE, JR., A.M.	Physics
CLARENCE P. THOMAS, M.D.	Surgery
LEWI TONKS, A.B.	Physics
H. W. TRUESDELL	Botany
MARTHA L. WASHBURN	Chemistry

## LEAVES OF ABSENCE

For the whole or part of the year 1916-1917 were granted  
to the following officers:

*For the entire year:*

DINO BIGONGIARI, A.B.	Assistant Professor of Italian
JOHN B. CLARK, LL.D.	Professor of Political Economy

CARLTON C. CURTIS, Ph.D.	Associate Professor of Botany
GEORGE S. FULLERTON, Ph.D.	Professor of Philosophy
DANIEL JORDAN, Pd.B.	Assistant Professor of French
JAMES F. KEMP, Sc.D., LL.D.	Professor of Geology
CASSIUS J. KEYSER, Ph.D.	Adrain Professor of Mathematics
HELEN KINNE	Professor of Household Arts Education in Teachers College
HENRI F. MULLER, Ph.D.	Assistant Professor of French
WILLIAM NOYES, A.M.	Assistant Professor of Industrial Arts in Teachers College
ALLEN W. PORTERFIELD, Ph.D.	Instructor in the Germanic Languages and Literatures in Barnard College
MILTON C. WHITAKER, LL.D.	Professor of Chemical Engineering

*For the Winter Session:*

WILLIAM B. FITE, Ph.D.	Professor of Mathematics
PATTY S. HILL	Assistant Professor of Kindergarten Edu- cation in Teachers College
GEORGE P. KRAPP, Ph.D.	Professor of English
AZUFAH J. LATHAM, A.B.	Assistant Professor of Oral English in Teachers College
HENRY A. RUGER, Ph.D.	Assistant Professor of Educational Psy- chology in Teachers College
HENRY R. SEAGER, Ph.D.	Professor of Political Economy

*For the Spring Session:*

FRANKLIN T. BAKER, Litt.D.	Professor of the English Language and Literature in Teachers College
CARLTON J. H. HAYES, Ph.D.	Associate Professor of History
FRIEDRICH HIRTH, Ph.D.	Dean Lung Professor of Chinese
MARGARET E. MALTBY, Ph.D.	Associate Professor of Physics in Barnard College
HENRY L. MOORE, Ph.D.	Professor of Political Economy
GEORGE C. D. ODELL, Ph.D.	Professor of English
EDWARD D. PERRY, LL.D.	Jay Professor of Greek
JULIUS SACHS, Ph.D.	Professor of Secondary Education in Teachers College
MUNROE SMITH, LL.D., J.U.D., J.D.	Professor of Roman Law and Comparative Jurisprudence
MABEL F. WEEKS, A.B.	Associate in English in Barnard College
GEORGE V. WENDELL, Ph.D.	Professor of Physics
FREDERICK J. E. WOODBRIDGE, LL.D.	Johnsonian Professor of Philosophy

*For a period of four months:*

- MAURICE A. BIGELOW, Ph.D. Professor of Biology and Director of the  
School of Practical Arts in Teachers Col-  
lege
- CHARLES T. MCFARLANE, Professor of Geography and Controller of  
D.Pd. Teachers College
- MAY B. VAN ARSDALE, B.S. Assistant Professor of Household Arts in  
Teachers College

## REPRESENTATIVES OF THE UNIVERSITY DURING 1916-1917

*At the installations of—*

- President Hopkins, Dartmouth College, Hanover, N. H.—  
Provost CARPENTER
- President Reinhardt, Mills College, Cal.—  
JOHN C. SPENCER, '82, '85 P. & S.
- President Jessup, State University of Iowa, Iowa City, Ia.—  
Professor PAUL MONROE
- President Vinson, University of Texas, Austin, Tex.—  
Professor CHARLES G. HAINES, Ph.D. '09
- President Warfield, Wilson College, Chambersburg, Pa.—  
Rev. FLOYD APPLETON, '93, Ph.D. '06

*At the anniversary celebrations of—*

- Episcopal Theological School, Cambridge, Mass.—  
CHARLES S. KNOX, '62, A.M. '65
- The Lutheran Society (Reformation Anniversary Celebration)—  
Chaplain KNOX
- Moravian Parochial School, Bethlehem, Pa. (175th)—  
Professor JONES
- Rutgers College, New Brunswick, N. J. (150th)—  
President BUTLER, Dean KEPPEL,  
Dean GILDERSLEEVE, Professor  
J. L. R. MORGAN, Professor DAVIS

*Miscellaneous—*

- Association of the Colleges of the State of New York, Albany, N. Y.—  
Dean KEPPEL, Professor JONES  
and Secretary FACKENTHAL
- Association of American Universities, Worcester, Mass.—  
Dean WOODBRIDGE and Provost CARPENTER
- Association of Urban Universities—  
Provost CARPENTER
- Association of Colleges and Preparatory Schools of the  
Middle States and Maryland, Baltimore, Md.—  
Dean KEPPEL, Dean GILDERSLEEVE and Professor JONES



Managing Committee of the American School of Oriental  
Research in Jerusalem, Haverford, Pa.—

Professor GOTTHEIL

American Institute of Architects, Minneapolis, Minn.—

Professor BORING

Association of Collegiate Schools of Architecture, Minne-  
apolis, Minn.—

Professor BORING

Convocation of the University of the State of New York, Albany, N. Y.—

Provost CARPENTER, Dean KEP-  
pel, Dean GILDERSLEEVE and Pro-  
fessors JONES and PAUL MONROE

National Collegiate Athletic Association, New York City—

Professor MEYLAN and CHARLES H. MAPES, '85

Committee on Selection of Rhodes Scholars, Albany, N. Y.—

Professor JONES

Congress of Constructive Patriotism, Washington, D. C.—

BENJAMIN B. LAWRENCE, Science  
'78, HERBERT L. SATTERLEE, '83,  
Ph.D. '85, and Professor GIDDINGS

Board of Estimate and Apportionment and Board of Alder-  
men of the City of New York—Services in Memory of  
Seth Low, LL.D.—

Deans WOODBRIDGE, KEPPEL, GIL-  
DERSLEEVE, RUSSELL, GOETZE,  
LAMBERT, Provost CARPENTER,  
Professors SLOANE, PERRY, DEAN,  
BUER, CHANDLER and CANFIELD

## APPENDIX 4

### REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1916, TO JUNE 1, 1917

*To the President of the University,*

SIR:

It gives me pleasure to submit herewith a record of the activities of this Office for the year 1916-1917.

Not until the Office is established on a better financial and more dignified basis will it be able to perform adequately and with any degree of completion those functions which are being recognized by all progressive and forward-looking educators and professional authorities as paramount to the development and growth of a well-rounded college or university. It cannot coordinate the various appointment and employment problems of the University and serve the community satisfactorily until those in authority give it the support which its record demands. Smaller and less heavily endowed institutions are taking up the work of helping students and graduates with an enthusiasm and determination which does not augur well for Columbia. It is a challenge to us all.

A sum of \$100,000 for Student Employment, and \$183,000 for Graduate Appointments for one year, the earnings reported as secured through the Office alone is no mean figure and deserves more whole-hearted consideration and recognition than has been its lot in the past. If it is longer withheld the University will suffer through its lack of supporting in this manner students worthy of aid, and graduates deserving to be permanently placed.

That the Office was not remiss in adjusting itself to the needs of the Government and the Nation is evidenced by the aid it rendered in establishing the Committee for War Service Agricultural Volunteers and in advising students for other forms of service as is indicated in Table XI. It was

instrumental in selecting a number of men for service not only with the Advance Army in France but also with the Red Cross and Y. M. C. A. With larger funds the Office could be made a very important clearing center for the Nation during the war, and a distinctive Columbia contribution during the crisis.

What has been said in previous reports about the student 'working his way through college' still holds true. To 'find oneself' in New York and to prove one's worth is often a very difficult task. Competition is keen and it takes more than energy, perseverance and ability to retain a place. No one should come to Columbia with less than \$300. Tables I to XII show the various kinds of work in which students were engaged last year and the earnings by schools and for the different groups of employment. In each case the women and men have been arranged separately. Table III—Average Earnings—perhaps supplies the best test to which total earnings can be put. Of almost equal interest are Tables IX and X.

Little need be added regarding Tables XII to XVI except that the registration increased almost fifty per cent., that is, 1,006 for the previous year and 1,461 for the past year. The number of appointments jumped from 169 to 293 and the total earnings from \$109,536 to \$183,072 (See Table XVI). Under this heading the positions for women also have been listed separately for obvious reasons.

A plan for vocational guidance and expert counsel has been worked out by the Columbia College Faculty Committee on Advice and the College Alumni Association Vocational Committee and is simply awaiting final development and execution. The idea is so embracing in scope that it should immediately win the recognition of all broad-minded men with any degree of imagination who are desirous of far-reaching results. It is to be hoped that the next report may embody definite announcement of its workings.

The need of additional clerical assistance is greater than ever and the want will probably never be supplied until the Office is endowed with a fund of at least \$100,000. This would provide for its growth and expansion and place it on an independent basis. Endowment

To the Secretary of the University, to the Dean of the College, and the other members of the Faculty who have so generously given advice, thanks are due. May the coming year open a far wider activity for the Office.

Respectfully submitted,

PAUL C. HOLTER

*Secretary*

*June 30, 1917*

## STUDENT EMPLOYMENT

TABLE I

POSITIONS FILLED DURING THE YEAR 1916-1917

	Women	Men		Women	Men
Accountant		1	Messenger		44
Addressing	11	48	Mimeographing		1
Architectural Draftsman		2	Miscellaneous	10	55
Artist's Model		10	Motor Boat Operator		4
Assayist		1	Motorcyclist		3
Athletic Coach		13	Monitor	113	351
Attendant to invalid		3	Moving Picture		4
Bank Clerk		5	Musician		6
Blood Transfusion		10	Night Clerk		1
Bookkeeper	1	11	Notary Public		5
Boys' Club		7	Office Attendant	4	1
Camp Assistant		1	Optometrist		1
Campaign Worker		6	Page		1
Canvassing	4	6	Pianist		14
Caretaker	2	6	Playground		15
Cashier	5	3	Printing		1
Cataloguing	1		Proof Reader	1	6
Chauffeur		9	Public Speaking		1
Chemist		2	Reader	7	20
Clerical	32	126	Recounting Ballots		1
Clerk		32	Research Worker		2
Collector		1	Revising Manuscript		2
Companion	20	43	Salesman		105
Conductor		7	Saleswomen	5	
Counterman		1	Secretary		2
Counting Traffic		8	Singer		1
Conversation (foreign language)		3	Social Assistant		1
Dancing Escort		5	Soda Dispenser		1
Dancing Instructor		1	Settlement Worker		1
Distributing	2	26	Skating Instructor		1
Draftsman		19	Snow Shoveling		15
Electrical Engineer		11	Soliciting	4	46
Electrical Work		1	Statistical		2
Elevator Operator		2	Stenographer	17	39
Editorial		3	Storekeeper		1
Farm Hand (see table XI)		1	Student Janitor		2
Filing		5	Supervisor		2
Guide		10	Supernumeraries		2
Gymnasium Instructor		1	Telephone Operator		7
Hotel Clerk		2	Ticket Agent		23
Instructor	2	45	Transit Work		1
Interviewer		15	Translator		14
Investigator		21	Tutor	36	258
Laboratory Assistant		1	Typewriting	13	121
Law Clerk		2	Usher		64
Lettering		3	Verger		1
Machine Shop Work		1	Violinist		3
Magazine Writer		1	Waiter	6	47
Mathematical Comp.		6	Watcher		154
			<i>Total</i>	299	2,000
			<i>Grand Total</i>		2,299

TABLE II

A comparative table of positions filled from year to year since 1908.

1908- 1909	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917
614	1010	909	1496	1885	1433	1266	2809	2299



TABLE III  
REGISTRATION AND AVERAGE EARNINGS  
MEN 1

School	Students Registered			Students Reporting			Average Earnings			
	1915-1916	Summer 1916	1916-1917	1915-1916	Summer 1916	1916-1917	Summer 1915	1915-1916	Summer 1916	1916-1917
	College	254	259	297	223	209	261	\$121.43	\$88.42	\$142.69
Law	114	80	110	99	79	98	190.21	190.86	198.03	259.47
Medicine 2	28 3	47	21	20	33	19	158.45	136.48	191.83	134.47
Applied Science	68	46	40	54	45	37	91.29	73.19	129.20	124.80
Graduate	177 4	82	98	161	42	93	138.03	232.51	251.38	309.89
Fine Arts	18 6	14	16	13	9	9	159.75	95.38	138.39	79.15
Teachers	60 6	36	40	43	18	34	97.02	147.67	116.28	301.99
Journalism	50 7	27	37	40	21	28	129.53	87.28	179.38	114.00
Business	85 8	7	17	56	6	17	58.13	105.86	215.87	252.44
Extension		33	86		19	35			88.36	285.85
Totals	854	631	762	709	481	631				

WOMEN

Graduate		28	56		17	51		\$102.96	\$106.96	\$204.77
Barnard		21	14		16	9		\$51.00	41.11	51.88
Teachers	17	17	34	9	17	28			\$9.10	102.76
Journalism		4	8		1	6			13.50	
Extension		18	36		6	30				167.63
Totals	17	88	148	9	57	124				
Grand Totals	871 9	719	910 10	718	538	755				

1 As no separate record for women was kept for 1915-1916, they are included among the men in all columns under that year in this and in the tables following.

2 Pharmacy and Optometry students included.

3 Women included—1.

4 Women included—58.

5 Women included—10.

6 Women included—18.

7 Women included—23.

8 Of this number 260 withdrew or were dropped at or before the end of the academic year, 1915-1916.

9 Of this number 203 men and 30 women withdrew or were dropped during the year.

TABLE IV

## EARNINGS DURING THE SUMMER VACATION, 1916

## MEN

SCHOOL	Through Aid of Office		Independently		Totals	
	1915	1916	1915	1916	1915	1916
	College	\$6,616.66	\$15,082.62	\$11,232.96	\$14,739.47	\$17,849.62
Law	6,068.82	8,959.17	5,344.00	6,685.00	11,412.82	15,644.17
Medicine	700.00	1,189.50	2,628.00	5,141.00	3,328.00	6,330.50
Applied Science	756.50	1,688.50	3,077.70	4,125.60	3,834.20	5,814.10
Graduate	7,146.45	5,282.87	4,171.87	5,275.00	11,318.32	10,557.87
Fine Arts	239.00	355.50	1,570.00	890.00	1,809.00	1,245.50
Teachers	893.05	513.13	1,435.48	1,880.00	2,328.53	2,093.13
Journalism	993.85	2,216.55	1,078.65	1,550.50	2,072.50	3,767.05
Business		518.83		776.40		1,295.23
Extension	110.00	1,406.10	587.50	1,686.55	697.50	3,092.65
Totals	\$23,524.33	\$37,212.77	\$31,126.16	\$42,449.52	\$54,650.49	\$79,662.29

## WOMEN

Graduate	\$907.25	\$911.05	\$516.00	\$911.05	\$663.00	\$1,818.30
Barnard	204.35	453.33		453.33		657.68
Teachers	504.47	1,010.26		1,010.26		1,514.73
Extension	702.15	263.74		263.74		965.89
Totals	\$1,477.00	\$2,638.22	\$516.00	\$2,638.38	\$663.00	\$4,936.60
Grand Totals	\$23,671.33	\$39,530.99	\$31,642.16	\$45,087.90	\$55,313.49	\$84,618.89

TABLE V  
EARNINGS DURING ACADEMIC YEAR OCTOBER 1 TO MAY 31  
MEN

SCHOOL	Through Aid of Office		Independently		Totals	
	1915-1916	1916-1917	1915-1916	1916-1917	1915-1916	1916-1917
	College	\$8,685.98	\$13,936.32	\$11,030.88	\$14,661.33	\$19,716.86
Law	10,587.08	13,810.10	8,307.97	11,617.65	18,895.05	25,427.75
Medicine	1,036.00	757.00	1,693.50	1,798.00	2,729.50	2,555.00
Applied Science	1,171.46	1,190.61	2,781.10	3,427.00	3,952.56	4,617.61
Graduate	14,068.65	12,767.30	23,305.40	16,032.41	37,434.11	28,819.71
Fine Arts	709.40	353.20	530.50	278.10	1,239.90	631.39
Teachers	2,003.30	4,389.32	4,346.39	5,878.35	6,340.69	10,267.67
Journalism	816.40	1,590.53	2,674.59	1,601.55	3,490.99	3,192.08
Business		1,706.50		2,584.00		4,291.40
Extension	2,341.80	4,133.93	3,586.38	5,870.83	5,928.18	10,004.76
Totals	\$41,420.07	\$54,634.81	\$58,316.77	\$63,770.21	\$66,736.84	\$118,405.02
WOMEN						
Graduate		\$1,987.05		\$8,456.03		\$10,443.08
Barnard	\$441.48	239.00	\$485.15	228.00	\$926.63	467.00
Teachers		1,679.29		1,197.87		2,877.16
Journalism		16.00		65.00		81.00
Extension		2,488.71		2,540.25		5,028.96
Totals	\$441.48	\$6,410.05	\$485.15	\$12,487.15	\$926.63	\$18,897.20
Grand Totals	\$41,861.55	\$61,044.86	\$58,801.92	\$76,257.36	\$100,663.47	\$137,302.22

TABLE VI  
EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE SUMMER VACATION, 1916  
MEN

School	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College	\$3,071.32	\$1,854.00	\$3,212.80	\$4,863.05	\$200.00	\$1,489.51	\$8,598.50	\$6,532.31
Law	2,721.00	1,250.00	871.67	992.00	150.00	1,497.00	5,216.50	2,976.00
Medicine	888.50	601.00	132.00	535.00		510.00	169.00	3,495.00
Applied Science	20.00	484.00	21.00	156.00	1,145.50	1,712.50	592.00	1,772.20
Graduate	1,842.60	3,518.00	415.00	352.00	300.00	975.00	2,725.27	430.00
Fine Arts	231.00		17.00		72.50	600.00	35.00	200.00
Teachers	372.00	260.00	80.00	495.00	5.00	500.00	56.13	820.00
Journalism		8.50	309.00	749.40		100.00	1,907.55	947.00
Business			391.83				127.00	27.00
Extension	170.00	624.00	4.80		40.00	475.95	1,191.30	586.00
Totals	\$9,316.42	\$8,600.40	\$5,455.10	\$8,143.05	\$1,013.00	\$7,019.06	\$20,528.25	\$17,786.11
WOMEN								
Graduate	\$56.00	\$497.70	\$533.55	\$70.85			\$317.70	\$342.50
Barnard	140.00	63.00	64.35	303.00				87.33
Teachers	54.00	869.75	255.12	20.00		\$26.53	195.35	93.98
Extension		106.10	602.15	3.64			100.00	100.00
Totals	\$250.00	\$1,500.15	\$1,455.17	\$397.49		\$26.53	\$613.05	\$623.81
Grand Totals	\$9,566.42	\$10,100.55	\$6,910.27	\$8,540.54	\$1,013.00	\$7,046.49	\$21,141.30	\$18,409.02

TABLE VII  
EARNINGS CLASSIFIED BY OCCUPATIONS FOR ACADEMIC YEAR, 1916-1917

## MEN

School	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College	\$4,452.78	\$5,374.02	\$3,004.00	\$1,486.76	\$667.05	\$995.00	\$5,812.49	\$6,804.65
Law	9,066.00	6,052.00	1,448.45	1,072.00	1,124.50	546.65	1,271.15	3,947.00
Medicine	640.00	152.00	48.00	103.00	12.00	935.00	57.00	608.00
Applied Science	205.00	939.50	171.50	144.00	618.80	515.50	195.31	1,828.00
Graduate	10,400.00	8,696.75	108.70	1,398.00	544.00	594.00	1,021.60	5,363.66
Fine Arts	174.00		38.75		117.65	265.10	22.80	13.00
Teachers	3,188.32	1,729.00	96.50	520.75	120.00	220.00	990.50	3,408.60
Journalism		290.00	364.50	177.30	101.30	10.00	1,121.73	1,115.25
Business		140.00	1,022.50	1,164.90			684.00	1,280.00
Extension *	803.10	2,389.00	566.48	1,789.50	175.52	55.25	2,594.83	1,637.08
Totals	\$20,820.20	\$25,772.17	\$6,947.38	\$7,856.21	\$3,480.82	\$4,136.50	\$14,377.41	\$20,005.24

## WOMEN

Graduate	\$997.00	\$6,379.18	\$126.50	\$370.00	\$310.15	\$197.35	\$553.40	\$1,509.50
Barnard			10.50			208.00	210.50	20.00
Teachers	590.50	567.55	353.76	313.60		10.00	735.03	366.72
Journalism						48.00	16.00	17.00
Extension	361.00	399.50	907.84	590.75	275.17		944.70	1,550.00
Totals	\$1,948.50	\$7,286.23	\$1,407.60	\$1,274.35	\$585.32	\$463.35	\$2,468.63	\$3,463.22
Grand Totals	\$31,777.70	\$33,058.40	\$8,354.98	\$9,130.56	\$4,066.14	\$4,590.04	\$16,846.04	\$29,468.46



TABLE VIII  
GRAND TOTALS FOR THE FISCAL YEAR 1916-1917 AND COMPARED WITH THOSE OF 1915-1916

	Through Aid of Office		Independently		Totals	
	1915-1916	1916-1917	1915-1916	1916-1917	1915-1916	1916-1917
Summer Vacation	\$23,671.33	\$39,530.99	\$11,612.16	\$15,087.00	\$55,313.49	\$84,618.89
Academic Year	41,861.55	61,944.86	58,801.92	76,457.36	109,663.47	137,392.22
<i>Totals</i>	\$65,532.88	\$100,575.85	\$70,414.08	\$121,345.26	\$155,076.96	\$221,021.11



TABLE X

EARNINGS CLASSIFIED ACCORDING TO AMOUNTS

*Academic Year October 1 to May 31*

## MEN

SCHOOL	Up to \$50	\$50 to \$100	\$100 to \$200	\$200 to \$300	\$300 to \$400	\$400 to \$500	\$500 to \$600	\$600 to \$700	\$700 to \$800	\$800 to \$900	\$900 to \$1000	Over \$1000 and Amount	Total
College	79	42	57	26	6	3	5						239
Law	12	17	18	13	8	4	6	3	1				82
Medicine	7	2	1	1	2	1		1					15
Applied Science	12	11	6	5	3								37
Graduate	13	13	11	11	5	5	5	4	2	2	3	{ 1 \$1080 1 \$1676 1 \$1854	77
Fine Arts	2	2	1	1									6
Teachers	5	3	7	8	1	4	1		2				31
Journalism	11	5	2	3	1	1							23
Business	3	1	1	9						1		1 \$1040	16
Extension	7	9	9	4	2		3	1			1		36
<i>Total</i>	151	105	113	81	28	18	20	9	5	4	4	4	542

## WOMEN

SCHOOL	Up to \$50	\$50 to \$100	\$100 to \$200	\$200 to \$300	\$300 to \$400	\$400 to \$500	\$500 to \$600	\$600 to \$700	\$700 to \$800	\$800 to \$900	\$900 to \$1000	Over \$1000 and Amount	Total
Graduate	11	4	8	6	2	1			1	2		1 \$1988	36
Barnard	5		1	1									7
Teachers	8	5	2	3		1							19
Journalism	4												4
Extension	9	6	8	10	2		2						37
Business		1											1
<i>Total</i>	37	16	19	20	4	2	2		1	2		1	104

TABLE XI

Number of students on Appointments Office list who are serving their country.

Agriculture	210*	National Guard	3
Ambulance Corps	18	Naval Reserve	18
Army	3	Navy	4
Aviation Corps	3	Quartermaster Service	2
Enlisted	4	Red Cross	1
Government Positions	11	To France	8
Medical Reserve Corps	1	To Russia	1
Military Drill	6	Training Camp	52
Motor Reserve Corps	1	United States Marines	1
Munition Work	6	<i>Total</i>	<i>353</i>

\* 53 on list of Appointments Office.

TABLE XII

The following table shows the earnings of the students since 1898-1899, both with and without the aid of the Office. In the years 1902-1903 to 1910-1911 all students in the University were asked to make a report of their earnings. Only those regularly registered with the Office have been asked to report since 1911.

	<i>With</i>	<i>Without</i>	<i>Total</i>
1898-1899	\$1,600.00	Unreported	\$1,600.00
1899-1900	3,000.00	Unreported	3,000.00
1900-1901	4,977.00	Unreported	4,977.00
1901-1902	5,459.68	\$10,204.50	15,664.18
1902-1903	16,574.94	41,149.63	57,724.57
1903-1904	27,452.10	46,569.07	74,021.17
1904-1905	43,032.11	49,404.09	92,436.20
1905-1906	39,660.96	64,529.43	104,190.39
1906-1907	30,645.33	80,515.95	111,161.28
1907-1908	28,766.15	67,089.85	95,856.00
1908-1909	29,245.83	65,908.89	95,154.72
1909-1910	39,054.02	127,723.47	166,777.49
1910-1911	24,861.02	50,848.43	75,709.45
1911-1912	35,419.56	59,615.97	95,035.53
1912-1913	57,192.74	63,086.56	120,279.30
1913-1914	78,982.41	62,752.70	141,735.11
1914-1915	37,253.11	65,763.63	103,016.74
1915-1916	65,532.88	90,444.08	155,976.96
1916-1917	100,575.85	121,345.26	221,921.11
<i>Total 1898-1917</i>	<i>\$669,285.69</i>	<i>\$1,066,951.51</i>	<i>\$1,736,255.20</i>

## GRADUATE APPOINTMENTS

TABLE XIII

GRADUATES LISTED FOR PERMANENT POSITIONS

(a) TEACHING		WOMEN— <i>continued</i>	
Men	345	Miscellaneous	2
Women	297	Pharmacist	2
<i>Total</i>	<i>784</i>	Psychologist	3
		Publishing	3
		Research Work	7
(b) BUSINESS AND PROFESSIONAL		Secretarial	38
Accountant	3	Social Work	3
Advertising	7	Statistician	1
Architect	6	Stenographer	48
Banking	4	Typist	1
Bookkeeping	2	<i>Total</i>	<i>146</i>
Clerical	8		
General	69	LAW	
Manager	5	Admiralty	3
Manufacturing	4	Corporation	4
Mercantile	3	General	145
Miscellaneous	14	International	2
Newspaper	14	Litigation	4
Optician	2	Miscellaneous	3
Publishing	10	Real Estate	2
Salesman	21	<i>Total</i>	<i>163</i>
Secretary	15		
Social Service	5	ENGINEERING	
Statistician	5	Chemical	19
Medical	1	Chemist	22
<i>Total</i>	<i>198</i>	Civil	55
WOMEN		Electrical	15
Architect	1	Highway	1
Art	1	Mechanical	34
Chemist	6	Mining	19
Clerical	15	Miscellaneous	3
File Clerk	2	Railroad	1
Governess	3	Telephone	1
Interior Decorator	1	<i>Total</i>	<i>170</i>
Journalism	4	<i>Grand total</i>	<i>1,461</i>
Librarian	5		



## TABLE XIV

## APPOINTMENTS

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
<i>(1) TEACHING:</i>			
*Head of Biology Department	1		
Assistant Professor of Botany	1		
Assistant Professor of Biology	1		
Assistant Professor of Botany and Plant Physiology	1		
*Substitute in Chemistry and Physics	1	1	\$1,200
*Assistant in Classics	1	1	1,200
*Assistant in Department of Economics	1	1	1,500
Assistant Professor in Economics	1		
*Instructor in English	5	5	5,500
Instructor of English in Engineering School	1	1	500
*Instructor in French	3		
*Instructor in German	1		
Instructor in German	5	3	4,750
Teacher of German (One-half year)	1	1	275
Fellow in German	1	1	500
Instructor in Geology	3	3	4,000
Assistant Professor in Geology	3	3	4,800
Assistant in Geology	1	1	600
Paleo Botanist	1	1	1,500
*Instructor in History	1	1	1,500
*Instructor in History and Economics	1		
*Instructor in International Relations (S. School)	1	1	200
*Substitute Instructor in Latin	1		
*Instructor in Modern Languages	1	1	575
Assistant in Pathology (Department of Agriculture)	1		
*Instructor in Political Science	1	1	1,800
*Assistant Professor in Politics	1		
Expert in Plant Pathology	1		
Instructor in Physics	2	1	1,140
Professor of Physical Education	1	1	3,500
Instructor in Psychology	3		
Fellow in Psychology	2		
Lecturer in Psychology and Education	1		
Instructor in Zoology	2	2	2,200
Assistant in Zoology	1		
<i>Total</i>	<i>54</i>	<i>30</i>	<i>\$37,240</i>

\* These were secured directly by office, all others through departments.

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
<b>(2) WOMEN—TEACHING:</b>			
Assistant in Botany	1		
Instructor in Economics	2		
*Instructor in English	2	1	\$1,200
Instructor in Freshman and Sophomore English	1	1	1,000
*Instructor in French	3	1	900
Instructor in Geology	1	1	600
Instructor in Physics	1		
Assistant in Psychology	1		
High School Teacher	1		
<i>Total</i>	<i>13</i>	<i>4</i>	<i>\$3,700</i>
<b>(3) MEN—BUSINESS AND PROFESSIONAL:</b>			
*Architectural Draftsman	1	1	\$912
*Assistant	2	1	1,104
*Assistant Purchasing Agent	1	1	720
Assistant Organist	1	1	700
Assistant Superintendent	1	1	864
Assistant Editor House Organ	1	1	2,400
*Bank Clerk	3	2	1,480
*Bond Salesman	1		
Censor Work	3	3	4,944
*Chief Clerk	1	1	1,000
*Clerical Assistant	2	1	720
*Clerk	7	7	5,472
Campaign Worker	1	1	2,400
Copy Reader	1	1	1,200
*Correspondent	4	1	720
Editor	1	1	2,400
*Executive and Editorial	3	3	3,300
*German Translators	5	5	7,200
*Export and Import Department	1	1	720
*Statistical Department	1	1	780
*Investigator	1	1	900
Librarian	1	1	160
*Publishing	1	1	720
Pharmacists	5	5	5,800
Publicity	2	2	2,400
Recorder	1	1	840
*Registrar	1	1	800
*Reporter	1	1	720
Research Assistant	1	1	1,200
Research Work	2	2	1,800
*Salesman	4	1	1,200
*Salesman	3	1	1,200
*Social Worker	2	1	1,000
*Stock Clerk	1		
*Telegraph Editor	2	2	1,820
<i>Total</i>	<i>69</i>	<i>55</i>	<i>\$59,596</i>

\* With aid of office.

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
<b>(4) WOMEN—BUSINESS AND PROFESSIONAL:</b>			
*Bookkeeper	1	1	\$864
*Clerical Assistant	2	2	1,200
*Correspondence Clerk	1	1	720
*Assistant Stenographer and Telephone Operator	1	1	672
Research Psychology Assistant	1		
*Mail Reader	1	1	720
Reporter	2	2	1,728
Secretary	18	18	15,552
*Secretary	2	2	1,420
*Statistician	1	1	916
Stenographer	4	4	3,140
*Stenographer	12	11	7,892
<i>Total</i>	46	44	\$34,824
<b>(5) *LAW CLERKS</b>			
	18	6	\$3,178
<b>(6) ENGINEERING:</b>			
Assistant Sanitary Engineer	5	5	\$6,000
Bacteriologist	1	1	1,200
Chemical Engineer	21	12	11,530
*Assistant in Chemical Laboratory	1	1	720
Chemist	5	4	3,920
*Civil Engineer	6	4	4,116
*Electrical Engineer	2	1	2,016
*Geologist	1	1	1,500
*Mechanical Engineer	6	6	8,852
Inspector Electro-Metallurgical Work	1		
Mining Engineer	8	1	1,800
*Mining Engineer	1	1	900
Research Chemist	2		
Research in Hydrometallurgical Work	1		
Research Metallurgist	1		
Research Physicist	1	1	1,980
<i>Total</i>	63	38	\$44,534
<i>Grand total</i>	263	177	\$183,072

\* Secured directly through office, others through departments.

TABLE XV

A comparison of the number of permanent appointments secured from year to year.

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported	Average
1912-1913	47	20	\$18,452	\$923
1913-1914	55	26	26,155	1,006
1914-1915	169	82	85,550	1,043
1915-1916	293	112	109,536	970
1916-1917	263	177	183,072	1,034
<i>Total</i>	<i>827</i>	<i>417</i>	<i>\$422,765</i>	<i>\$1,014</i>

## APPENDIX 5

### REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University*

SIR:

The Board of Student Representatives has the honor to present the following report for the academic year 1916-1917.

In the history of extra-curricular activities at Columbia University there never has been a year when student self-government met with more diversified problems or more serious duties. The crisis arising out of the breach of diplomatic relations between the United States and the German Empire, and the subsequent declaration of war, diverted the normal course of student thought and activities from University to national channels. Athletics, debating, dramatics, publications—all of these gave way to serious thought and earnest discussion of the international situation and the active participation in the various branches of national service which were opened to college men after the outbreak of the war.

In reciting in considerable detail in this report the history of student government and undergraduate activities for the whole year the Board is not unaware of the fact that the importance of its activities during the last few months completely overshadow those of the Fall and the early part of the Winter. But it feels strongly that, in so far as the latter tended to the development of a sense of social responsibility, as well as to the development of individual character, all of these earlier student interests were preparation and experience for the solution of the later and more unusual problems.

The interclass rushes were held during the early weeks of the Fall Term, under the supervision of the Board and a committee of upperclassmen. The Freshmen won the Tug-of-war and the

Flag-Rush. The Tie-Rush was abandoned because, after two years of trial, it was found unsatisfactory and undesirable. A nominal admission was charged to the rushes, and the funds thus secured were used largely to defray the expenses of the Student Board.

The Board cooperated with the Columbia University Christian Association in the annual reception to members of the Freshman class, held during the first week of October.

The election of officers of the Freshman class was held shortly after the Thanksgiving holidays. Shortly before the balloting took place, the Board was compelled to disqualify one of the candidates for a violation of the rule which prohibited electioneering.

The mid-year election for members of the 1918 Board of Student Representatives resulted in favor of Robert R. O'Loughlin and Joseph H. Brown. The annual election for the remaining six members was held in April, and the following members of the Junior Class were elected: J. M. Bijur, A. L. Huelsenbeck, D. W. Leys, I. T. Rosen, H. W. Vollmer, and L. W. Zychlinski.

Balloting for class officers was conducted in conjunction with the April election for members of the Board of Student Representatives. This was a departure from the former system of choosing officers at a class meeting. The results of the experiment were highly satisfactory.

On the suggestion of Coach Metcalf, the Board enacted eligibility rules for interclass football.

The Board granted permission for a Sophomore Show, but only after the members of the managing committee had given written guarantees that no possible deficit would be liquidated by funds in the class treasury. The Show was produced successfully in the Brinckerhoff Theatre.

The rule prohibiting class fighting at the annual banquets of the lower classes was re-enacted and rigorously enforced.

One of the most important pieces of legislation was that by which the Board, in February, suspended indefinitely the rule prohibiting electioneering at all student elections. The Board



made it clear at the time that it hoped electioneering would be frowned upon by undergraduate opinion; but the rule itself was objectionable because it was enforceable only by autocratic methods and because it was looked upon with considerable suspicion and disfavor by a large number of students.

A committee of the Board, in cooperation with the University Committee on Student Organizations, revised the constitution of the Board of Student Representatives to conform to the changes in the organizations of the University since the original constitution was adopted. The Committee reported in favor of the following amendments:

1. The number of the members of the Board should be reduced from nine to seven.
2. Membership in the Board should be limited to male undergraduate students of junior academic standing.
3. Only male undergraduate students should be permitted to vote in elections for members of the Board.

The revised Constitution was submitted to the student body at the regular spring elections and was ratified by a large majority.

The Board appointed Mr. Ray Perkins to make a selection of Columbia songs, with the purpose of providing the undergraduates and the alumni with an authoritative collection of twenty-four of the most popular Columbia songs in a form more convenient than the official Song Book and more complete than the Blue Book. In cooperation with the Alumni Federation the Board published 5,000 copies of the vest-pocket song booklet prepared by Mr. Perkins.

• Activities of  
Special Interest

The Interclass Regatta, held on the Hudson in the Fall, was a great success. Some 500 undergraduates attended, viewing the races from two tugs very generously donated for the occasion by Mr. Frederick Coykendall, President of the Alumni Federation. The Student Band furnished music. The Board provided refreshments.

On November 23, a huge undergraduate smoker was held in the Commons. Over 1,000 undergraduates attended. The Glee Club gave a concert; there were cheers and songs for

the football team, which was to play New York University the following Saturday; several student leaders made speeches; and after the smoker over 500 men paid a midnight visit to the New York University campus. This was the largest undergraduate gathering ever held on Morningside Heights, exceeding by about 300 men the number at the great mass meeting for football, held in 1915.

In conjunction with the Alumni Committee the Board arranged the program for Alumni Day, February 12. For the first time, the Cane Sprees were held at this time of the year, and with the alumni as spectators.

Under the direction and supervision of the Board, a large number of Columbia men, including the battalion, took part in the parade conducted by the Mayor's Committee on National Defense to commemorate the anniversary of the Battle of Lexington.

The Chairman of the Board addressed the student body of Hunter College at the annual installation of the Hunter College Student Council. His topic was, 'The War-Time Opportunities and Responsibilities of Student Government'.

The Board organized and supervised the undergraduate participation in the special University convocation at which honorary degrees were conferred upon Marshal Joffre, M. Viviani, the Rt. Hon. A. J. Balfour, and the Rt. Hon. Baron Cunliffe of Headley.

A Student Committee on Mobilization was appointed by the Board and accepted by the President of the University. The Committee was subdivided into a Committee on Military Affairs and a Committee on Non-Military Mobilization. The Committee on Military Affairs held a mass meeting in the Gymnasium; recruited and secured drillmasters for the undergraduate battalion; supplied information regarding the Plattsburg training camps for officers; and was of material assistance in securing a satisfactory enrollment for the summer military course at Camp Columbia.

The Committee on Non-Military Mobilization conducted a bureau which secured positions on farms for more than 200 Columbia men; organized a hospital unit which bears the name

of Columbia University, and which has been accepted by the United States Government; and aided the University General Staff in securing more general and more effective student cooperation.

The Board recommended to the Committee on Instruction of Columbia College that men going into non-military national service before the end of the regular spring term should be given proper academic credit along the same lines, and on an equality with men taking up military or naval service. The Board had particularly in mind the necessity of augmenting the supply of agricultural workers but felt that the principle also should apply to men entering any other field of useful non-military service. With the spirit of cooperation with which it has acted on all matters of student government, the Committee accepted the suggestion of the Board in its entirety.

Article IX of the Constitution of the Board of Student Representatives reads as follows:

Student Discipline	The Board shall have authority and it shall be its duty, to take into consideration, on its own motion, or upon charges preferred, the conduct of any student or body of students which may seem detrimental to the interest or the good name of the University; and having conducted an investigation, shall itself take or, where necessary, recommend to the appropriate authorities, such action as it deems just and reasonable, to the end that such detrimental conduct shall be properly reprehended and any repetition of it prevented.
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Until the past year the Board has felt called upon only seldom to exercise the power hereby conferred upon it, but during the spring of 1917 the best interests of student self-government demanded that several members of the undergraduate body be severely disciplined.

The first case on which the Board took action was that of Morris Ryskind, of the School of Journalism, and editor of *Jester*. The February issue of *Jester* contained an ungentlemanly editorial and a scurrilous poem, which were so thoroughly out of harmony with the purpose and spirit of the publication as to lead Mr. Ryskind's co-editors to request his resignation. Acting independently of the Board of Editors, the Board of Student Representatives removed Mr. Ryskind as editor of *Jester* and authorized the remaining members of

the editorial staff to choose his successor. Later the Board made the following recommendation to the Director and the Administrative Board of the School of Journalism:

Because of the ungentlemanly character of an editorial and the scurrilous nature of a poem which appeared in the February number of *Jester* the Board of Student Representatives, by virtue of the power conferred upon it by its constitution, removed Mr. Morris Ryskind as editor of that publication and authorized the remaining members of the board of editors to choose his successor. Mr. Ryskind's professional training must have convinced him that the contents of *Jester* was libelous and that his conduct warranted far more drastic action than mere removal from his position. In spite of this, however, Mr. Ryskind not only showed no disposition to recant, but resorted to further breaches of gentlemanly conduct by attacking the Board and its members.

In view of all these facts the Board of Student Representatives recommends to the Director and Administrative Board of the School of Journalism that Mr. Morris Ryskind be summarily expelled from Columbia University. This recommendation was adopted by unanimous vote at a meeting of March 27th. The Board feels that such action on the part of the faculty of the School of Journalism would be in the best interests of student self-government and university discipline.

The Board then took under consideration the case of C. G. Papazian, of Columbia College, author of the objectionable poem appearing in the February number of *Jester*. After an investigation, the Board authorized the Chairman to send the following communication to the Committee on Instruction of Columbia College.

The Board of Student Representatives has taken under consideration the case of Mr. C. G. Papazian, author of a poem, 'The Servant in the House', published in a recent issue of *Jester*. The Board feels that conduct such as Mr. Papazian's under no circumstances should be permitted to pass unnoticed. However, in view of the fact that he has submitted a written apology, action less drastic than under other circumstances should be taken. I am instructed, therefore, to recommend that the Committee on Instruction severely reprimand Mr. Papazian for his breach of gentlemanly conduct and academic discipline.

At a mass meeting held in the Gymnasium to discuss and provide for military training at the University, several students forcibly ejected Mr. James W. Danahy, of the School of Journalism. The investigation conducted by the Board showed that Mr. Danahy had behaved in a gentlemanly manner and had committed no act which in any way would either

explain or justify the treatment he received. The only apparent reason for his ejection from the meeting was that he was known to be opposed to the purpose for which the meeting was called. The Board was unable to fix the responsibility for the disorder which occurred at the meeting; however, justice to Mr. Danahy and to the whole student body demanded a complete disavowal of the occurrence. The Board therefore issued the following statement to the *Spectator*.

The Board of Student Representatives feels that the great majority of the men interested in the cause of military training at Columbia have no sympathy with any action which would seem to imply intolerance of the views of others. The whole spirit of the University's plan of mobilization has been eminently respectful of the conscientious opinions of the individual members of the University, and it is not the desire of the undergraduate body to depart from that spirit in any way. Therefore, the Board, by motion of a meeting of March 27, desires, on behalf of the student body, to express dissatisfaction and regret for the violent ejection of Mr. J. W. Danahy at the mass meeting held in the University gymnasium on March 8.

It is not probable that the incoming Board of Student Representatives will be called upon to sit in judgment on cases arising out of the discussion of preparedness and the war and international policies. The time for free discussion appears to have passed. The problems of the new Board will be different. The great war has given, or should give, us the critical attitude toward all existing institutions. It should lead the new leaders of student activities to examine those activities with a view to determining their relative usefulness. In so far as an activity develops character, initiative, resourcefulness, physical efficiency, or any similar attributes, it should be retained at all costs and should be carried on with greater determination and enthusiasm than ever. In a time of great expenditure of the wealth and youth of this nation every effort should be made to conserve and develop the wealth and the youth which remain. This is the opportunity, the responsibility, the duty of student government, during the national emergency.

It is the opinion of the 1917 Board of Student Representatives that student activities have made a record during the

Conclusion and  
Recommendations



first few months of the war which more than justifies their existence. It is our hope that the incoming Board will do all in its power to keep these activities going. We are not unmindful of the fact that in contests with other colleges we may meet discouragement and defeat. But keeping in mind the goal for which we are striving—the highest usefulness of Columbia and of every Columbia man in the coming trying times—defeat will be victory.

EDWARD M. EARLE  
*Chairman*

*June 30, 1917*



## REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

As Registrar of the University, I have the honor to present the following report for the academic year 1916-1917:

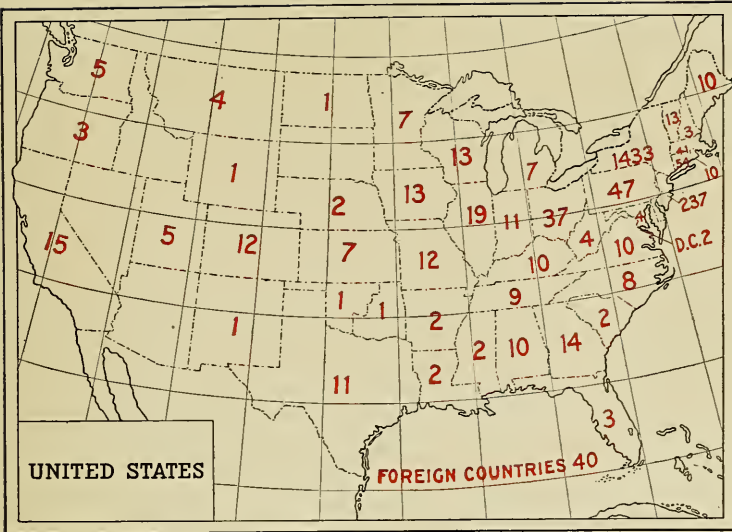
The tables that summarize the records of the year correspond in general to those of the last previous report. The statistics of Extension Teaching appear in an additional section, and the report of the Summer Session of 1917 immediately follows. It has seemed well this year to report as an appendix the action which was taken last Spring by the authorities of the several schools and colleges of the University relative to the granting of academic credit in the case of students withdrawing to enter national service.

The total enrollment for 1916-1917, excluding students in Extension Teaching and all duplicates, was 14,899, a net increase of 2,132 or about 19.3 per cent. over that Enrollment of 1915-1916. In the Summer Session of 1916 the gain was 2,062 as compared with 371 in 1915. In the University corporation exclusive of the Summer Session the enrollment was 4,524 as against 4,394 in 1916. Including the Summer Session and making allowance for duplicates, the enrollment of the corporation increased from 9,606 to 11,768. Adding to this the net enrollment in Extension Teaching, 5,368, we have for the University corporation the grand total of 17,136. If to the grand net total of 14,899 given for the whole University under Table I be added, with proper allowance for duplicates, those who took work at the University in Extension Teaching classes, the total number of persons in classes at the University will be found to be 19,462. The corresponding total last year was 18,273; in 1914-1915, 16,172. In addition to the 19,462 who studied at the University, there were 805 students enrolled in the extramural courses of Extension Teaching.

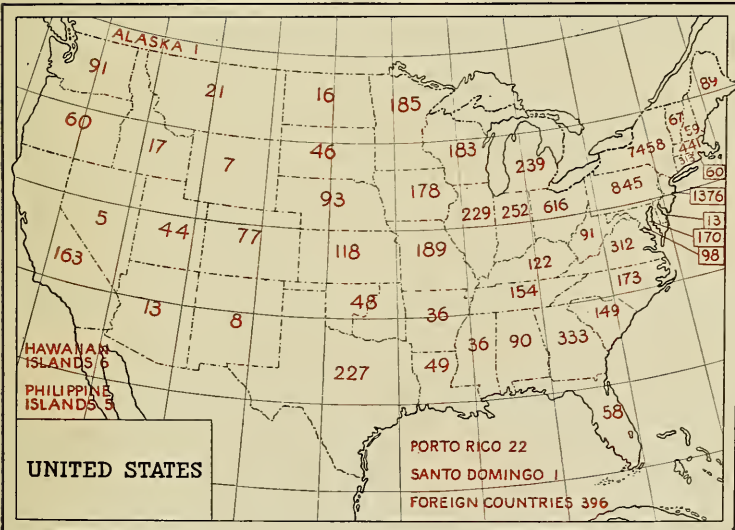
This makes a grand total of 20,267 different individuals who received instruction from the University from July 1, 1916, to June 30, 1917. This does not include 2,285 registrations in brief, special classes which bestow no general University privileges and carry no academic credit. The actual number of registration units, duplicates not having been deducted, was 23,020. Making proper deduction for non-matriculated students, for duplicate matriculated students in the Summer Session and for students in Extension Teaching, there were 8,655 candidates for degrees and diplomas in residence during the year.

The registration under the several faculties is classified in Table I. In Table II will be found a summary of the registration by faculties since 1906-1907; and in Table III a survey of the rate of increase and decrease by years and by periods. Tables II and III must be examined in the light of circumstances bearing upon registration, such as increase of tuition charges and the requirements for admission.

1897-1898



1916-1917



**GEOGRAPHICAL DISTRIBUTION OF STUDENTS**

(1916-1917 is inclusive of 1916 Summer Session, but not of Extension Teaching)

COLUMBIA UNIVERSITY  
 Total Enrollment including Summer Session  
 1866-1917

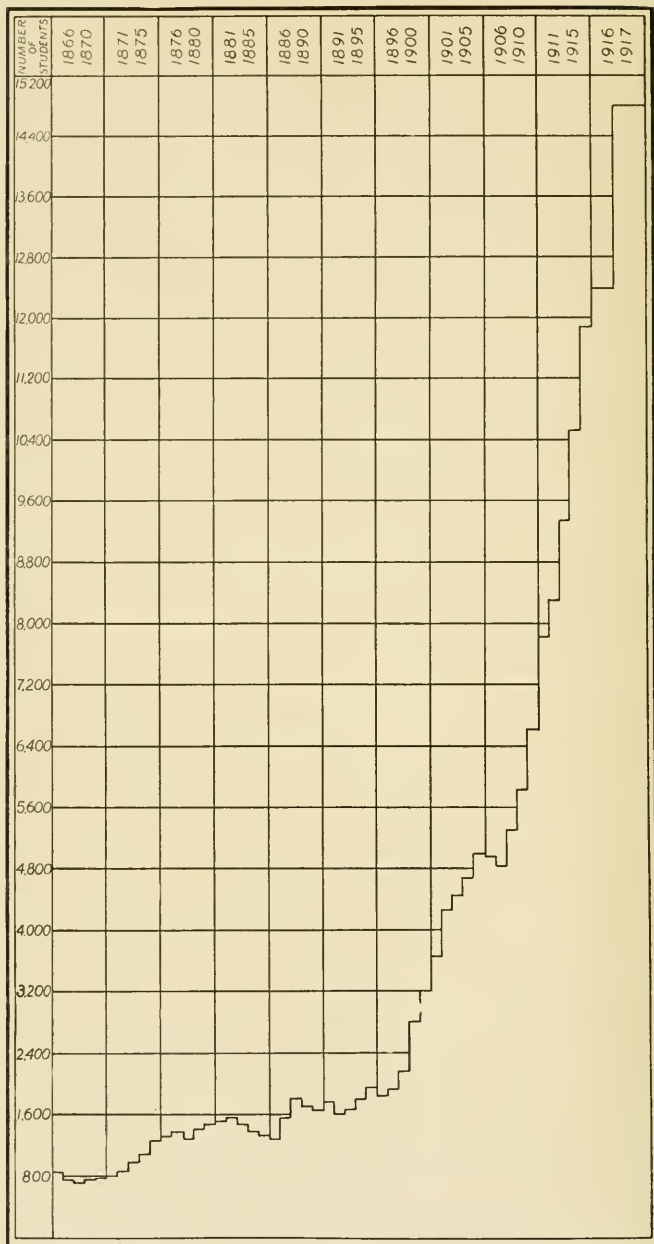


TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1916-1917

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1916-17
Columbia College <sup>1</sup>	457	346	281	284	85		1453
Barnard College	194	177	143	144	76		734
<i>Total undergraduates</i>	651	523	424	428	161		2187
Faculty of Political Science } Faculty of Philosophy } Faculty of Pure Science }						472 605 281	
<i>Total non-professional graduate students</i> <sup>2</sup>						1358	1358
Faculty of Applied Science	29	23		162	33	29	276
Faculty of Law <sup>3</sup>	147	115	166		41	5	474
Faculty of Medicine <sup>3</sup>	117	95	118	96	25		451
School of Journalism <sup>3</sup>	38	42	30	31	14		155
Faculty of Pharmacy	207	201	18	2			428
Teachers College <sup>4</sup> { School of Education } School of Practical Arts }	191	161	351	220	244	840	1277 1167
School of Architecture <sup>3</sup>	88					2	90
School of Business <sup>3</sup>	26				35		61
<i>Total professional students</i>							4379
Unclassified University students					206		206
Deduct double registration <sup>5</sup>							36
<i>Net total</i>							8094
Summer Session, 1916							8023
<i>Grand total</i>							16117
Deduct double registration <sup>6</sup>							1218
<i>Grand net total</i>							14899
Extension Teaching							
Regular classes (net) <sup>7</sup>							5368
Special classes (see B, page 310)							2285

<sup>1</sup> The registration by years in Columbia College is according to the technical classification, deficient students being required to register with a class lower than that to which they would normally belong.

<sup>2</sup> The total 1,358 does not include 9 college graduates: in Law (8), Medicine (1), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 716 candidates for higher degrees enrolled in the Summer Session only.

<sup>3</sup> Exclusive of College students who registered also under the professional faculties (in the exercise of a professional option), as follows: 53 Seniors in the School of Law; 22 Juniors and 44 Seniors in the School of Medicine; 3 Seniors and 1 Junior in the School of Architecture; 3 Seniors in the School of Journalism; 2 Juniors and 8 Seniors in the School of Business.

<sup>4</sup> Does not include 785 candidates for a higher degree enrolled in the Summer Session only.

<sup>5</sup> Represents students who, during the course of the year, transferred from one school or college to another.

<sup>6</sup> Summer Session students who returned for work at the University.

<sup>7</sup> Attendance at the University (excluding 1,216 matriculated students and 283 students also registered in the Summer Session) 4,563; attending away from the University, 805.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1906-1907 TO 1916-1917

FACULTIES	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917
Columbia College	638	650	667	692	802	820	877	941	1116	1256	1453
Barnard College	419	453	498	535	547	640	618	666	730	694	734
<i>Total undergraduates</i>	<i>1057</i>	<i>1103</i>	<i>1165</i>	<i>1227</i>	<i>1349</i>	<i>1400</i>	<i>1495</i>	<i>1607</i>	<i>1846</i>	<i>1950</i>	<i>2187</i>
Faculties of Political Science, Philosophy, Pure Science <sup>1</sup>	877	977	1015	1138	1367	1433	1570	1727	2074	1516	1358
<i>Total non-professional graduate students<sup>1</sup></i>	<i>877</i>	<i>977</i>	<i>1015</i>	<i>1138</i>	<i>1367</i>	<i>1433</i>	<i>1570</i>	<i>1727</i>	<i>2074</i>	<i>1516</i>	<i>1358</i>
Faculty of Applied Science	537	618	697	686	724	671	669	675	481	375	276
Faculty of Law	264	249	330	324	376	417	478	467	453	485	474
Faculty of Medicine	381	314	330	346	329	351	344	344	374	376	451
Journalism							76	115	143	144	155
Faculty of Pharmacy	247	224	267	313	275	287	414	448	495	510	428
Teachers College											
Education <sup>2</sup>	743	806	992	1123	1571	1623	1422	1475	950	1157	1277
Practical Arts							262	335	1057	1065	1167
Fine Arts {Architecture	106	125	130	142	158	135	141	151	112	95	90
{Music <sup>3</sup>	31	31	28	23	24	20	16	19			
School of Business											61
<i>Total professional students</i>	<i>2309</i>	<i>2457</i>	<i>2774</i>	<i>2957</i>	<i>3457</i>	<i>3504</i>	<i>3822</i>	<i>4029</i>	<i>4065</i>	<i>4207</i>	<i>4379</i>
Unclassified University Students										161	206
Deduct double registration <sup>4</sup>	154	195	204	205	280	324	362	429	651	160	36
<i>Net total</i>	<i>4089</i>	<i>4342</i>	<i>4750</i>	<i>5117</i>	<i>5893</i>	<i>6073</i>	<i>6525</i>	<i>6934</i>	<i>7334</i>	<i>7674</i>	<i>8094</i>
Summer Session	1041	1395	1532	1971	2632	2973	3602	4539	5590	5961	8023
<i>Grand net total<sup>5</sup></i>	<i>4852</i>	<i>5373</i>	<i>5887</i>	<i>6602</i>	<i>7858</i>	<i>8303</i>	<i>9379</i>	<i>10400</i>	<i>11876</i>	<i>12482</i>	<i>14899</i>
Students in Extension Teaching	2719	3267	3013	2583	1008	1280	1828	2813	3305	4252	5368

<sup>1</sup> In 1915-1916 candidates for the degree of Master of Arts whose subject of major interest was Education (654) were, for the first time, included only under the Faculty of Education. In 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

<sup>2</sup> Including, prior to 1912-1913, those here classified under the School of Practical Arts.

<sup>3</sup> In 1914 the School of Music was discontinued.

<sup>4</sup> Students in Teachers College enrolled in the non-professional graduate faculties as candidates for the higher degrees and students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

<sup>5</sup> Excluding Summer Session students who returned for work in the succeeding fall. The Summer Session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1916. A detailed report of the Summer Session of 1917 is appended.



TABLE III

PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1906-1907 to 1916-1917, BY YEARS,  
BY FIVE-YEAR PERIODS AND FOR THE TEN YEARS)

The minus sign indicates a decrease. Elsewhere an increase is to be understood.

FACULTIES	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1906-1907	1911-1912	1916-1917	1906-1917
Columbia College	1.88	2.61	3.74	15.00	2.24	6.95	7.29	18.59	12.54	15.68	127.74	77.19	127.74	
Harvard College	8.11	9.93	7.43	2.24	17.00	3.44	7.76	9.60	6.34	6.34	62.74	14.68	62.74	
Total undergraduates	4.35	5.62	5.32	9.04	8.23	2.40	7.49	14.87	5.63	12.15	106.01	49.79	106.01	
Philosophy } Political Science } Pure Science } Non-professional graduate students	11.40	3.88	12.11	20.12	4.83	9.56	10.00	20.09	*19.14	*10.42	54.84	-5.23	54.84	
Applied Science	11.40	3.88	12.11	20.12	4.83	9.56	10.00	20.09	-19.14	-10.42	54.84	-5.23	54.84	
Law	15.08	12.78	-1.58	5.54	-7.29	-0.29	0.89	-28.74	-22.03	-26.40	-48.60	-58.87	-48.60	
Medicine	-5.68	32.12	-1.82	16.05	10.09	14.62	-2.39	-2.09	7.06	-2.27	79.55	13.66	79.55	
Journalism	-17.58	5.09	4.85	-4.91	6.68	-2.20	0.00	8.72	0.61	19.94	18.37	28.19	18.37	
Pharmacy							51.45	24.34	0.69	7.64		89.47		
Education	-9.31	19.19	17.23	-12.14	4.36	44.25	8.21	10.49	3.03	-16.08	16.19	49.12	73.28	
Practical Arts } Fine Arts } Music }	20.59	10.71	13.21	39.89	3.31	3.76	7.48	10.88	16.81	0.99	228.94	59.58	228.94	
	17.92	4.00	9.23	11.27	-14.50	4.44	7.09	-25.82	-17.85	-5.26	-15.09	-33.33	-15.09	
	0.00	-9.67	-1.78	4.35	-16.67	-20.00	18.75			New				
Total professional students	6.45	12.90	6.59	16.91	1.36	8.93	5.41	0.89	3.41	4.08	89.65	24.67	89.65	
Net total	6.18	9.39	7.73	15.17	3.05	7.44	6.26	5.76	4.59	5.48	97.94	33.27	97.94	
Summer Session	33.72	9.82	28.46	33.54	12.96	21.12	26.01	23.15	6.63	34.59	670.70	169.86	670.70	
Grand net total	10.73	9.56	20.35	19.02	6.43	12.16	11.52	13.53	5.07	17.08	207.07	75.76	207.07	
Students in Extension courses	20.15	-7.77	-14.27	10.18	10.65	42.81	19.99	18.86	28.65	26.24	97.42	310.94	97.42	

\* In 1915-1916 candidates for the degree of Master of Arts, whose subject of major interest was Education (654) were, for the first time, counted only under the Faculty of Education; in 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

The proportion of men and women for the past eight years, exclusive of the Summer Session and Extension Teaching, is as follows:

	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917
Men	3,297	3,662	3,763	4,072	4,277	4,466	4,524	4,682
Women	1,820	2,231	2,310	2,453	2,657	2,868	3,150	3,412
Total	5,117	5,893	6,073	6,525	6,934	7,334	7,674	8,094

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1916 AND THE ACADEMIC YEAR 1916-1917

*A. Students of the Summer Session Who Returned in the Winter or Spring Sessions of 1916-1917*

SCHOOL OR FACULTY TO WHICH THEY RETURNED	Men	Women	Total
Architecture	19	1	20
Barnard College		75	75
School of Business	2		2
Columbia College	340		340
Graduate Faculties (Political Science, Philosophy and Pure Science)	140	95	235 <sup>1</sup>
Journalism	23	1	24
Law	63		63
College of Physicians and Surgeons	53		53
Schools of Mines, Engineering and Chemistry	50		50
Teachers College { Education and School of Practical Arts	119	239	358 <sup>2</sup>
Extension Teaching	131	152	283
<i>Totals</i>	940	563	1503

*B. Matriculated Graduate Students of the Summer Session of 1916 Who Did or Did Not Return in the Spring or Winter Sessions of 1916-1917*

FACULTIES	Returned	Did Not Return	Total
Political Science, Philosophy and Pure Science	218	716	934
Education and Practical Arts	109	785	894
<i>Totals</i>	327	1501	1828

<sup>1</sup> Of this number 17 (11 men and 6 women) were not graduate students in the Summer Session.

<sup>2</sup> Of this number 249 (54 men and 195 women) were not graduate students in the Summer Session.

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES,  
ENGINEERING AND CHEMISTRY

DEPARTMENTS	New Course	Old Course		Non-candidates	Post-Graduate	Total 1916-1917	Total 1915-1916
	First Year	Second Year	Fourth Year				
Chemical Engineering	16	5	37	3	2	63	67
Chemistry			3	5	1	9	4
Civil Engineering	3	3	42	1		49 <sup>1</sup>	75
Electrical Engineering	6	2	31	3	5	47	71
Highway Engineering				1	5	6	23
Mechanical Engineering	4	5	26	5	12	52	63
Metallurgy	2		3	10	4	19	17
Mining Engineering	6	8	20	5		39	55
<i>Total</i>	<i>37<sup>2</sup></i>	<i>23</i>	<i>162</i>	<i>33</i>	<i>29</i>	<i>284<sup>2</sup></i>	<i>375</i>

<sup>1</sup> Including 6 students taking the option in Sanitary Engineering.

<sup>2</sup> The totals 37 and 284 include 8 College Seniors exercising professional option in Applied Science, as follows: 4 Chemical Engineers, 2 Mechanical Engineers, 2 Mining Engineers.

TABLE VI

## CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Totals		
				1916-1917	1915-1916	1914-1915
Union Theological Seminary		82		82	92	99
General Theological Seminary		18		18	22	35
Drew Theological Seminary		13		13	9	13
Jewish Theological Seminary		12		12	12	16
New Brunswick Theological Seminary					2	1
<i>Total</i>		<i>125</i>		<i>125</i>	<i>137</i>	<i>164</i>

TABLE VII

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS,  
 MASTER OF LAWS, MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY

*A. By Primary Registration*

	1916-1917	1915-1916
Political Science, Philosophy, and Pure Science	1103	1116
Law	14	32
Medicine	1	5
Applied Science	29	47
Architecture	2	
Business	5	
Education and Practical Arts	840	654
Theological Seminaries	125	137
Philanthropy	23	28
Botanical Garden	1	5
Officers	97	97
Summer Session	1501	1026
<i>Total</i>	<i>3741</i>	<i>3147</i>

*B. By Faculties, including the Summer Session*

	1916-1917	1915-1916
Political Science, Philosophy, and Pure Science	2074	1918
Applied Science	29	47
Architecture	2	
Education and Practical Arts	1625	1182
Business	5	
Law	6	
<i>Total</i>	<i>3741</i>	<i>3147</i>

*C. By Faculties, omitting students registered primarily in the professional  
 faculties of Law and Medicine, but including Summer Session*

	1916-1917	1915-1916
Political Science, Philosophy, and Pure Science	2065	1881
Applied Science	29	47
Architecture	2	
Education and Practical Arts	1625	1182
Business	5	
<i>Total</i>	<i>3726</i>	<i>3110</i>

*D. By Faculties, omitting Summer Session and students registered primarily  
 in the professional faculties of Law and Medicine*

	1916-1917	1915-1916
Political Science, Philosophy, and Pure Science	1349	1383
Applied Science	29	47
Architecture	2	
Education and Practical Arts	840	654
Business	5	
<i>Total</i>	<i>2225</i>	<i>2084</i>

TABLE VIII

SUBJECTS OF MAJOR INTEREST OF STUDENTS REGISTERED FOR THE HIGHER DEGREES

SUBJECTS	Political Science, Philosophy and Pure Science	Applied Science	Architecture	Business	Education and Practical Arts	Total
Agriculture	2					2
Anthropology	7					7
Architecture			2			2
Astronomy	1					1
Bacteriology	13					13
Biological Chemistry	15					15
Botany	24					24
Business				5		5
Chemistry	85	1				86
Chinese	1					1
Comparative Literature	16					16
Constitutional Law	1					1
Chemical Engineering	5	2				7
Economics	96					96
Education and Practical Arts					840	840
Electrical Engineering		5				5
English	225					225
Fine Arts	1					1
Geology	15					15
German	62					62
Greek (incl. Gk. Arch.)	8					8
Highway Engineering		5				5
History	158					158
Indo-Iranian	3					3
International Law	12					12
Latin	42					42
Mathematical Physics	4					4
Mathematics	61					61
Mechanical Engineering		12				12
Metallurgy		4				4
Music	2					2
Neurology	1					1
Pathology	3					3
Philosophy (incl. Ethics)	98					98
Physics	8					8
Physiology	6					6
Political Economy	6					6
Politics	41					41
Psychology	52					52
Public Law	11					11
Roman Law and Comparative Jurisprudence	7					7
Romance Languages (incl. Celtic)	74					74
Semitic Languages	18					18
Slavonic Languages	4					4
Social Economy	61					61
Sociology and Statistics	81					81
Zoology	35					35
<i>Total</i>	<i>1365</i>	<i>29</i>	<i>2</i>	<i>5</i>	<i>840</i>	<i>2241</i>

TABLE IX

## A. SUMMARY BY DIVISIONS

DIVISIONS	Political Science, Philosophy and Pure Science	Applied Science	Architecture	Business	Education and Practical Arts	Total
Ancient and Oriental Languages	72					72
Biology	96					96
Business				5		5
Chemistry	85	1				86
Education and Practical Arts					840	840
Engineering	5	24				29
Fine Arts—Architecture	1		2			3
Geology and Mineralogy	15					15
History, Economics, and Public Law	476					476
Mathematics and Physical Science	74					74
Mining and Metallurgy		4				4
Modern Languages and Literatures	381					381
Music	2					2
Philosophy, Psychology, and Anthropology	158					158
<i>Total</i>	<i>1365</i>	<i>29</i>	<i>2</i>	<i>5</i>	<i>840</i>	<i>2241</i>

## B. SUMMARY BY FACULTIES

FACULTIES	Number of Students
Political Science, Philosophy, and Pure Science	1365
Applied Science	29
Architecture	2
Business	5
Education and Practical Arts	840
<i>Total</i>	<i>2241</i>



TABLE X

RESIDENCE OF STUDENTS

1916-1917	College							Graduate Faculties of Political Science, Philosophy, and Pure Science	Unclassified Graduate Students	Barnard College	Education Practical Arts	College of Pharmacy	Duplicates	Net Total
	Law	Medicine	Applied Science	Architecture	Journalism	Business								
UNITED STATES	1342	349	372	204	51	110	33	944	154	682	1663	421		6325
North Atlantic Division (78.14 per cent.)														
Connecticut	13	12	20	2	1	7	2	19	3	7	60	7		153
Maine	1	3			1	1	1	8			14	3		32
Massachusetts	16	12	3	1	2	8	1	41	2	10	88	3		187
New Hampshire	3	1	3		1			5			7			26
New Jersey	142	49	51	25	5	10	4	109	8	81	335	45		864
New York	1130	258	285	169	38	79	25	697	130	579	1007	359		4756
Pennsylvania	32	10	6	5	3	5		58	10	5	133	3		270
Rhode Island	4	2	3					3			4			17
Vermont	1	2	1		1			4	1		15	1		26
South Atlantic Division (3.56 per cent.)	15	25	22	8	6	8	4	64	12	15	108	1		288
Delaware	1							1			3			5
District of Columbia	3	3		2	2			8	1	2	8			29
Florida								3			4			7
Georgia	5	6	10	1	2	1	2	10	5	4	19			65
Maryland	2	2		2	1			8	1	1	26			44
North Carolina		3	4			5	2	9	1	1	4			28
South Carolina	1	3	2	3	1			5	2	3	13			33
Virginia	2	6	4			1		18	2	5	19	1		58
West Virginia	1	2	2					2			12			19
South Central Division (2.63 per cent.)	14	34	11	3	5	5	4	38	4	14	80	1		213
Alabama	2	4	1	1			1	7	1	2	7			26
Arkansas	1	5			1			4			6			17
Kentucky	3	3	1		1	2	1	5		2	15			33
Louisiana	2	1		1							5			9
Mississippi			2					2	1		2	1		8
Oklahoma		4	1			1		2		3	6			17
Tennessee	2	7	3		3	1		9		3	13			41
Texas	4	10	3	1		1	2	9	2	4	26			62
North Central Division (9.28 per cent.)	37	39	20	19	21	19	11	178	11	15	380	1		751
Illinois	3	1		2	5		1	20	5	1	48	1		87
Indiana	2	9	3	2	1	3		27		1	28			76
Iowa	2	9	1	3		2	1	15	1	1	30			65
Kansas	1	1		1		2		9			32			46
Michigan	3	2	2	1	2	3		15		1	37			66
Minnesota	4	2	4	2	2			12			32			58
Missouri	6	5	2	2	1	5	2	11		4	44			82
Nebraska		1			3	2	1	7		1	10			25
North Dakota	1			1	1						4			7
Ohio	12	7	4	3	3	2	2	50	3	4	72			162
South Dakota		2						4		1	7			14
Wisconsin	3		4	2	3		4	8	1	2	36			63

TABLE X—(Continued)

1916-1917		College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Unclassified Graduate Students	Barnard College	Education Practical Arts	College of Pharmacy	Duplicates	Net Total
Western Division (3.34 per cent.)		14	16	19	13	3	9	3	69	11	4	110			271
	Arizona	1		1					1			1			4
	California	5	9		1	1	4	1	32	1		49			103
	Colorado	1	1	3	1	1	1		9	1	2	11			30
	Idaho	1		1	1	1	1			1		4			9
	Montana				2	1			1		1	3			8
	Nevada				2										2
	New Mexico		1	1			1			1					4
	Oregon	2	2	2	2	1	1		9	2		16			36
	Utah			8	1				6	2		2			19
	Washington	4	3	2	3	1		2	11	3	1	23			53
	Wyoming			1			1					1			3
Insular and Non-contiguous Territories (0.25 per cent.)		4	3		2		1		2		2	5	1		20
	Alaska	1													1
	Hawaiian Islands	2			1							1			4
	Philippine Islands	1	1				1					1			4
	Porto Rico		2		1				2		2	3	1		11
<i>Totals</i>		1426	466	444	249	86	152	55	1295	192	732	2346	425		7868
New York City (45.34 per cent.)		913	191	165	138	45	54	13	587	125	448	704	287		3670
FOREIGN COUNTRIES															
	Argentina								2	1		2			5
	Armenia		1									2			3
	Australia								1			2			3
	Austria				1							1			2
	Bahama Islands	1													1
	Belgium											1			1
	Brazil	1													1
	Bulgaria											2			2
	Canada	2	1	1	2	1	1	1	12	1	1	27	1		51
	Chile											1			1
	China	10	1		7	1		3	22	1		24			69
	Colombia													1	1
	Costa Rica				1							1			2
	Cuba	2	4		1	1						1			9
	Denmark											1			1
	Egypt				1							1			1
	Finland											1			1
	France								1						1
	Germany	2			1		1		1			1			6
	Great Britain	1		1			1		3			2			8
	Greece											1			1
	Holland	2							1	1					4
	Iceland											1			1
	India	1		1	3				3			4			12
	Italy			1											1
	Japan	1	1		2	1		1	10	9		5			30
	Mexico				1				1			1			3

TABLE X—(Continued)

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Unclassified Graduate Students	Barnard College	Education Practical Arts	College of Pharmacy	Duplicates	Net Total
Newfoundland											1			1
Nicaragua	1													1
Norway											1			1
Panama											3			3
Poland							1				1			2
Portugal								1						1
Rumania	1										1			2
Russia	1		2					1			1			5
Santo Domingo												1		1
Siam											1			1
South Africa											3			3
Spain				6				1	1					8
Sweden				1						1				2
Switzerland											1			1
Turkey in Asia											2			2
Turkey in Europe											2			2
Uruguay	1													1
West Indies			1					1						2
<i>Total (3.22 per cent.)</i>	27	8	7	27	4	3	6	63	14	2	98	3		262
<i>Grand total</i>	1453	474	451	276	90	155	61	1358	206	734	2444	428	36	8094

The following summary compares the percentage of students from the several geographical divisions during the last eight years:

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917
North Atlantic Division	79.87	79.40	77.65	79.84	79.53	80.51	79.86	78.14
South Atlantic Division	3.17	3.56	3.85	4.35	4.03	3.27	3.55	3.56
South Central Division	2.42	2.26	2.54	2.25	2.30	2.32	2.30	2.63
North Central Division	8.72	8.72	8.76	7.92	8.32	8.22	8.62	9.28
Western Division	2.68	2.58	2.82	2.58	2.79	2.48	2.37	3.34
Insular Territories	0.27	0.24	0.16	0.26	0.24	0.17	0.17	0.25
Foreign Countries	2.87	3.24	4.22	2.80	2.75	3.02	3.13	3.22

Three thousand six hundred and seventy students are permanent residents of New York City. This is 45.34 per cent. of the total enrolment. Last year's total was 3,509.

Table XI shows the comparative geographical distribution of students in the University for the past ten years.

TABLE XI

RESIDENCE OF THE STUDENTS OF THE ENTIRE UNIVERSITY (EXCLUDING SUMMER SESSION AND EXTENSION TEACHING) FOR THE PAST TEN YEARS

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917
UNITED STATES										
North Atlantic Division	3404	3807	4087	4679	4716	5209	5515	5904	6128	6325
Connecticut	67	86	91	95	119	134	110	125	143	153
Maine	22	26	24	33	32	24	31	29	15	32
Massachusetts	73	89	86	86	108	118	130	150	164	187
New Hampshire	11	13	13	10	11	17	16	23	21	20
New Jersey	413	458	494	569	562	636	627	752	752	864
New York	2673	2990	3195	3676	3603	4021	4351	4539	4738	4756
Pennsylvania	122	125	160	175	236	224	209	247	239	270
Rhode Island	10	11	13	16	16	19	18	16	19	17
Vermont	13	9	11	19	29	16	23	23	37	26
South Atlantic Division	147	152	162	210	234	284	280	240	272	288
Delaware	8	9	4	4	4	1	5	4	5	5
District of Columbia	15	12	14	14	24	28	23	17	22	29
Florida	5	7	8	7	9	12	15	13	11	7
Georgia	30	27	24	35	30	48	51	34	55	65
Maryland	16	22	28	38	37	38	33	39	52	44
North Carolina	27	23	24	26	40	51	51	30	28	28
South Carolina	17	17	21	30	29	24	26	30	26	33
Virginia	21	25	36	46	49	70	59	61	64	58
West Virginia	8	10	3	10	12	12	17	12	9	19
South Central Division	111	90	124	133	154	147	160	170	178	213
Alabama	21	17	21	28	39	28	25	20	23	26
Arkansas	6	7	13	4	7	5	6	14	12	17
Kentucky	20	14	24	19	22	16	19	25	30	33
Louisiana	9	7	6	6	8	7	9	11	9	9
Mississippi	9	4	11	19	12	11	13	15	9	8
Oklahoma	4	7	9	7	11	11	16	13	14	17
Tennessee	19	9	18	27	23	28	33	37	35	41
Texas	23	25	22	23	32	41	39	35	40	62
North Central Division	380	398	446	514	532	517	577	603	661	751
Illinois	52	57	68	71	67	58	76	74	87	87
Indiana	44	55	52	63	72	58	71	62	85	76
Iowa	23	24	32	41	40	36	41	45	58	65
Kansas	17	23	24	30	22	27	36	34	51	46
Michigan	33	35	49	54	54	49	52	65	76	66
Minnesota	31	35	43	37	49	44	34	51	45	58
Missouri	34	33	39	49	44	49	42	64	46	82
Nebraska	11	16	14	16	22	21	22	28	25	25
North Dakota	11	9	7	3	4	4	18	12	9	7
Ohio	88	86	96	107	127	130	139	134	136	162
South Dakota	5	1	6	4	5	4	7	5	7	14
Wisconsin	31	24	16	39	35	37	39	29	36	63
Western Division	121	124	137	152	171	168	194	182	182	271
Arizona	4	2	3	5	4	4	4	1	3	4
California	46	41	45	55	64	67	71	67	61	103
Colorado	18	15	20	23	37	28	29	28	29	30
Idaho		1	2	2	2	7	5	4	11	9
Montana	14	14	9	10	7	7	9	7	10	8
Nevada	2	1	2	1		3	2	1	1	2
New Mexico	1	2	2	2	2	3	4	8	6	4
Oregon	7	17	13	14	14	12	18	11	14	36
Utah	10	8	17	12	14	17	27	19	17	19
Washington	18	22	23	26	24	17	22	32	29	53
Wyoming	1	1	1	2	3	3	3	4	1	3

TABLE XI—(Continued)

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917
Insular and Non-contiguous Territories	6	13	14	14	10	17	17	13	13	20
Alaska	1			1		1	2	1	1	1
Hawaiian Islands	3	3	4	5	5	5	4	3	7	4
Philippine Islands		4	3			3	5	4		4
Porto Rico	2	6	7	8	5	8	6	5	5	11
Totals (United States)	4160	4584	4970	5702	5817	6342	6934	7112	7434	7868
New York City	2087	2423	2670	2931	2846	3194	3368	3613	3509	3670
FOREIGN COUNTRIES										
Argentina	1	2	1					2	2	5
Armenia										3
Australia	1	1	1	3	1	3	2	2	1	3
Austria-Hungary	2	3	1		9	1			1	2
Bermuda and Bahamas					1				1	1
Brazil	4		1	1	3	2	2	1	2	1
Belgium	1						3	2		1
Bulgaria			1	1						2
Bolivia					1					
Canada	39	31	37	53	61	44	42	43	48	51
Chile	2	2	2	2	2	1			1	1
Colombia	1	3			1	1	2	2	1	1
Costa Rica	1				1	2	3	2		2
Cuba	12	14	5	3	8	6	10	8	8	9
China	9	12	24	39	52	56	51	68	62	69
Denmark	2		1	1				2		1
Egypt									2	1
Finland								2		1
France	2	4	4	5	5		3	2	2	1
Ecuador	2	3								
Germany	9	8	5	12	25	5	6	3	8	6
Great Britain	8	13	9	9	9	7	8	7	11	8
Greece		1	1		2	1	2	2		1
Holland	1	1		3	1					
Honduras		1								4
Iceland										1
India	3	3	6	6	5	4	6	12	5	12
Italy	2	1	1		5	3	2	2	4	1
Japan	37	23	15	27	19	23	17	20	41	30
Korea								1		
Mexico	4	6	9	8	4	3	4	2	3	3
Newfoundland									2	1
Nicaragua	1	1			1	2	2	1	2	1
Norway	1				1	1	1		2	1
New Zealand							1	1		
Panama	1	3	2	2		2	2	4	4	3
Peru	1	1			1	1	2	3	5	
Persia	3	1	2	1			1	1		
Poland		1	2	1						
Portugal										2
Rumania	1							1		1
Russia	13	10	6	1	22		2	4	5	5
Santo Domingo										1
Spain	1	2	1	1	1				1	8
Siam								2		1
South Africa	1		1	2		1	2	4	4	3
Sweden	2	2	1	1	1		2		2	2
Switzerland	1	4	1	1				1		1
Syria		2						3	1	
Turkey in Europe	2	3	1	7	10	12	9	11	7	4
Turkey in Asia	1	1	1	1	2	2	2		5	2
Uruguay			1						1	1
West Indies	1	3	3	1	2		2	1	1	2
Totals (Foreign Countries)	173	168	147	191	256	183	191	222	245	262
Grand total	4342	4750	5117	5893	6073	6525	6934	7334	7679	8130



TABLE XII

## PARENTAGE OF HIGHER DEGREES HELD BY STUDENTS

Note: The inclusion of an institution in this Table does not signify the recognition of its degrees by Columbia University.

## A. HIGHER INSTITUTIONS IN THE UNITED STATES

College	1916-1917								Total
	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	
Adelphi College							16	9	25
Agnes Scott College							1		1
Alabama Polytechnic Institute							2		2
Albany Normal College								7	7
Albert Lea College							1		1
Albion College							3	1	4
Albright College							1		1
Alfred University			1					3	4
Allegheny College			1				5	3	9
Alma College					1				1
American Veterinary College				1					1
Amherst College	7	2	1				17	3	30
Atlanta Law School	1								1
Augustana College							1		1
Austin College (Texas)								1	1
Baker University							1	1	2
Baldwin Wallace College							1		1
Bates College							5	2	7
Baylor University						1		3	4
Beaver College								1	1
Berea College	1					1			2
Bessie Tift College								1	1
Bethany College	1							1	2
Biltmore Forest School			1						1
Blackburn College								1	1
Boone University								1	1
Boston University	1							4	5
Bowdoin College	1							2	4
Bridgewater College							1		1
Bradley Polytechnic Institute								1	1
Brigham Young University			1				3		4
Brooklyn College			2						2
Brown University	1	5	1				13	9	29
Bryn Mawr College							15	1	16
Bucknell University	1		1				2	3	7
Butler College							2		2
Caldwell College								1	1
Canisius College			1						1
Carleton College								3	3
Carnegie Institute of Technology				2					2
Carroll College			2				1	1	4
Carsons College							1		1
Cathedral College							1		1
Catholic College									1
Catholic University of America			1				1		1
Central College								1	1
Central University of Kentucky								1	1
Chattanooga University								1	1
Clark College							1	1	2
Clark University							1	5	6
Clemson A. & M. College						1			1



TABLE XII—(Continued)

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	Total
	Harvard University	4	25	12	3	3		35	15	97
	Hastings College								2	2
	Haverford College							1	2	3
	Heidelberg University (Ohio)								1	1
	Hendrix College							1	1	1
	Hillsdale College							1	1	2
	Hiram College							5	3	8
	Hobart College		1					2		3
	Holy Cross College		2				1		1	4
	Hood College							1	1	1
	Hope College		1					1	1	2
	Howard University								2	2
	Hunter College					1		104	28	133
	Huron College							3		3
	H. Sophie Newcomb College								1	1
	Illinois College							1		1
	Illinois Wesleyan College							2		2
	Illinois Woman's College								1	1
	Indiana State Normal School								2	2
	Indiana University		7	2				11	8	28
	Iowa State College					1				1
	Iowa State Teachers College							1	5	6
	Iowa Wesleyan University							1		1
	James Millikin University							2		2
	John B. Stetson University			1				2		3
	Johns Hopkins University		1					2	2	5
	Judson College								1	1
	Juanita College		1						1	2
	Kalamazoo College							1		1
	Kansas City School of Law		1							1
	Kansas State Agricultural College								1	1
	Kansas State Normal College								2	2
	Kansas Wesleyan University								1	1
	Kentucky College for Women							1		1
	Kentucky Wesleyan University			1						1
	Kenyon College							2		2
	Keuka College							1	1	2
	Knox College								1	1
	Lafayette College			1		1		3	2	7
	La Grange College								1	1
	Lake Forest College								1	1
	Lawrence College							1	1	2
	Lebanon Valley College							1		1
	Lehigh University		1					1		2
	Leland Stanford University				2			12	9	23
	Lincoln-Jefferson University								1	1
	Lincoln University		1							1
	Livingstone College		1							1
	Louisiana State University		1		1					2
	Lutheran Theological Seminary								1	1
	McCormick Theological Seminary							2		2
	McMinnville College								1	1
	Macalester College								1	1
	Manhattan College		2	2				1	1	6
	Marietta College		2					1		3
	Maryland College							1	1	2
	Maryville College							1		1
	Massachusetts Institute of Technology							3		3

TABLE XII—(Continued)

College	1916-1917								Total
	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	
Mercer University		1	1			1			3
Miami University		1					2	1	3
Michigan Agricultural College		1						2	3
Michigan State Normal College							3		3
Middlebury College		1					2		3
Mills College					1			1	2
Milwaukee Downer College						1	1		1
Mississippi State College for Women						1	1		1
Missouri State Normal School								2	2
Missouri Wesleyan College						1	1		1
Monmouth College						2	2		2
Morgan College						1	1		1
Morningside College								2	2
Mount Allison College			1						1
Mount Holyoke College							18	15	33
Mount St. Mary's College	1				1				2
Mount Union College		1						2	3
Muhlenberg College						2	1		3
Nashotah Theological Seminary						1	1		1
New Brunswick Theological Seminary						1	1		1
New Linn Institute								1	1
New Mexico State College						1	1		1
New Rochelle College						5	2		7
New York College of Pharmacy			19	1					20
New York College for Women								1	1
New York Homeopathic College				1					1
New York Law School						1	1		2
New York State Teachers' College						1	4		4
New York University		9	4			21	16		50
Niagara University		1							1
Northwestern College						1	1		1
Northwestern University		1	1	1		8	4		15
Notre Dame University		1							1
Oberlin College		3	1	2		20	6		32
Occidental College						2	2		2
Ohio State University				1		12			13
Ohio University						2	6		8
Ohio Wesleyan University		1	1			9	7		18
Oklahoma Agric. and Mech. College			1						1
Olivet College						1	1		2
Oregon Agricultural College								2	2
Ottawa University (Kansas)						2	1		3
Otterbein University		1				3			4
Park College		1				1			2
Parsons College						1			1
Peabody College		1				1			2
Peabody Normal School								1	1
Pennsylvania College (Gettysburg)					1	3			5
Pennsylvania Military College			1	1					2
Pennsylvania State College	1	2				2	1		6
Pike College							1		1
Polytechnic Institute (Brooklyn)			1	1		4			6
Pomona College						2		4	6
Princeton University	3	29	23	4	4	1	1	14	48
Puget Sound University						3	1		4
Purdue University							1		1
Radcliffe College						9	1		10
Randolph-Macon College			1			3			4

TABLE XII—(Continued)

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	Total
	Randolph-Macon Women's College							2		
Reed College		1					0	1		2
Rensselaer Polytechnic Institute			1				1			2
Rhode Island State College								1		1
Richmond College							1			1
Richmond University								1		1
Roanoke College							1			1
Rolla School of Mines				1						1
Rose Polytechnic (Indiana)				1						1
Rutgers College		3	6	2			8	3		22
San Antonio Woman's College								1		1
St. Bonaventure College			1							1
St. Francis Xavier College		2								2
St. John's College (Brooklyn)		1	2				1			4
St. John's College (Maryland)								1		1
St. Joseph's College			1				1			2
St. Lawrence University							3			3
St. Louis Law School							1			1
St. Mary's College							1			1
St. Paul's College								1		1
St. Peter's College			3				1	1		5
St. Stephen's College	1		1				3			5
Seton Hall College			1					1		2
Sheffield Scientific School			3	2						5
Shurtleff College								1		1
Simmons College (Boston)							3	1		4
Simmons College (Texas)		1								1
Smith College							34	16		50
Smith College for Women								1		1
South Dakota State College		1								1
Southern Methodist University							1			1
Southern University			1							1
Southwestern University							2	1		3
Spaulding Institute								1		1
Springfield Normal School								1		1
State College for Teachers								1		1
State University of Kentucky							1			1
Southwestern University							1			1
Stevens Institute of Technology				2				1		3
Swarthmore College							3	1		4
Sweet Briar College							2			2
Syracuse University		4					1	6		20
Temple University							1			1
Texas Agr. and Mech. College					2					2
Texas Christian University			1				1			2
Trinity College (Conn.)		2	1				5	2		10
Trinity College (N. C.)						1	3			4
Trinity College (Texas)		1								1
Trinity University							4			4
Tufts College		1	1							2
Tusculum College		1								1
Union College		6	4							10
Union Theological Seminary							15	3		18
Union University							3			3
United States Naval Academy		4		18						22
University of Alabama	1	4		1						6
University of Arkansas		4					2			6
University of Arizona							1			1

TABLE XII—(Continued)

College	1916-1917								Total
	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Facilities of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	
University of California		3				1	14	10	29
University of Chicago				1	1		18	10	30
University of Cincinnati							3	1	4
University of Colorado		3				1	4	6	14
University of Denver							4		4
University of Georgia	1	4	5		1		5		16
University of Illinois				1	1		13	7	24
University of Iowa							2	13	15
University of Kansas							4	7	11
University of Kentucky		1						2	3
University of Louisville							2		2
University of Maryland							2	1	3
University of Michigan							1		1
University of Minnesota		2	1	1	2		15	9	30
University of Mississippi	1		3				7	3	14
University of Missouri		1	2				1	3	6
University of Montana				1			5	8	16
University of Nashville							3		4
University of Nebraska							1	1	2
University of North Carolina					1		3	6	11
University of Oklahoma	1	1	1		2	2	3		10
University of Oregon	2	1				1			5
University of Pennsylvania	1	1	1				2	3	8
University of Pittsburgh	1	2					13	1	17
University of Redlands		1					4		5
University of Rochester		4	4			1	1	7	23
University of Santa Clara		1							1
University of South Carolina		1	1	1			2		5
University of South Dakota							1	1	2
University of Southern California							5	5	10
University of Tennessee		1					3	1	5
University of Texas		8					2	3	13
University of Utah			3	1			1	2	7
University of Vermont		1					3	1	5
University of Virginia		1					5		6
University of Washington							6	5	11
University of West Virginia			1				1	3	5
University of Wisconsin	1	2	1			3	11	12	30
University of Wooster							4	2	6
University of Wyoming						1		1	2
Upsala College			1				2	1	3
Ursinus College							2	1	3
Utah Agricultural College			1					1	2
Valparaiso University		1						4	5
Vanderbilt University		2				1	2		5
Vassar College							36	20	56
Virginia Military Institute		1					1		2
Wabash College		3					3		6
Wake Forest College		2	4			1	2	1	10
Washburn College						1	1	3	6
Washington College							1		1
Washington and Jefferson College							3		3
Washington and Lee University		2							2
Washington State College							1		1
Washington University		1					2		3
Wellesley College							30	18	50
Wells College					1	1	3		3



TABLE XII—(Continued)

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	Total
Wesleyan College			2					8	1	11
Wesleyan University	1	2							2	5
West Chester State Normal School									1	1
Western College									1	1
Western Maryland College								1	1	2
Western Reserve University			1					5	1	7
Westminster College								2	2	2
Whitman College				2				3	2	7
William and Mary College								1	1	1
Williamette University								1	1	1
Williams College	1	16	8	2	1			6	1	35
Wilmington College									1	1
Wilson College								1	3	4
Winthrop College									2	2
Wittenberg College			2					1		3
Wofford College			1	1						2
Woman's College									1	1
Yale Divinity School									1	1
Yale University	2	34	22		4			22	6	90
<i>Total (Domestic Institutions)</i>	<i>25</i>	<i>408</i>	<i>285</i>	<i>103</i>	<i>32</i>	<i>22</i>	<i>25</i>	<i>1513</i>	<i>856</i>	<i>3269</i>



TABLE XII—(Continued)

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	Total
Royal Gymnasium (Hungary)								1		1
Royal Institute of Technology (Sweden)				1						1
St. John's University (China)		1						1		2
St. Paul's College (Japan)									1	1
St. Servan College (France)									1	1
School of Mines (Spain)				3						3
Seminos de San Carlos y Ancud (Chile)								1		1
Teachers College Cracow (Galicia)								1		1
Teachers Training College (Australia)									1	1
Tokio Imperial University (Japan)		1		1				1		3
Tri-State College (India)									1	1
University of Amsterdam (Holland)							1			1
University of Berne (Switzerland)			1	1						2
University of Cambridge (England)							2	1		3
University of Chile (South America)								1	1	2
University of Havana (Cuba)			2					1		3
University of Heidelberg (Germany)								1		1
University of Italy			1							1
University of Kiel (Germany)			1							1
University of London (England)		1						2		3
University of Madrid (Spain)								1		1
University of Manitoba (Canada)									1	1
University of Nanking (China)								1		1
University of Oxford (England)		1						2	2	5
University of Paris (France)								1		1
University of the Philippines			1							1
University of Poitiers (France)								1		1
University of Rome (Italy)								1		1
University of Rostock (Germany)								1		1
University of St. Andrew's (Scotland)								1	2	3
University of Saskatchewan (Canada)								1		1
University of Sorbonne (France)		1						3		4
University of South Africa									1	1
University of Sydney (Australia)								2		2
University of Toronto (Canada)								4	5	9
University of Wales (England)								2		2
Valparaiso University (South America)				1						1
Victoria College (South Africa)									1	1
Waseda University (Japan)								1		1
Whitby Ladies' College (Canada)									1	1
Zabern College (Germany)			1							1
Total (Foreign Institutions)	1	12	4	15	1	0	0	50	67	150

TABLE XII—(Continued)

## SUMMARY

1916-1917	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy, and Pure Science	Ed. and Prac. Arts	Total
Total graduates of domestic institutions	25	408	285	103	32	22	25	1513	856	3269
Total graduates of foreign institutions	1	12	4	15	1	0	0	50	67	150
Grand total graduates of higher institutions	26	420	289	118	33	22	25	1563	923	3419
Deduct for graduates of more than one institution	2	21	12	6	3	0	4	246	106	400
Total students holding degrees	24	399	277	112	30	22	21	1317	817	3019
Total students enrolled	1453	474	451	276	90	155	61	1358	2444	6762
Percentage holding degrees, 1916	1.5	88.5	69.9	34.7	28.4	16.6		100.0	29.0	47.5
Percentage holding degrees, 1917	1.1	84.1	61.42	40.2	34.0	14.19	34.4	96.97	33.4	44.64

TABLE XIII

## NATURE OF DEGREES HELD BY STUDENTS

Degrees 1916-1917	College									Total
	Law	Medicine	Applied Science	Graduate Faculties of Political Science, Philosophy, and Pure Science	Architecture	Journalism	Business	School of Education and School of Practical Arts		
Bachelor of Architecture					1				1	
Bachelor of Arts	13	316	155	21	1012	18	19	16	490	2060
Bachelor of Chemistry				1	1				1	3
Bachelor of Divinity					33				8	41
Bachelor of Electricity		1		1						2
Bachelor of Engineering				1						1
Bachelor of Forestry				1						1
Bachelor of Laws	1	23			16			1	5	46
Bachelor of Letters	1	1	7		5				15	29
Bachelor of Literature	1	15		1	12	1		3	2	35
Bachelor of Music					2					2
Bachelor of Pedagogy									13	13
Bachelor of Philosophy	1	11	10	2	46	1				71
Bachelor of Science	5	45	82	53	226	10	3	3	231	658
Bachelor of S. E. Chemist					1					1
Civil Engineer			2	4	3					3
Doctor of Civil Law		1								9
Doctor of Dental Surgery	2									1
Doctor of Divinity					1				1	2
Doctor of Jurisprudence					1	1				2
Doctor of Laws					1					1
Doctor of Medicine	1	1	9	1	3					15
Doctor of Philosophy		1	2	1	3				2	9
Doctor of Science			1							1
Doctor of Veterinary Surgery						1				1
Electrical Engineer					4				1	5
Engineer of Mines				6						7
Graduate in Pharmacy	1	1	1	1					1	5
Graduate U. S. Naval Academy		4		18						22
Master of Arts		10	7	2				2	145	166
Master of Commercial Science		1			334					335
Master of Divinity									1	1
Master of Laws					2				1	3
Master of Letters									1	1
Master of Pedagogy									4	4
Master of Philosophy					2				1	3
Master of Science			1	1	15				1	18
Mechanical Engineer				3	1					4
Pharmaceutical Chemist		2	19	1						22
<i>Total degrees held</i>	26	433	297	119	1727	33	22	25	925	3607
<i>Deduct for students holding more than one degree</i>	2	34	20	7	410	3	0	4	108	588
<i>Total students holding degrees, 1917</i>	24	399	277	112	1317	30	22	21	817	3019
<i>Total students holding degrees, 1916</i>	19	413	284	89	1516	27	25		609	2982

TABLE XIV

DEGREES AND DIPLOMAS GRANTED, 1916-1917

	Men	Women	Total
<b>A. Degrees conferred in course</b>			
Bachelor of Arts	125	136	261
Bachelor of Laws	165		165
Bachelor of Science	110	20	130
Bachelor of Science (Business)	2		2
Bachelor of Science (Pharmacy)	2		2
Bachelor of Science (Practical Arts)	38	288	326
Bachelor of Architecture	18	1	19
Bachelor of Literature	21	5	26
Chemical Engineer	36		36
Chemist	1		1
Civil Engineer	33		33
Electrical Engineer	25		25
Engineer of Mines	22		22
Mechanical Engineer	24		24
Metallurgical Engineer	3		3
Doctor of Medicine	90		90
Pharmaceutical Chemist	11	4	15
Master of Arts	208	181	389
Master of Arts (Education)	133	172	305
Master of Laws	3		3
Master of Science (Applied Science)	25		25
Master of Science (Architecture)	2		2
Master of Science (Business)	4		4
Master of Science (Practical Arts)		2	2
Doctor of Philosophy	67	15	82
<i>Total</i>	<i>1168</i>	<i>824</i>	<i>1992</i>
Deduct duplicates <sup>1</sup>	6	2	8
<i>Total individuals receiving degrees in course</i>	<i>1162</i>	<i>822</i>	<i>1984</i>
<b>B. Honorary degrees</b>			
Master of Arts	1	1	2
Doctor of Letters	1		1
Doctor of Laws	8		8
Doctor of Science	3		3
Doctor of Sacred Theology	1		1
<i>Total</i>	<i>14</i>	<i>1</i>	<i>15</i>
<b>C. Certificates and Teachers College Diplomas granted</b>			
Certificate of Proficiency in Architecture	8		8
Bachelor's Diploma in Education	27	211	238
Master's Diploma in Education	86	113	199
Doctor's Diploma in Education	3	1	4
<i>Total</i>	<i>124</i>	<i>325</i>	<i>449</i>
<i>Total degrees and diplomas granted</i>	<i>1306</i>	<i>1150</i>	<i>2456</i>
Deduct duplicates <sup>2</sup>	119	328	447
<i>Total individuals receiving degrees and diplomas</i>	<i>1187</i>	<i>822</i>	<i>2009</i>

<sup>1</sup> Distributed as follows: A.M. and LL.B., 2 men; A.M. and M.D., 1 man; A.M. and B.S., 1 man, 1 woman; A.M. and A.B., 2 men, 1 woman.

<sup>2</sup> In addition to those noted under Note 1 (8), the following duplications occur: A.B. and Teachers College Diploma, 3 women; B.S. and Teachers College Diploma, 26 men, 207 women; M.S. and Teachers College Diploma, 1 man; A.M. and Teachers College Diploma, 83 men, 111 women; Ph.D. and Teachers College Diploma, 3 men, 1 woman; Teachers College Diploma, 4 women.



TABLE XV

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1907-1917

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917
<b>A. Degrees conferred in course</b>										
Bachelor of Arts (men)	94	91	93	94	94	127	99	105	101	125
Bachelor of Arts (women)	97	98	86	105	114	136	113	141	112	136
Bachelor of Laws	55	69	80	94	116	137	140	135	134	165
Bachelor of Science (Columbia College)	15	25	28	48	58	61	77	85	75	110
Bachelor of Science (Barnard College)			2		4	3	7	8	6	20
Bachelor of Science (Teachers College)	120	139	158	214	255	235	218	357	337	326
Bachelor of Science in Practical Arts							5	19		
Bachelor of Science (Architecture)	6	6	2	1	1					2
Bachelor of Science (Business)										
Bachelor of Science (Chemistry)	9	6	1							
Bachelor of Science (Pharmacy)										2
Bachelor of Architecture		2	6	7	7	3	17	10	7	19
Bachelor of Music			2	2	1	1		3		
Bachelor of Literature						9	15	22	24	26
Chemist			2	2	2	2	3	4		1
Chemical Engineer		6	6	6	11	20	18	20	18	36
Civil Engineer	20	25	31	28	26	37	27	37	33	33
Electrical Engineer	21	20	27	10	7	15	8	15	17	25
Engineer of Mines	30	29	39	46	38	25	38	20	11	22
Mechanical Engineer	12	22	12	15	30	21	14	27	19	24
Metallurgical Engineer	3	4	3	6	3	5	8	6	5	3
Doctor of Medicine	81	82	70	70	86	100	71	85	73	90
Pharmaceutical Chemist	21	7	8	11	15	20	24	8	12	15
Doctor of Pharmacy	3	5	4	3	2	7	7	2	1	
Master of Arts	219	231	269	315	370	503	492	633	407	389
Master of Laws	2				1	1	3	1		2
Master of Arts (Teachers College)									226	305
Master of Science (Applied Science)										
Master of Science (Architecture)									29	25
Master of Science (Business)										4
Master of Science (Practical Arts)										2
Doctor of Philosophy	55	59	44	76	81	67	65	71	88	82
<i>Total</i>	863	926	973	1153	1322	1535	1470	1814	1737	1992
Deduct duplicates	7	7	6	11	14	20	18	13	21	8
<i>Total individuals receiving degrees</i>	856	919	967	1142	1308	1515	1452	1801	1716	1984
<b>B. Honorary degrees</b>										
Master of Arts	1	1	2	1		2	3	2	2	2
Master of Science		1	1	2	1		12			
Doctor of Science	1	1	3	1	1	2	1	2		3
Doctor of Letters	2	2	4	2	4	2	1	1	1	1
Doctor of Sacred Theology	1	1	1	2	1	1	1	1	1	1
Doctor of Laws	5	7	2	4	3	3	5	5	2	8
Doctor of Music							1			
<i>Total</i>	10	13	13	12	10	10	24	10	6	15
<b>C. Certificates and Teachers College diplomas granted</b>										
Certificates in architecture	1		3	2	4	6	13	8	12	8
Consular certificate	1							2		
Bachelor's diploma in education	133	134	158	220	273	277	253	323	268	238
Special diploma in education	89	109	103	153	205	169	21			
Master's diploma in education	51	56	65	82	83	148	174	226	199	199
Doctor's diploma in education	5	4	8	15	11	10	13	5	5	4
<i>Total</i>	280	303	337	472	576	610	474	504	464	449
<i>Total degrees and diplomas granted</i>	1153	1242	1323	1637	1908	2155	1968	2388	2227	2456
Deduct duplicates	187	201	230	303	400	495	436	563	410	447
<i>Total individuals receiving degrees and diplomas</i>	966	1041	1093	1334	1508	1660	1532	1825	1817	2009

TABLE XVI

## A. SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1916-1917

SUBJECTS OF MAJOR INTEREST	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Anthropology		1							2	1
Architecture					2				2	
Bacteriology	3	2	1						4	2
Biological Chemistry	3	3	3	1					6	4
Botany	2	4	1						3	4
Business					4				4	
Chemical Engineering			2		1				3	
Chemistry	23	8	7	2	1				30	10
Chinese	1								1	
Classical Philology				1						1
Comparative Literature	2	5							2	5
Constitutional Law	1								1	
Education and Practical Arts			8	1		2			8	3
Electrical Engineering					5				5	
English	20	39	1	1					21	40
Geography (Physiography)			1						1	
Geology	3	1	2						5	1
Germanic Languages	4	16	1						5	16
Greek	2								2	
Highway Engineering					3				3	
History	26	38	8	3					34	41
Indo-Iranian	1								1	
International Law	4	1	1						5	1
Latin	1	7							1	7
Mathematics	11	9	4	1					15	10
Mathematical Physics	1								1	
Mechanical Engineering					12				12	
Metallurgy					4				4	
Music	1								1	
Neurology	1	1							1	1
Pathology	1		1						2	
Philosophy	18	4	4						22	4
Physics	4		2						6	
Physiology	1								1	
Political Economy	26	4	5	3					31	7
Politics	8	3	1						9	3
Psychology	3	7	7						10	7
Public Law							3		3	
Romance Languages	3	12	4	1					7	13
Semitic Languages	3		1						4	
Slavonic Languages	2								2	
Social Economy	9	10		1					9	11
Sociology and Statistics	16	4							16	4
Zoology	4	2	2						6	2
<i>Total</i>	<i>208</i>	<i>181</i>	<i>67</i>	<i>15</i>	<i>31</i>	<i>2</i>	<i>3</i>		<i>309</i>	<i>198</i>

TABLE XVI—(Continued)

## B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Political Science, Philosophy, and Pure Science	208	181	67	15					275	196
Applied Science					25				25	
Architecture					2				2	
Business					4				4	
Law							3		3	
<i>Total 1917</i>	<i>208</i>	<i>181</i>	<i>67</i>	<i>15</i>	<i>31</i>		<i>3</i>		<i>309</i>	<i>196</i>
Education and Practical Arts	133	172				2			133	174
<i>Total 1917 (including Teachers College)</i>	<i>341</i>	<i>353</i>	<i>67</i>	<i>15</i>	<i>31</i>	<i>2</i>	<i>3</i>		<i>442</i>	<i>370</i>
<i>Total 1916</i>	<i>332</i>	<i>301</i>	<i>75</i>	<i>13</i>	<i>29</i>		<i>2</i>		<i>436</i>	<i>314</i>
<i>Total 1915</i>	<i>362</i>	<i>271</i>	<i>61</i>	<i>10</i>			<i>1</i>		<i>423</i>	<i>281</i>
<i>Total 1914</i>	<i>282</i>	<i>210</i>	<i>54</i>	<i>11</i>			<i>3</i>		<i>336</i>	<i>221</i>

TABLE XVII

## TABLE OF AGES

## AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, 1916-1917

Age	Number	Age	Number	Age	Number	Age	Number
14-15		19-20	75	24-25	8	29-30	1
15-16	6	20-21	43	25-26	5	30-31	1
16-17	40	21-22	17	26-27	1	35-36	1
17-18	123	22-23	10	27-28		39-40	1
18-19	119	23-24	7	28-29	1		
						<i>Total</i>	459

## AGES OF SENIORS, COLUMBIA COLLEGE, 1916-1917

Age	Number	Age	Number	Age	Number	Age	Number
17-18	2	21-22	58	25-26	2	30-31	1
18-19	3	22-23	33			31-32	2
19-20	26	23-24	17			33-34	1
20-21	57	24-25	9			<i>Total</i>	211

COMPARATIVE TABLE OF AGES OF ENTERING FRESHMEN,  
COLUMBIA COLLEGE, FOR THE PERIODS INDICATED

Period	1916-1917	1915-1916	1906-1907
Average age	18 years, 11 months	18 years, 5 months	18 years, 4 months
Median age	18 years, 11 months	18 years, 2 months	18 years, 1 month

COMPARATIVE TABLE OF AGES OF SENIORS OF COLUMBIA COLLEGE  
FOR THE PERIODS INDICATED

Period	1916-1917	1915-1916	1906-1907
Average age	21 years, 6 months	21 years, 5 months	21 years, 4 months
Median age	21 years, 2 months	21 years, 2 months	21 years, 1 month

TABLE XVIII

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF  
INSTRUCTION IN THE VARIOUS DEPARTMENTS

1916-1917	College					Law	Medicine	Applied Science	Political Science, Philosophy, and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Business	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non- Candidates									
<i>Department</i>														
Agriculture	2	3		2				4	1					12
Anatomy (incl. Histology and Embryology)						239		5						244
Anthropology	1	3	3	8	3			31	2					51
Architecture	2	3	3	2	1			1		90				102
Astronomy	46	44	33	20	4			2						151
Bacteriology							108	27		13				148
Biological Chemistry							128	24		3				157
Botany		1	7	1	1			3		3				44
Business	4	7	26	38	5	1	1	47		6	1	58		194
Chemical Engineering								121						122
Chemistry	256	156	95	44	38			92	106	8		1		796
Civil Engineering	4	2	5	7	3			101	2					124
Classical Philology														
Class. Civilization	1	2	4	2										9
Greek	8	8	3	4	1									44
Latin	66	36	15	11	1			39		2				168
Dermatology and Syphology							113							113
Diseases of Children							202							202
Economics	30	124	118	64	21			25	185	23	43	34		667
Education	2	5	13	18	1			175	9					223
Electrical Engineering						1		190	1					193
Engineering Drafting	54	47	41	6	6			7						161
English	457	305	178	109	41				244	25	1	97	3	1460
Comp. Literature	47	6	16	8	3				84	2				166
Fine Arts	1	1		3					6	3	1			15
Geology	6	16	15	14	5			58	18	3				135
Germanic Lang. and Lit.	172	99	47	25	13				76	9	30	3		474
Government and Industry	1	1	21	27	1									52
Gynecology							201							201
Highway Engineering								6						6
History and Political Philo- sophy	201	238	162	62	24	20			253	48	2	87	2	1099
Hygiene and Preventive Medicine		5	7	4	1			88						105
Journalism	4	6	8	8					20	2	153			201
Laryngology (incl. Otology)							113							113
Mathematics	356	124	86	55	29				65	8	2	36	1	754
Mechanical Engineering	1	2	8	8				238					1	266
Mechanics (Mathematical Physics)	1	2	21	26	4			68	15	4	22			163
Metallurgy								117	3					120
Mineralogy	1	2	20	27	5			13	2	2				75
Mining								38	2	1				41
Municipal and Private Law			1	25		455		76				3		593
Music	11	22	10	19	4				4	2				72
Neurology							201		9	2				212
Obstetrics							315							315
Ophthalmology							113							113
Oriental Languages														
Chinese									2	1				3
Indo-Iranian Languages									6	1				7
Semitic Languages														27
Orthopedic Surgery				2					22	3				113

TABLE XVIII—(Continued)

1916-1917	College					Law	Medicine	Applied Science	Political Science, Philosophy, and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Business	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non- Candidates									
Pathology							118		3	1				122
Pharmacology, Materia Medica and Therapeutics							318							318
Philosophy	406	133	67	50	27			137	22		33	1		876
Physical Education	416	138	58	49	16			26			52	1		756
Physics	69	85	81	45	28			77	31	7				423
Physiology							248		20					268
Politics and Government	122	102	79	46	13	1		107	5		80	1		557
Practice of Medicine							311	1						311
Psychology	8	42	68	42	4	1		75	9	1				250
Public Law			1	10		201		71	8			1		292
Religion	8	16	13	6										43
Roman Law and Jurispru- dence							72		7					79
Romance Lang. and Lit.														
Celtic									2					2
French	185	123	70	43	17			80	16	1	37	7		579
Italian	2	5	2	2				12	4	1				28
Spanish	48	67	44	33	6			35	7	1	6	5		252
Science of Language								10						10
Slavonic Lang. and Lit.					2			2						4
Polish								4		2				6
Russian								6		2				8
Social Economy				1				81	15					97
Sociology	5	17	27	17	2	1		173	29					271
Surgery							315							315
Urology							113							113
Zoology	42	72	27	20	12			52	4					229



TABLE XIX

AGGREGATE ATTENDANCE IN ALL COURSES, 1916-1917 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1916-1917	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
<i>Departments</i>			
Agriculture	6	16	.04
Anatomy (including Histology)	11	286	.75
Anthropology	15	123	.32
Architecture	62	868	2.27
Astronomy	5	159	.42
Bacteriology	12	217	.57
Biological Chemistry	15	210	.55
Botany	31	137	.36
Business	33	743	1.95
Chemical Engineering	20	290	.76
Chemistry	84	1784	4.65
Civil Engineering	33	525	1.38
Classical Philology	2	15	.04
Classical Civilization	1	17	.05
Greek	31	95	.25
Latin	37	337	.88
Dermatology	1	97	.26
Diseases of Children	4	341	.89
Economics	43	1,461	3.81
Education	131	459	1.20
Electrical Engineering	36	738	1.94
Engineering Drafting	9	295	.77
English	86	3,219	8.40
Comparative Literature	20	270	.71
Fine Arts	14	29	.08
Geology	43	291	.76
Germanic Languages and Literatures	68	1,018	2.66
Government and Industry	2	98	.25
Gynecology	4	336	.88
Highway Engineering	5	5	.01
History and Political Philosophy	87	2,303	6.04
Household Arts	15	21	.04
Hygiene and Preventive Medicine	3	95	.25
Journalism	24	994	2.61
Laryngology and Otology	2	194	.51
Mathematics	48	1,357	3.54
Mechanical Engineering	80	1,214	3.16
Metallurgy	26	445	1.18
Mineralogy	7	94	.25
Mining	16	249	.65
Municipal and Private Law	46	4,752	12.42
Music	28	296	.78
Neurology	13	358	.94
Obstetrics	4	336	.88
Ophthalmology	2	194	.51
Oriental Languages			
Chinese	4	8	.02
Indo-Iranian Languages	15	22	.04
Semitic Languages	24	93	.24
Orthopedic Surgery	1	94	.25
Pathology	3	190	.50
Pharmacology, Materia Medica and Therapeutics	4	190	.50
Philosophy	46	1,556	4.07
Physical Education	10	1,597	4.17
Physics	34	802	2.10
Mathematical Physics (Mechanics)	17	274	.72
Physiology	13	243	.64
Politics and Government	27	953	2.48
Practice of Medicine	4	330	.87
Psychology	26	527	1.38

TABLE XIX—(Continued)

1916-1917	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
Public Law	20	240	.63
Religion	3	66	.18
Roman Law and Jurisprudence	2	7	.02
Romance Languages and Literatures			
Celtic	2	4	.01
French	48	1065	2.80
Italian	11	48	.13
Spanish	14	428	1.13
Russian	9	32	.08
Science of Languages	2	14	.04
Social Economy	25	321	.84
Sociology	15	542	1.42
Surgery	6	524	1.38
Urology	2	194	.50
Zoology	40	475	1.24
<i>Total</i>	<i>1692</i>	<i>38,220</i>	<i>100.00</i>

TABLE XX

THE AMOUNT AND DISTRIBUTION OF FREE TUITION OTHER THAN THAT PROVIDED BY SCHOLARSHIPS

FACULTY OR SCHOOL	Officers of Instruction	Sons and Daughters of Officers	Students of Affiliated Institutions	Chinese Students	Scandinavian Students	TOTAL
Columbia College	\$276.00	\$1,488.00		\$198.00		\$1,962.00
School of Law	150.00	150.00				300.00
Schools of Mines, Engineering, and Chemistry	732.00	250.00			45.00	1027.00
School of Business		78.00				78.00
Political Science, Philosophy, and Pure Science	11,463.50	281.00	12,338.00			24,082.50
<i>Total</i>	<i>\$12,621.50</i>	<i>\$2,247.00</i>	<i>\$12,338.00</i>	<i>\$198.00</i>	<i>\$45.00</i>	<i>\$47,449.50</i>

## EXTENSION TEACHING

The number of students registered in Extension Teaching at Morningside, not including those in special classes, was 6,062. The corresponding total in 1915-1916 was 4,503; in 1914-1915, 3,407. The 6,062 includes 1,216 matriculated students, about 20 per cent. of the total. These matriculated students are not included in the total given in Table A on page 310, since they are duplicates of registrations there counted under the several faculties. The above total likewise includes 283 students registered in the Summer Session of 1916 who are similarly excluded from the total given in Table A. As shown by Table D, the elimination of the 1,499 duplicates from the total of 6,062 and the addition of the 805 non-matriculants attending elsewhere than at Morningside produced the total of 5,368 as given in Table A. This total last year was 4,252; in 1913-1914 it was 3,305. Table B this year gives the registration in special classes.

The classification according to residence as given in Table E shows that a large majority of the students live in New York City and in New Jersey. This is of interest in that it illustrates that at Columbia, Extension Teaching means the throwing open of the resources of the University to those who are not able to attend the regular classes at the usual time rather than the establishment of branches of the University in outlying sections.

## STATISTICAL SUMMARY

## A. STUDENTS CLASSIFIED ACCORDING TO SEX

	Morn- ingside	Extra- Mural Centers	Total
Men	2930	193	3123
Women	3132	612	3744
<i>Totals</i>	<i>6062</i>	<i>805</i>	<i>6867</i>
Duplicate registrations: Matriculated students Summer Session (1916)			1216 283
<i>Total attendance in Extension Teaching only</i>			<i>5368</i>

## B. REGISTRATIONS IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

	Men	Women	Total
1. Spoken Languages	192	397	589
2. Insurance	22	1	23
3. Metropolitan Police Course	157		157
4. Practical Arts	94	1012	1106
5. Fine Arts	26	184	210
6. Emergency Courses (Military)	54	146	200
<i>Totals</i>	<i>545</i>	<i>1740</i>	<i>2285</i>

## C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	Morn- ingside	Extra- Mural	Total
1. Non-matriculated:			
Columbia	4170	805	4975
Teachers College (exclusively)	676		676
2. Matriculated:			
Columbia College	349		349
Barnard College	43		43
Mines, Engineering, and Chemistry	66		66
Law	7		7
Fine Arts	15		15
Journalism	24		24
Business	43		43
Political Science	117		117
Philosophy	190		190
Pure Science	14		14
Medicine	8		8
Pharmacy	5		5
Teachers College	335		335
<i>Totals</i>	<i>6062</i>	<i>805</i>	<i>6867</i>

## STATISTICAL SUMMARY—(Continued)

## D. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	Morn- ingside	Extra- Mural	Grand Total
New York City:			
Manhattan and the Bronx	3194	57	3251
Brooklyn	491	316	807
Queens	135	17	152
Richmond	26		26
New York State (outside New York City)	551	72	623
New Jersey	693	7	700
<i>Totals</i>	<i>5090</i>	<i>469</i>	<i>5559</i>
Other States:			
Alabama	10	1	11
Arizona	1		1
Arkansas	3		3
California	37	1	38
Colorado	11		11
Connecticut	70	129	199
Delaware	6		6
District of Columbia	18		18
Florida	9		9
Georgia	31		31
Idaho	3		3
Illinois	31	2	33
Indiana	29		29
Iowa	17	1	18
Kansas	8		8
Kentucky	18		18
Louisiana	6		6
Maine	17	1	18
Maryland	10		10
Massachusetts	85	49	134
Michigan	25		25
Minnesota	19		19
Mississippi	3		3
Missouri	28		28
Montana	3		3
Nebraska	12		12
New Hampshire	8	1	9
New Mexico	2		2
North Carolina	14		14
North Dakota	2		2
Ohio	61	2	63
Oklahoma	2		2
Oregon	8		8
Pennsylvania	93	142	235
Rhode Island	14		14
South Carolina	12		12
South Dakota	5	1	6
Tennessee	15		15
Texas	43	1	44
Utah	6		6
Vermont	10	3	13
Virginia	26		26
Washington	17		17
West Virginia	3		3
Wisconsin	27		27
Wyoming	1		1
<i>Totals</i>	<i>5969</i>	<i>803</i>	<i>6772</i>
Foreign Countries:			
Argentina	1		1
Armenia	1		1
Canada	16	1	17

## STATISTICAL SUMMARY—(Continued)

	Morn- ingside	Extra- Mural	Grand Total
China	20		20
Cuba	10		10
Egypt	1		1
France	2		2
Germany	7		7
Great Britain	2		2
India	4		4
Japan	9	1	10
Mexico	2		2
Nicaragua	3		3
Norway	1		1
Peru	1		1
Russia	11		11
Spain	2		2
<i>Totals</i>	<i>93</i>	<i>2</i>	<i>95</i>
<i>Grand Total</i>	<i>6062</i>	<i>805</i>	<i>6867</i>

## E. AGGREGATE ATTENDANCE ON COURSES

SUBJECTS	Number of Half-Year Courses			Number of Registrations			Percent- age of Total Enrol- ment
	Morn- ing- side	Extra- Mural Centers	Total	Morn- ing- side	Extra- Mural Centers	Total	
Administration	20		20	85		85	.51583
Agriculture	14		14	119		119	.72283
Architecture	29		29	320		320	1.93993
Astronomy	1		1	20		20	.12193
Biblical Literature	1		1	4		4	.02497
Biology	9		9	50		50	.30373
Bookkeeping	4		4	101		101	.61270
Botany	8		8	41		41	.24910
Business	49		49	1752		1752	10.61821
Chemistry	27	2	29	458	183	641	3.88512
Civil Engineering	11		11	141		141	.85519
Clothing	25		25	320		320	1.93993
Contemporary Literature	2		2	150		150	.90972
Cookery	19		19	240		240	1.45514
Drafting	8		8	91		91	.55219
Drawing	14		14	68		68	.41281
Economics	4	1	5	197	19	216	1.30969
Economic Science	4		4	18		18	.10981
Education	22	3	25	191	167	358	2.17021
Electrical Engineering	5		5	94		94	.57037
English	68	8	76	2785	467	3252	19.70792
Fine Arts	52		52	553		553	3.35191
French	23	3	26	675	69	744	4.50937
Geography	2		2	19		19	.11587
Geology	3		3	25		25	.15223
German	34	3	37	549	130	679	4.11547
Greek	2		2	12		12	.07345
History	25	5	30	574	203	777	4.70935
Household Arts	3		3	5		5	.03103
Hygiene	4		4	35		35	.21283
Industrial Arts	5		5	14		14	.08557
International Law	10		10	58		58	.35221
International Relations	2		2	11		11	.06739



## STATISTICAL SUMMARY—(Continued)

SUBJECT	Number of Half-Year Courses			Number of Registrations			Percent- age of Total Enrol- ment
	Morn- ing- side	Extra- Mural Centers	Total	Morn- ing- side	Extra- Mural Centers	Total	
Italian	3		3	18		18	.10981
Latin	12		12	131		131	.79459
Library Economy	11		11	199		199	1.20667
Mathematics	19		19	463		463	2.80651
Mechanics	1		1	5		5	.03102
Metalworking	4		4	17		17	.10376
Mineralogy	1		1	27		27	.16435
Music	35		35	193		193	1.17031
Nursing	6		6	42		42	.25525
Nutrition	2		2	37		37	.22495
Optometry	20		20	412		412	2.49745
Penmanship	2		2	17		17	.10375
Philosophy	14	1	15	355	25	380	2.30353
Photography	1		1	3		3	.01891
Photoplay Writing	4		4	124		124	.75217
Physical Education	23		23	204		204	1.23697
Physical Training	2		2	8		8	.04921
Physics	8	2	10	138	220	358	2.17021
Plastic Anatomy	1		1	3		3	.01891
Politics	9	1	10	122	51	173	1.04911
Practical Arts Music	31		31	99		99	.60067
Psychology	10		10	232		232	1.40665
Religion	2		2	7		7	.04315
Sanitation	2		2	12		12	.07345
Science of Languages	1		1	8		8	.04921
Secretarial Correspondence	2		2	61		61	.37039
Social Economy		1	1		46	46	.27949
Social Science	7		7	64		64	.38857
Sociology	15	1	16	267	60	327	1.98235
Spanish	12		12	638		638	3.86791
Speech	6		6	66		66	.40069
Stenography	12		12	323		323	1.95811
Structural Mechanics	10		10	123		123	.74611
Textiles	5		5	19		19	.11587
Typewriting	10		10	319		319	1.93387
Typography	1		1	30		30	.18253
Zoology	2	2	4	72	220	292	1.77025
<i>Total</i>	<i>815</i>	<i>33</i>	<i>848</i>	<i>14633</i>	<i>1860</i>	<i>16493</i>	<i>100.00000</i>

## SUMMER SESSION OF 1917

Six thousand one hundred and forty-four were registered in the Summer Session of 1917.

The total enrolment of 6,144 is a decrease of 1,879 over 1916. The percentage loss over 1916 is 23.42 per cent.

Year	General	Medical	Total	Percentage of Increase or Decrease Over Preceding Year
1900	417		417	
1901	579		579	38.85
1902	643		643	11.05
1903	940	53	993	54.43
1904	914	47	961	- 3.22
1905	976	42	1,018	5.93
1906	1,008	33	1,041	2.26
1907	1,353	42	1,395	33.72
1908	1,498	34	1,532	10.05
1909	1,949	22	1,971	28.65
1910		2,632	2,632	33.54
1911		2,973	2,973	12.96
1912		3,602	3,602	21.16
1913		4,539	4,539	26.01
1914		5,590	5,590	23.14
1915		5,961	5,961	6.63
1916		8,023	8,023	34.59
1917		6,144	6,144	-23.42

3,042 degrees are held by 2,400 of the students as follows:

1614	A.B.	4	Hon.A.M.	1	LL.D.	1	M.C.S.
516	B.S.	2	B.Ch.	18	M.D.	1	D.S.
36	B.L.	2	B.S.A.	15	B.D.	1	B.D.S.
1	M.L.	11	Ph.G.	1	D.D.	1	B.Th.
2	Litt.D.	1	Phar.D.	1	DD.S.	1	S.T.D.
4	B.Mus.	50	Pd.B.	8	B.C.S.	1	M.O.
383	A.M.	1	B.S.Pd.	4	Ed.B.	1	D.O.
23	M.S.	9	Pd.M.	4	B.Di.	12	M.E.
124	Ph.B.	1	Pd.D.	3	M.Di.	3	C.E.
6	Ph.M.	10	L.I.	4	B.S.D.	3	Ch.E.
27	Ph.D.	40	LL.B.	13	B.E.	2	E.E.
1	Hon.A.B.	2	LL.M.	1	B.O.	60	Misc.
12	B. Litt.						

The tables appended hereto need but little comment. The percentage of women students has increased from 64.51 per cent. to 67.40 per cent. The percentage of new students shows a decrease, 55.38 per cent. against 61.97 per cent. The number of matriculated students has decreased by 663, about 20 per cent.

## STATISTICAL SUMMARY

Classification	Numbers	Number Totals	Percentages	Percentage Totals
<b>A. STUDENTS CLASSIFIED ACCORDING TO SEX</b>				
Men	2003		32.60	
Women	<u>4141</u>	6144	<u>67.40</u>	100.00
<b>B. STUDENTS CLASSIFIED AS OLD AND NEW</b>				
Previously registered	2742		44.62	
New students	<u>3402</u>	6144	<u>55.38</u>	100.00
<b>C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES</b>				
I. Non-matriculated		3547		57.73
II. Matriculated:				
1. Columbia College	212			
2. Barnard College	87			
3. Mines, Engineering, and Chemistry	7			
4. Law	35			
5. Medicine	28			
6. Architecture	2			
7. Political Science	147			
8. Philosophy	315			
9. Pure Science	158			
10. Teachers College				
Undergraduate	753			
Graduate	835			
11. Journalism	10			
12. School of Dentistry	1			
13. School of Business	7			
		2597		42.27
		<u>6144</u>		<u>100.00</u>
<b>D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS</b>				
Elementary schools	934		15.20	
Secondary schools	960		15.62	
Higher educational institutions	369		6.01	
Normal schools	186		3.03	
Industrial schools	31		.50	
Principals (school)	404		6.58	
Supervisors	226		3.68	
Superintendents	153		2.49	
Special teachers	111		1.81	
Private school teachers	293		4.77	
Private teachers	37		.60	
Librarians	12		.20	
Technical schools	39		.63	
Business schools	5		.08	
Not engaged in teaching	<u>2384</u>	6144	<u>38.80</u>	100.00
<b>E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE</b>				
North Atlantic Division:				
Connecticut	152			
Maine	40			
Massachusetts	201			
New Hampshire	20			
New Jersey	425			

## STATISTICAL SUMMARY—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
New York				
Outside of N. Y. City	626			
Manhattan and the Bronx	1255			
Brooklyn	323			
Queens	50			
Richmond	9			
	<u>1637</u>	2263		
Pennsylvania		423		
Rhode Island		31		
Vermont		22		
		<u>3577</u>		58.21
South Atlantic Division:				
Delaware		14		
District of Columbia		65		
Florida		43		
Georgia		108		
Maryland		106		
North Carolina		110		
South Carolina		55		
Virginia		171		
West Virginia		45		
		<u>717</u>		11.67
South Central Division:				
Alabama		54		
Arkansas		15		
Kentucky		55		
Louisiana		28		
Mississippi		10		
Oklahoma		15		
Tennessee		55		
Texas		111		
		<u>343</u>		5.58
North Central Division:				
Illinois		102		
Indiana		176		
Iowa		54		
Kansas		60		
Michigan		128		
Minnesota		73		
Missouri		84		
Nebraska		39		
North Dakota		15		
Ohio		359		
South Dakota		13		
Wisconsin		69		
		<u>1172</u>		19.07
Western Division:				
Arizona		6		
California		60		
Colorado		24		
Idaho		5		
Montana		12		
New Mexico		4		
Oregon		16		
Utah		10		
Washington		26		
Wyoming		3		
		<u>166</u>		2.71

## STATISTICAL SUMMARY—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
Insular and Non-Contiguous Terri- tories:				
Alaska	1			
Hawaiian Islands	1			
Philippine Islands	8			
Porto Rico	13			
	<hr/>	23		.37
Foreign Countries:				
Bermuda	2			
Brazil	1			
Canada	70			
China	27			
Cuba	8			
Ecuador	1			
Greece	1			
India	1			
Italy	4			
Japan	18			
Mexico	5			
Newfoundland	1			
Panama	2			
Persia	1			
Peru	1			
South Africa	1			
Spain	1			
Switzerland	2			
	<hr/>	147		2.39
		<hr/> 6144		<hr/> 100.00

TABLE F

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrolment
Accounting	1	15	.09
Administration	8	201	1.29
Agriculture	5	41	.28
Anatomy	1	6	.03
Architecture	5	21	.13
Art Metal Working	1	14	.09
Astronomy	3	42	.26
Bacteriology	1	58	.38
Banking	1	14	.09
Biological Chemistry	2	13	.08
Biology	3	34	.23
Bookkeeping	1	19	.12
Botany	9	51	.34
Business	17	223	1.44
Cancer Research	1	7	.04
Chemical Engineering	4	18	.11
Chemistry	42	418	2.70
Clothing	5	205	1.32
Comparative Literature	4	125	.80
Cookery	11	250	1.62
Drawing	5	45	.29
Economics	7	125	.81
Education	144	6208	40.05
Electrical Engineering	3	12	.07
Engineering Drafting	6	21	.13
English	31	966	6.24
Fine Arts	20	382	2.46
French	21	458	2.95
General Linguistics	1	5	.03
Geology	5	14	.09
Geography	6	116	.75
German	26	254	1.64
Greek	4	21	.13
History	23	394	2.55
Household Arts	9	50	.33
Industrial Arts	2	31	.19
International Relations	1	5	.03
Italian	3	32	.20
Japanese	2	5	.03
Journalism	1	46	.30
Kindergarten	5	181	1.17
Latin	17	210	1.36
Law	14	119	.78
Library Economy	5	103	.77
Mathematics	19	421	2.73
Mechanics	3	8	.05
Metallurgy	3	11	.07
Military Service	4	140	.90
Mineralogy	2	25	.16
Music	9	191	1.24
Nature Study	1	6	.03
Neurology	7	38	.25
Nursing	5	89	.59
Nutrition	3	78	.50
Obstetrics	1	1	.01
Penmanship	1	16	.09
Philosophy	10	174	1.13
Photoplay Composition	1	23	.14
Physical Education	33	1152	7.44
Physics	9	152	.99
Physiology	6	77	.51
Politics	6	40	.25
Portuguese	2	4	.02
Practice of Medicine	1	50	.32
Psychology	9	146	.95
Public Law	4	38	.24



TABLE F—(Continued)

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrolment
Religion	4	33	.21
Russian	1	9	.05
Sanitary Science	3	9	.05
Social Economy	5	69	.44
Social Science	1	36	.23
Sociology	4	109	.70
Spanish	8	292	1.87
Speech	4	160	1.02
Statistics	2	35	.22
Stenography	5	100	.64
Surgery	1	10	.06
Textiles	1	22	.14
Typewriting	4	111	.71
Zoology	2	41	.26
<i>Totals</i>	<i>670</i>	<i>15,494</i>	<i>100.00</i>

## APPENDIX

RECORD OF ACTION TAKEN IN THE SEVERAL SCHOOLS AND  
COLLEGES OF THE UNIVERSITY CONCERNING ACADEMIC  
CREDIT FOR STUDENTS WHO HAVE WITHDRAWN  
FOR WAR SERVICE

## COLUMBIA COLLEGE

1. Examinations were held on April 10 and 11 and subsequent tests later, to determine the grades which should be assigned to students desiring to withdraw for service or training. In some cases the mid-term grade was assigned as final. On the basis of these marks full credit for the session was allowed, provided the students actually performed the service for which they were enrolled. Wherever possible, students were allowed to attend classes informally, without preparing any recitations to increase their knowledge of the subject.
2. Students taking up agricultural work under the Farm Bureau were assigned a final grade at their departure, but credit for the session was contingent upon their remaining in service until September.
3. Whenever students who had reduced their programs were able subsequently to re-enter classes and take final examinations, the mark already standing for them might be raised but could not be lowered.
4. The Committee on Instruction was authorized to arrange for the organization of special classes at some time in the future where students might without extra payment make up work which is prerequisite for the remainder of their programs.

## SCHOOL OF LAW

1. Notice was given by the Dean to the effect that members of the first and second year classes and those members of the third year who had been in attendance at least one year preceding the current one, would receive credit if they had actually enlisted or were in attendance at training

camps for Officers' Reserve Corps expecting to be called into service by the government for the army or navy, and were, therefore, unable to attend the final examinations. Students desiring to claim exemption under these conditions were required to file in the office of the Dean a certificate of a superior officer certifying to the fact of enlistment or presence in training camps and to their inability to be present at examinations.

## COLLEGE OF PHYSICIANS AND SURGEONS

1. General action taken—None.
2. Special action taken—Two students were given special examinations the last of April and recommended for the degree of Doctor of Medicine in order that they might join the navy at once.

## FACULTY OF APPLIED SCIENCE

### RESOLUTIONS ADOPTED BY THE COMMITTEE ON INSTRUCTION

*Resolved:* That a student in the Schools of Mines, Engineering and Chemistry in good standing in any course who goes into active service in the army or navy before the end of this session shall be given full credit as for the completion of the course he is taking.

*Resolved:* That for the students now enrolled in the Motor Boat Patrol course, attendance upon and satisfactory work in this course be accepted in substitution for work in regular courses scheduled in afternoon hours for the rest of the present session.

*Whereas:* The United States Naval Officers detailed for post-graduate work in engineering at Columbia were ordered to active service before completion of their work; and

*Whereas:* The character of the work already done by these students was of a high grade and their military duties will preclude their doing further academic work; be it

*Resolved:* That the United States Naval Officers who were regularly matriculated for the degree of Master of Science

and who were in good standing at the time that they were ordered from the University to active service, be recommended to the Faculty for the degree of Master of Science.

*Resolved:* That upon the recommendation of the department the Dean may arrange for examination and credit for any student accepting a position which may be regarded as public service in the present emergency and upon which it is necessary to enter before the end of the term.

*Resolved:* That a fourth year student in active military or naval service, or holding a position of military value on May 27, having only to complete a summer course to satisfy the requirements for his degree, may be recommended for graduation in June.

### SCHOOL OF ARCHITECTURE

1. Each case was considered individually upon written application by the student for entire or partial relief from attendance upon classes or collateral work. The cases were passed upon by the Committee on Instruction of the School and each applicant received a written statement of the amount of relief granted him. In general, students were granted exactly the relief that they requested, and marks were given as of April 2 to students who were allowed to discontinue their classes. In the case of students who were on probation, a leave of absence only was granted with the reservation that, if such students gave a good account of themselves in the national service, their cases would be reviewed in September or at any time thereafter, to determine the conditions under which they could be readmitted to the school.

In the case of Design, students were allowed a number of points computed on the pro rata basis so that for the period April 2 to June 1 they received a number of points proportionate to those which they won (on the competitive basis) during the period September 28 to April 2. The proportion was established by comparing the number of points won with the number of points tried for.

## SCHOOL OF JOURNALISM

The Administrative Board of the School of Journalism adopted on April 16, 1917, the following resolutions:

1. That the Committee on Instruction is authorized to take the responsibility of changing the content of any present School course in such a way as to provide instruction needed in the present national emergency.
2. That the action of the Committee on Instruction in making provision for special tests before the close of the session for students desiring to enter the service of the United States or to receive intensive preparation for such service, be confirmed.
3. That on the basis of the entire records of such students, the Committee on Instruction of the School of Journalism be authorized to grant full or partial credit for the session, and to permit students to drop either the entire program for which they are registered or such part of it as may be necessary to insure adequate military training, or in order to discharge any special emergency work that may be assigned to them by properly accredited University authorities.
4. That the Committee on Instruction be authorized to arrange for the organization at some suitable time in the future for special classes in which students leaving the School at this time for military service may have an opportunity to make up, without tuition fees, such parts of any fundamental subjects as may be specifically requisite to the remainder of their programs.

Students were allowed to take final examinations to improve their grades if they wished to do so.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY  
AND PURE SCIENCE

1. When an individual recommendation came in from the department of major interest to the effect that the student was withdrawing for national service, credit for academic attendance to the end of the year was granted.

2. Where written examinations were required every student was held to the examination. If it was impossible for the student to return to take the examination at the appointed date, arrangements were made for earlier or later examinations without the payment of an additional fee. In general the examination covered the entire work of the course, but where the student had found it impossible to go on with his studies privately, the examination was limited to that part of the subject covered up to the date of his departure.
3. In the case of a few candidates for the degree of Doctor of Philosophy, a special examination, which covered both the examination for candidacy to the degree and the final examination itself were held on the same day.

#### BARNARD COLLEGE

Action was taken by the Committee on Instruction to the effect that any student withdrawing from College for definite war service of a useful sort might, at the discretion of the Committee, be excused from attendance for the remainder of the semester and be allowed to take special final examinations or to substitute for them appropriate essays, provided that the regular examinations conflicted with the war work.

#### TEACHERS COLLEGE

1. General action taken—None.
2. Special action taken—The Executive Committee granted in individual cases credit for the remainder of the academic year where the student had definitely withdrawn for war service, provided his work in his classes up to the time of his withdrawal had been entirely satisfactory to his instructors.
3. Action taken as concerns the academic year 1917-1918 is attached.



RESOLUTION PASSED BY FACULTIES OF EDUCATION  
AND PRACTICAL ARTS

1. Resolved that during the academic year 1917-1918 credit may be given toward the degrees of A.M. and B.S. for work done by students in aiding members of the teaching staff to supply information to the federal, state, and city governments, provided that credit will not be given for routine work.

Members of the teaching staff are authorized to count such work hour for hour toward the satisfaction of any course in making their regular report to the Registrar; and the Dean is authorized to credit work not already credited toward the satisfaction of the requirements of some regular course upon the written recommendation of any member of the teaching staff.

2. That during the academic year 1917-1918 credit may be given toward the degree of Doctor of Philosophy for work done by students in aiding members of the teaching staff to supply information to the federal, state, and city governments, provided such work requires ability of the extent and quality characteristic of successful candidates for the Ph.D. degree.
3. That permission to register in Teachers College during the academic year 1917-1918 be with the understanding that the student may be called upon to replace part of the regular work of certain courses by assistance to the teaching staff in conducting original investigations or providing information for the federal government or the governments of the City and State of New York.

## COLLEGE OF PHARMACY

The action taken in a special case was as follows:

A student in good standing who withdrew for service was given his degree, his military service having been accepted in place of the unfinished college work.

## SCHOOL OF BUSINESS

Students were not allowed to withdraw from their courses unless they were actually enlisted or called by the national government for war service. In the case of such men, special examinations were given and a final rating allowed by special arrangement.

## DEPARTMENT OF EXTENSION TEACHING

1. Students were not allowed to withdraw from classes and obtain credit unless they were actually enlisted or called out by the government for service. In that case a special examination might be given if approved by the Department of Extension Teaching.
2. College students taking Extension Teaching work were given the same consideration as allowed them in the College.

Respectfully submitted,

FRANK A. DICKEY,

*Registrar*

*June 30, 1917*

# REPORT OF THE ACTING LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1917

*To the President of the University,*

SIR:

As Acting Librarian of the University, I have the honor to submit the following report for the year ending June 30, 1917:

The year of my incumbency of the office of Acting Librarian has been largely devoted to a scrutiny of the conditions at hand in the Library and the administration of its affairs, with the result of many minor changes in

Organization

methods of procedure which have seemed to be demanded in the interest of an increased efficiency. There has been a need in the Library, in particular, of a more carefully interrelated organization of its working parts. There is a great temptation, inherent in the necessary method of organization, to departmentalize, and consequently to decentralize, the work of a library. Any library, however, it would seem under most circumstances is small enough as an organization to make centralization possible, and in our own Library there has been a notable change of attitude toward this matter during the year. The Library, it may be stated, is beginning to work more effectively, not as a library organized into departments, but as departments organized into a library, and if this can be continued and increased, the disadvantages inherent in any departmental library system will presently be minimized. To contribute to this result, monthly conferences attended by the Assistant Librarian, all heads of Library departments, and the department librarians, have been held in the office of the Acting Librarian, when general matters of policy and special conditions of administration have been considered and discussed.

A matter that has perforce received particular attention during the year because of the very obvious nature of its demands is that of space. We already need more room for books

in certain subjects, and we need more room for readers, and it is apparent that the possibilities of the Library building for future development in both of these directions should presently receive most careful consideration to determine the conditions involved.

Space Requirement  
Attention is called later on in this report to immediate needs.

The policy of the Library has again been brought into question (as frequently before has been the case) in the matter of collections offered to the Library on deposit or by gift. The matter has not always been wisely determined. The wisdom of taking a collection 'on deposit' depends clearly so much upon the nature of the collection and on the conditions of the deposit that a hard and fast rule can scarcely be made. The question this time arose in the case of the collection of American poetry made by the Poetry Society of America, which it was first proposed to deposit, but later was given to the Library, on the condition that it should be held together, and that reader's privileges should be given to the members of the Society, which in its turn agrees to increase the collection as circumstances may favor. The very valuable collection of the papers, consisting of wills, deeds, and documents belonging to the Phillipse-Gouverneur family, much of it from early Colonial times, obtained for the University through the interest and instrumentality of Mr. John B. Pine, has been 'deposited'. In both cases the same care and attention will be given, and in both instances it would seem that the best interests of the Library have been safeguarded.

Deposit Collections  
The page service of the Library has provoked much attention and caused much embarrassment and difficulty during the year. The occupation itself more or less fixes its own limitations, since it definitely leads nowhere, and the much higher wages and better prospects offered by manufacturing and business interests of various kinds, quite regardless of the individual's ability or special fitness for the work for which he is engaged, have drawn the boys away. To keep the places filled, new and indifferent boys have perforce been taken on, and the service has suffered as a consequence, in every respect. Girls have been tried in these positions, but

with only moderate success, since although they are intelligent and willing, they are not strong enough to carry heavy books. The need is for intelligent and responsible boys who will stay with us for a reasonable time. It remains to be seen whether we shall in the future be able to get and keep them, either by increasing their wages to compete with other interests, or by improving their prospects. The difficulty is one that threatens to complicate the whole system of the Library. Under existing conditions each book has its own place, and it is seemingly a perfectly simple matter to put it in its place. A book, however, that is not in its exact place, according to the catalog, is 'lost', and these new boys fail frequently in accurately replacing books. It will, accordingly, be necessary under these circumstances to follow up books reported as 'not found' more carefully than ever before.

The 'lost book' question has been made a matter of especial inquiry because of the very evident defects of the present method of following up missing books. The 'lost book' question hinges upon two facts: the shelf Lost Books list must be absolutely exact, and the shelves must be read by some one who will investigate any discrepancy. The present state of affairs, which is much more frequent than it should be, is usually a result, in this way, of inadequate care in reading the shelves and the inaccurate correction of records. The making of the shelf list is, in my opinion, as important in its effect as the cataloging of the book, and the person who does it should be entitled to the same status and stipend. The ultimate responsibility should be divided. The missing list that results from the shelf reading must be taken actively into consideration, not only by the Loan Desk, but by the catalog room. The present system is briefly that a memorandum of books not found on the shelf when demanded, or when the usual inventory is taken, is given to the Shelf Department, which keeps a list of them and informs the Catalog Department when the cards should be removed from the catalog. It is impossible, however, to withdraw cards from the catalog at all promptly, since the books often turn up later automatically, and it is not necessary to replace all lost books immedi-

ately. If a better class of labor were used for reading the shelves, and if the responsibility of determining when a 'not found' book becomes a 'lost book' were placed with the Catalog Department, the remedy for a disturbing condition would doubtless be found. Books which are discovered to be 'lost' in the process of the inventory should primarily be listed and treated as they are at present. Books, however, which are found to be 'lost' when they are asked for should be brought up for decision without delay. No reader should have to wait long when applying for a book which is on the missing list. Books of which two copies could well be used should be replaced at once. Books which are important and out of print should immediately be noted, so that no opportunity for obtaining a copy from second-hand or sale catalogs should be lost. No undue hesitation, finally, should be shown in taking out of the catalog lost books which can not be replaced. If it is definitely lost, the book is not in the Library, however valuable it may be.

The policy of the Library is not to catalog articles which have been reprinted from periodicals, if the periodical itself is already in the Library. Those periodicals also  
The Catalog are only analyzed which are not satisfactorily analyzed in the different printed bibliographies. Cards, however, are put in the catalog for all bibliographical articles, as part of a general policy to make access to all lists as easy as possible. Reprints are sent to the different departments, to be used there as they desire, and if they can list them and catalog them for departmental use, it is excellent. But it seems inadvisable that these reprints should be either represented in the general catalog or cataloged by the cataloging staff of the Library. If reprints of articles on one subject are represented in the catalog, the whole question of the policy of the Library as to such material arises, and the heavy cost of cataloging makes this question an important one. It should be possible to use a simpler method of cataloging reprints for a department catalog than the elaborate method necessary for the general catalog. Such work done in the general catalog room hinders the general work. The binding, too, of these reprints



should be shown separately in the accounts of library binding, since it is not part of the essential upkeep of the Library.

In the work of recataloging, the task that is always with us and apparently will always be with us, letters B, D, E, and F to 'Fill' have been completed, so far as printed cards can be obtained. In addition, many titles for which no printed cards could be secured have been recataloged to complete important authors and subjects, and a great many others have been revised and recataloged in connection with the current work of the Library. The recataloging of law books has gone steadily forward, and a considerable part of foreign law has been completed.

For many years the American Library Association has been printing cards for important articles in serial publications and sending them to subscribing libraries. The Columbia University Library has always been a large subscriber, and has received from 3,000 to 5,000 cards a year. For a long time these cards were filed by author and subject in the general catalog. As time went on, however, many serials were indexed in printed volumes and were regularly included in this way in the catalog. The fact, too, that the addition of these analytical cards was greatly increasing the size of the catalog ultimately determined the discontinuance of filing such cards until some more satisfactory method of dealing with them could be found. This year it has been decided that, excluding monographs which are now in the catalog, all of these analytical cards, together with others which shall be received, shall be filed separately in the immediate vicinity of the printed indexes and forming a supplement to them. In accordance with this decision, the analytical cards are being withdrawn from the catalog during the process of recataloging, and will be regularly filed with the rest, so soon as new filing cases are provided.

An important addition to the catalog, prepared during the year, the printing of which has been made possible by a special appropriation, is the list, arranged alphabetically by author and indexed by subject, of about 4,000 Masters' Essays. This makes available a mass of valuable material that is more and more in demand by graduate students, but is at

present wholly buried and unavailable. It is proposed hereafter to print yearly supplements separately indexed, and to cumulate these in a possible period of five years.

The crowded condition of the Reading Room shelves, in spite of the weeding out that constantly goes on, has increased during the year and should receive active consideration. Books in the reference Reading Room do not circulate, and should consequently be limited to reference and standard works, the number of these latter to be limited to those which are in constant use and for which there is adequate shelf room at the time. The present habit of placing books on the ledges is undesirable, for it is inconvenient for the readers, perilous for the books, and a disfigurement of the room. Strict economy of space under the circumstances at hand is obviously essential, and careful consideration should be given to the transference of books from the shelves to the Reading Room. In future, the space available should be the controlling factor, and nothing should be added or included, unless there is space enough and an ample demand to justify it.

The great war has brought to the Library, too, its serious problems of administration due to the abnormal conditions that have developed. The whole matter of foreign book importation is the condition most immediately and radically affected, and entirely new problems have arisen. German and Russian publications have long since ceased coming and nothing at the present time can be done about obtaining them, and although all possible precautions have been taken to have material collected for us abroad to be held until the conclusion of the war, we cannot be sure that this is being done. At one time, the entire list of outstanding German orders was worked through with the idea of obtaining a permit to import them, but by the time the list was completed, according to certain specifications required by the Government, war had been declared by the United States, and no further action has been possible.

Because of inability to obtain German books, our French and English orders have been greatly increased. Here good

results have been obtained, notwithstanding the irregularity of the mails and the increased difficulties of shipment. Letters containing orders sent between January 18 and February 17, however, were sunk on the *Laconia* and had to be repeated. There have been other difficulties. Owing to the increased cost of raw materials, publishers in England and France have found it necessary in order to protect themselves against loss to print small editions, which in many cases have been quickly exhausted. Many books are thus at the very beginning 'out of print', and have been hard to obtain. The problem is even greater in the case of periodicals. Most publishers now issue only a few more copies than are actually necessary to fill their subscriptions, and it has become almost impossible to secure an extra copy, particularly of the current year.

One unfortunate experience in shipment, but not due to the war, occurred during the year. In November two cases of books were sent by our Paris agent, on the *Chicago*. A fire occurred on the voyage and the contents of the cases were badly damaged by water. As some of the books were rare and out of print, a number were pressed, dried, and rebound, but the paper had suffered so much from the water that the experiment was not successful and the books will not stand much use. The remainder of the shipment, wherever it was possible, was reordered.

The war has had other effects beside those noted. During the year, considerable difficulty has been found in obtaining binding materials to match books in sets and series already bound. In many instances, it was impossible for the manufacturer to obtain dye stuffs, and the quality of the leather in most cases was far below the usual standard. As a consequence, it has been necessary to substitute other material for bindings and, wherever it is possible, for the present to eliminate leather altogether.

An important change completed during the year, was the transfer of Philosophy to the room which originally housed the entire collection of the Avery Library and later was used for general and special exhibitions. The room is an ideal seminar and reading room, and for the time being, at least, is abun-

dantly adequate for its purposes. A new seminar room has also been arranged for Ancient History in Room 209, adjoining the Philosophy room. Transfers made necessary by the new use of the exhibition room were the removal of the Phœnix Collection back to its original place in the galleries, and the inclusion of the small group of the more interesting books belonging to the Johnson Collection with the rest, which are also shelved in the galleries. The entire collection of rare and valuable books, known as the 'B' collections, consisting of first and early editions, incunabula and manuscripts, also shelved for the time being in the exhibition room, was returned to its former place in Room 104 in the basement as provided for in the original plan of the Library. Other transfers were the removal of the general learned society publications and transactions from the loft of Room 113 to the loft of Room 306; the transference of American literature from the main floor of Room 306 to the loft of the same room; of a large number of long sets on Commerce and Railroads from the loft of Room 301 to the loft of Room 413; of the general collection in Philology and Celtic literature from the loft of Room 413 to Room 208; of the folios in English History from Room 206 and the various folios in Latin and Greek literature and history from Room 209 to the roller shelves in Room 210; of works on Religion from the loft of Room 306 to the loft of Room 402. Aside from all of these transfers, it was necessary during the year to shift backward or forward the contents of practically every room in the Library, more particularly, however, the entire contents of Room 306, embracing all books on American, English, and German literature and the Romance languages and literatures; the sociological and economic subjects, including Banking, Finance, Commerce, Socialism, and American History in Room 301; the Indo-Iranian and Semitic languages, Municipal Documents, and general magazines in Room 413; the English and European History and Mathematics in Rooms 206, 106, and 107; American and Foreign Documents, the American Mathematical Society's collection, and the Natural Sciences and Useful Arts in Room 113. All of this transfer

Transfers of  
Collections

and extensive shifting was due to the overcrowding of shelves in almost every part of the Library, in great part unforeseen in the previous assignment of space.

The inventory of the General Library has been completed, with the exception of the Columbiana collection, Italian literature, and the departmental libraries, which are either being reclassified or where a rearrangement Inventory has been proposed or is under way.

The catalog of current periodicals received in various parts of the Library has been extended during the year to include certain other collections, like those of the Law Periodicals Library and Barnard College. The Avery Library and Journalism records are also nearly completed, and the Teachers College records will immediately be added. In actual service rendered this catalog has abundantly justified itself and should be continued.

The General Library distributed pamphlets, doctoral dissertations, and volumes on various subjects, not desired for preservation, among the following institutions: Exchanges  
Teachers College, Union Theological Seminary, Jewish Theological Seminary, American Museum of Natural History, Hispanic Museum, New York Public Library, and the New York Botanical Garden. Duplicate volumes were exchanged with the Missionary Research Library of this city and with the Jewish Theological Seminary. One hundred and thirty-three mail sacks containing duplicates of United States Government documents were returned to the Superintendent of Documents, Washington. Duplicate unbound material sent to the H. W. Wilson Company on the running exchange account numbered 17,762 pieces, for which a credit was given of \$177.62, as against a charge for material received from them of \$146.32. A systematic plan for regulating the permanent exchanges of the Library has been devised, and the matter will hereafter be administered on what is assumed to be a more reasonable basis. As part of the plan, a check list of the 1916 dissertations was printed to be enclosed with shipments.

Under the system of inter-library loans, 300 volumes were borrowed by Columbia, exclusive of those obtained from the



Branch Station of the New York Public Library within the Library building. The number of books loaned by Columbia was 425. The value of the service rendered or received cannot be expressed by the number of volumes interchanged, since in some instances the loan was of extreme importance, both to us and to those with whom we exchange, in supplying the link otherwise missing in a special study or investigation, and in others was merely a temporary, but welcome convenience.

The statistics appended at the end of the report show the number of volumes acquired by the Library during the year. The more notable gifts were as follows: From Accessions President Butler, 245 volumes, 12 pamphlets; Provost Carpenter, 116 volumes; Professor Chaddock, 200 pieces; J. C. Pumpelly, 117 volumes, 25 autographs, 2 medals; Montgomery Schuyler, 172 pieces; Department of Astronomy, 150 volumes; Columbia University Press, 36 volumes; Poetry Society of America, 98 volumes; *Political Science Quarterly*, 65 volumes; University Club, 600 pieces. From Mrs. Frank Dempster Sherman was received 76 volumes of American poetry from the library of the late Professor Sherman, many of them containing autograph dedications as presentation copies. From Mrs. Barrett Wendell was received 'in memory of Seth Low', the beautiful folio, *Old Silver in American Churches*. For all of these the receipt has been gratefully acknowledged. The Geology library received from Professor Kemp the gift of many books, reprints, and maps that have greatly increased the value and completeness of the collection in economic geology. The gift includes a complete file of the *Mining Magazine*, many volumes of the *Mining and Scientific Press*, the *Engineering and Mining Journal*, and the publications of foreign Societies. There are also a number of rare books and reprints.

The most important single accession of the year was the acquirement by purchase, subject to subsequent orders for delivery, of the Bushe-Fox Collection, consisting of the library of early printed books, principally relating to English law, formed by the late L. H. K. Bushe-Fox, Fellow of St. John's



College, Cambridge. There are approximately 1,000 different works in 5,000 volumes. About 500 of the items are early English law books. The collection is rich in English statutes and law reports, including three editions of Plowden and several of Coke. There are editions of the Year-books of Edward II, III, IV, V, Henry IV, V, VI, VII, VIII, and Richard III. Of the great classics of English law there are three editions of Glanville; two of Bracton, Britton, Fleta; Littleton's *Tenures* in the editions of 1581, 1585, 1604, 1608, 1621, 1627, 1671; five editions of Coke on Littleton; seven editions of Saint Germain's *Doctor and Student*; Perkin's *Profitable Book*, Stamford, Selden, Spelman, Nathaniel and Francis Bacon, Fortescue, Dugdale, Blackstone, Hale, Madox, Prynne, and many others. Of books on law study there are copies of the following rare items: Fulbeck's *Direction on Preparative*, Dodridge's *Lawyer's Light*, and Phillip's *Studii Legalis Ratio*. The abridgments are represented by Fitzherbert, Broke, Rolle, and by two copies of Statham. The Law Library already has two copies of this great work, so that with four copies minutely annotated in court-hand law French the Library has unrivaled opportunity for the study of the first great Abridgment. There is a large collection of formularies and books of precedents, including the old *Natura Brevium*, Fitzherbert's *Natura Brevium*, and the *Registrum Brevium* in three editions. Grotius' *De Jure Belli ac Pacis* is represented by the editions of 1651, 1677, and 1689. There are also in addition to these many early trials and political tracts. In this same field of law, by gift and purchase, law reports, codes and annual laws have been obtained from Brazil, Columbia, Costa Rica, Cuba, the Dominican Republic, Honduras, Mexico, Panama, Peru, Uruguay, Venezuela, and Guatemala. We were fortunate in obtaining a copy of the only compilation of Danish laws relating to the Danish West Indies, now the American Virgin Islands. Important progress was also made toward completing sets of law reports and statutes for the British Colonies and especially those of the Dominion of Canada. Gaps in the collection of *American Session Laws* have been filled for thirty-five states.

Special appropriations were made during the year for the purchase of books on International Law and Chinese, which, when expended, will place both of these subjects on an effective basis for the purposes of study and research.

Certain papers deposited in the Library by Seth Low, in 1913, after consultation with Mrs. Low and by her authority, were carefully looked through. Some were destroyed, others bearing upon the administration of the city during Mr. Low's incumbency of the mayoralty were turned over to the Mayor's office, and were gratefully acknowledged, and the rest were put together and placed in the Library.

On Alumni Day an interesting exhibition of Columbia material, consisting of manuscripts, early documents relating to King's College and to Columbia College, including the original seals and the original charter, books, and photographs, was held in the Columbiana room. A series of letters and other writings of the successive Presidents, and essentially complete from the beginning, was made an especial part of the exhibit.

The war map exhibition has been continued during the year in the Geology Library in Schermerhorn Hall, and the daily progress of the contending armies has been followed on large scale maps. New maps have been added from time to time as important ones have been issued and new war areas opened. There have been 2,075 visitors to this exhibition. In order to observe the Tercentenary of Richard Hakluyt, a small exhibition was arranged in the same Library. The Avery Library exhibitions are recorded elsewhere.

A list of 1916 publications by graduates from every part of the University was prepared for the *Alumni News* and published in that journal in its issue of January 19.

Important changes in the Library staff during the year were the resignation of Miss Helen R. Keller as Librarian of the School of Journalism, and the appointment in her place of Miss Mary A. Cooke, at the time Supervisor of the Acces-

sions department, who in her turn has been succeeded by Miss Doris E. Wilber, from the Catalog department. On the first of July, Professor John R. Crawford, of the Department of Latin, becomes the Librarian of the Avery Library, in succession to Mr. Edward A. Smith, retired.

The statistics of Library administration as kept have seemed unnecessarily extended and have been reduced to the minimum compatible with a record of efficiency. Every set of figures now reported is thought has a definite and distinct value. It would be easily possible to increase these records, but it would not appear that they could add any actual meaning to the work that is done and which it is necessary statistically to chronicle.

An increased centralization of the accounting system in the Library has been made possible, which works in many ways for the conservation of Library funds and expedites the entire business processes of the Library administration. The department in its function is the clearing house of the Library, and its records as kept give an immediately available account of the state of all funds and of all transactions involving receipts and expenditures. The action of the Trustees of the University in making all book funds 'continuing funds' has removed an embarrassment caused by the inability to include orders outstanding at the end of the fiscal year, and often uncertain in amount, in the budget appropriation of that year, thus making these amounts a lien on the succeeding year's appropriations.

The various departmental and special libraries have received attention, and particularly from the point of view of a closer articulation than has been at hand in some of them with the conditions of the General Library. The messenger and telephone service, in this way, between the Loan Desk and these libraries and among these libraries themselves, has been systematized and improved. When a book is called for and is found to have been temporarily transferred as a reserve book to a particular department, an inquiry by telephone is made as to the location of the volume before informing the reader, in order to

The Staff

Administration

Departmental  
Libraries

prevent a needless trip to the department library in question where the book may be in use or for some special reason has been loaned—a matter that in the past has been the source of rather frequent annoyance and complaint. In this same connection, a special set of keys to the several department libraries, including every book-case and locker containing books indexed in the general catalog as property of the Library, has been provided for the Loan Desk to make access to these books at all times possible. The departmental library of the School of Architecture, which for some unknown reason has been conceived to be the particular property of the School, although some of its books are cataloged in the General Library, has been included with the rest under direct Library control. The Avery Library, too, has been more closely correlated with the General Library administration and brought more directly into line with its processes, with the result, it is thought, of increased efficiency and economy.

The usefulness of the Chemistry Reading Room in Have-meyer Hall has been greatly restricted by lack of shelf space for books, but more especially by lack of room for readers. Provision has been made during the year by a special appropriation to equip immediately for library purposes the large room, Room 301, now used as a lecture room, and to occupy it instead of the present contracted quarters. Plans have been drawn and estimates made and approved for the change, which will be effected during the coming summer. The use of the Chemistry Library has greatly increased, and under prevailing conditions is constantly increasing, within and without the University, where frequent calls come from other libraries and from business and professional men in the city. The new equipment will greatly relieve the present pressure and largely contribute to the development in the University of a highly important subject.

A collection of books of vital interest at this time has been placed together in the Engineering Reading Room. Most of them are technical and valuable aids, particularly to students enrolled in the military and naval emergency courses, but many have a general and non-technical interest. The subjects

covered include aeronautics, gasoline motors, motor-boats, aero-engines, radio-telegraphy, signalling, ordnance and munitions of war, submarines and warships. These books have been widely and appreciatively used. A collection of the recent and important books on military matters and the war, placed in the General Reading Room of the Library, has also been in constant demand.

In the Avery Library, appropriations granted during the year have greatly improved the equipment, and further improvements are under way to remedy defects in shelf construction and the inadequate lighting. A much-needed catalog case has been provided, and the catalog itself is undergoing a thorough revision in the process of transferring the cards to their new places. As a part of this revision, references to scarce and expensive works in collections other than the Avery are being included, together with material of different kinds occasionally useful, but not of sufficient value to justify its purchase. The catalog of the Avery Library will show, when this arrangement is completed, references to books in the New York Public Library and the Metropolitan Museum which the Avery could not afford to buy or are rarely used, but which are of sufficient importance to the occasional reader to warrant their inclusion as available subsidia. It is proposed to extend this system of cross references to the various societies and institutions maintaining libraries in which material of interest to architects is included, like the Hispanic Society, the New York Historical Society, and others. If the Avery Library is to be permanently handicapped by the lack of funds adequately to keep pace with the demands made upon it, as at present is notably the case, the best means at hand must be used to make architects aware of the existence of the best material, even though it is not in the Avery Library itself. During the past year the service of the Avery Library to readers outside the University by mail and by telephone, was largely increased, not only to architects, but to artists in other fields, such as interior decorators, sculptors, designers of moving-picture backgrounds, designers of stained glass and mosaics, wood carvers, modelers, metal workers, and crafts-



men in other fields. Certain conditions of reciprocity have been established in the opposite direction. The Architectural League, for instance, annually presents to the Avery Library a quantity of material which has been received from publishers, societies, and other sources, and the Joan of Arc Committee has given several cases of books, pamphlets, and other material bearing upon Joan of Arc and her time. The special appropriation granted by the Trustees during the year will solve for a few years, at least, the serious question of rebinding in the Avery, where the wear and tear upon books, owing to their great weight and size and to the fact that many of them must be constantly used in connection with drafting, is excessive. Exhibitions held in the Avery Library, in addition to those mentioned in the report of the School of Architecture, were Photographs and Etchings of Paintings, by Frank Duveneck, and Sculpture, by Solon Borglum; Engraved Bookplates of Arthur N. McDonald; and at Commencement documents and papers from the collection deposited with the University belonging to the Phillipse-Gouverneur family.

Important accessions to the Law Library have already been noted in this report. The collection, as a whole, is growing as fast as available funds permit, and it is now the second largest law school library in the country. It takes this rank, moreover, in spite of the fact that several large groups of books, like constitutional and administrative law, are shelved in the General Library, instead of forming part of the Law Library, as is the custom elsewhere. In the inventory of the library, 1,781 volumes of *Cases and Points*, belonging to it in 1915-1916, no longer appear. In 1915, it had been decided not to attempt to maintain a collection of *Cases and Points* or *Briefs and Records*. With the approval of the Dean of the School of Law the volumes of *Cases and Points* for the New York Court of Appeals and the Appellate Division, First Department, were transferred to the New York State Law Library, at Albany, to assist in the restoration of its collection destroyed by fire in 1911. The transfer was a gift, except for 383 volumes which had been bound by this Library. For these volumes the State Library remitted the actual cost of binding, \$287.25. The



State Law Library has supplied gratuitously from its duplicates many volumes and missing parts of periodicals. By action of the Trustees of the University, on the recommendation of the Dean of the School of Law and the Acting Librarian, \$1,500 of the \$3,624 then remaining of the Law Alumni Fund, was set aside as a nucleus of a permanent Law Alumni Library Fund, the interest only of which is to be used. This action was taken in order that the dual purpose of the Law Alumni Fund, as originally intended, might not be wholly lost sight of, namely, to raise a fund of \$50,000 for immediate expenditure, and a like sum as a permanent endowment for the support of the Law Library. Additional funds for this purpose are urgently needed. The increase in the number of law books and the great advance in their price has long since made entirely inadequate the regular University appropriation known in the budget as 'Law books and binding'.

A marked and gratifying increase in the use of books in the library of the School of Medicine is attested by the statistics submitted by the Librarian. A serious obstacle, however, to complete library efficiency is the separation through the buildings and under different jurisdictions of the collections of medical books and periodicals, and their non-inclusion in the general catalog in the reading room. The ultimate goal of development of the medical library is the unification of these now widely separated divisions into one centralized organization with authority to control the use of books in all departments of the School. The accomplishment of this purpose would unquestionably benefit the teaching staff, laboratory investigators and students alike, and would advance, in no uncertain way, the progress of medical education. The oldest library in the School of Medicine was established with the inauguration of laboratories for clinical and research purposes, about 1878, under the inspiration of Professor Francis Delafield. It consisted of his own private library and the journals to which he currently subscribed. Other periodicals were contributed by various members of the staff and added to the list, but this method of sustaining the library became a heavy burden to Professor Delafield's successors, who finally asked

the Alumni Association to assume its charge and maintenance. This work has been cheerfully carried on for a number of years, but the Association now contemplates a project for using its funds in another direction and desires to be relieved of further obligation in the support of the library. An offer of its transfer to the University has been made, and the library may become the property of the School and a part of the general library, providing it continues its maintenance on the present basis, which involves an annual expenditure of \$700 for periodical subscriptions and binding. If the project can be carried out, as it is earnestly hoped it may be, the Alumni Library, which is the most valuable collection in the subject of Psychology outside the main library, will occupy a most important place in the whole future development of the library facilities of the College of Physicians and Surgeons. Important gifts were received from the New York Academy of Medicine, 430 volumes; Dr. Adrian V. S. Lambert, 11 journals and 687 reprints; Dr. Edward Frankel, 408 volumes and 936 reprints. The Frankel gift contains a number of works on biography and bibliography that are rarely on the market. Professor Frederic S. Lee presented during the year the remainder of his private library to the University, the gift consisting of about 600 volumes. This action transfers the entire library of the Department of Physiology to the School and provides for its inclusion in the general catalog. At the Presbyterian Hospital an additional room was added to the Janeway Library to accommodate current accessions. It made possible a needed rearrangement of books in the reading room through which those in daily use have been brought together and current journals have been made more accessible. The Janeway Library is a model departmental library and is extensively used.

The library of Barnard College was increased during the year from 10,833 to 11,630 volumes. The library will be closed during the summer in preparation for its removal to its new quarters in advance of the opening of the Winter Session.

The library of the College of Pharmacy has been increased during the year by the addition to the shelves of 743 books and

bound volumes of journals. It now numbers about 6,000 volumes. The important matters of the year in the work of the library were the development of an information bureau for druggists and others using pharmaceutical information, which is already largely made use of, and the beginning of a cumulative index of pharmacy and the allied branches.

The immediate need of the Library, apart from the installation of an electric lift in place of the outworn pneumatic lift, in the service of the Loan desk, and lighting the galleries of the main reading room, for which provision Needs has been made, is for additional shelving in many parts of the general Library and in several of the department libraries. Room 206, for instance, should immediately be provided with additional shelving to accommodate the newly added books on English History and to relieve the present crowded condition. The same is true in like measure of Room 108 and of other parts of the Library. The Engineering reading room is also sadly in need of additional shelving. There is at the present time in this room literally not an inch of available shelving space to provide for the coming year's expansion. The collection of current trade catalogs, which contain up-to-date material and data not to be found elsewhere and form under present conditions an essential part of the library work in the Engineering Schools, is at present piled on tables and floors, and should be adequately shelved to be made available. There is also urgent need of new shelving in the Geology reading room, which is seriously overcrowded. To provide for these needs would require a special appropriation.

In conclusion, I would submit the following statistics:

*Accessions:*

Gifts: 1,674 volumes, 3,031 pamphlets

Exchanges:	<i>Dissertations</i>	<i>Others</i>	<i>Total</i>
Pieces received . . . . .	308	292	600
Pieces exchanged . . . . .	1,679	561	2,240
Orders sent out: 9,361			

## Total number of volumes cataloged during the year:

General Library and Departments . . . . .	20,039
School of Law . . . . .	2,550
School of Medicine . . . . .	1,466
Teachers College . . . . .	2,477
Barnard College . . . . .	628
College of Pharmacy . . . . .	243
<i>Total</i> . . . . .	<u>27,403</u>

Total of volumes in Library, June 30, 1917 . . . . . 687,279

*Cataloging: (See Accessions)*

## Cards made and filed in General Library and Departments:

New cards . . . . .	62,201
Cards replaced . . . . .	34,379
Depository catalog . . . . .	50,027
<i>Total</i> . . . . .	<u>146,607</u>

## Printed cards received for Depository Catalog:

Library of Congress . . . . .	39,883
Harvard University . . . . .	3,200
John Crerar Library . . . . .	6,944
<i>Total</i> . . . . .	<u>50,027</u>

*Binding:*

Number of volumes repaired in the building . . . . .	3,147
Number of pamphlets bound in the building . . . . .	4,476
<i>Total</i> . . . . .	<u>7,623</u>
Number of volumes bound outside . . . . .	4,966
Number of volumes rebound outside . . . . .	4,830
<i>Total</i> . . . . .	<u>9,796</u>

*Circulation:*

Number of volumes supplied from Loan Desk for outside use (including 30,150 renewals) . . . . .	202,700
For use in building . . . . .	65,631
Supplied from reading rooms for outside use . . . . .	177,115
Used in reading rooms . . . . .	680,807
<i>Total recorded use of libraries</i> . . . . .	<u>1,126,253</u>

Respectfully submitted,

WM. H. CARPENTER,  
*Acting Librarian*

*June 30, 1917*

## REPORT

*To the Trustees of  
Columbia University in the City of New York:*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1917.

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## INCOME AND EXPENSE ACCOUNT FOR THE YEAR ENDING JUNE 30, 1917

### INCOME FROM ALL SOURCES

From Students:		
Fees. (See page 6).....	\$1,351,548.70	
Other Charges. (See page 6).....	27,267.93	
		\$1,378,816.63
From Endowment:		
Rents. (See page 7).....	\$679,999.23	
Income of Investments in Personal Property. (See page 7).....	80,802.18	
Kennedy (John Stewart) Fund. (See page 7).....	100,805.18	
Redemption Fund Investments. (See page 7).....	27,736.65	
		\$889,343.24
From Special Funds. (See page 7).....		347,945.71
From Gifts and Receipts for Designated Purposes. (See page 7).....		194,849.63
From Payments by Allied Corporations for Salaries, etc. (See page 7)...		415,745.20
From Miscellaneous Sources. (See page 7).....		21,983.20
		\$3,248,683.61

### EXPENSES INCLUDING REDEMPTION FUND PAYMENT

Educational Administration and Instruction. (See page 25).....	\$2,448,014.74
Buildings and Grounds—Maintenance. (See page 27).....	294,717.83
Library. (See page 30).....	128,068.04
Business Administration of the Corporation. (See page 31).....	77,315.59
Annuities. (See page 32).....	42,280.00
Interest on Corporate Debt, Notes, etc. (See page 33).....	127,740.04
Redemption Fund for Bond Issue.....	100,000.00
Surplus for year 1916-1917 after providing for Redemption Fund.....	30,547.37
	\$3,248,683.61

## INCOME OF THE CORPORATION, YEAR ENDING JUNE 30, 1917

## FROM STUDENTS:

## FEES:

## Morningside:

University.....	\$37,476.97	
Late Registration.....	2,540.00	
Tuition.....	523,917.49	
Graduation.....	31,643.33	
Entrance and Special Examinations.....	6,650.00	
Locker.....	121.00	
Rooms in Residence Halls.....	141,620.27	
	<hr/>	\$743,969.06

## College of Physicians and Surgeons:

University.....	4,275.00	
Late Registration.....	15.00	
Tuition.....	95,509.23	
Examinations.....	405.00	
Graduation.....	2,250.00	
Post Graduate.....	350.00	
	<hr/>	\$102,804.23

Summer Course in Surveying..... 2,205.00

## Summer Session, 1916:

Morningside.....	\$316,467.96	
Less Teachers College pro- portion.....	157,420.00	
	<hr/>	159,047.96
College of Physicians and Surgeons.....	3,603.00	
	<hr/>	162,650.96

Extension Teaching..... 339,919.45

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\$1,351,548.70

## OTHER CHARGES:

## Morningside:

Supplies and Materials furnished to Students in		
Chemistry.....	26,043.29	
Chemical Engineering.....	121.83	
Mechanical Engineering.....	2.56	
Metallurgy.....	197.78	
Breakage and Keys in Residence Halls.....	177.18	
	<hr/>	26,542.64

## College of Physicians and Surgeons:

Supplies and Materials furnished to Stu- dents in		
Anatomy.....	163.50	
Osteology.....	67.00	
Biological Chemistry.....	494.79	
	<hr/>	725.29

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27,267.93

Carried forward.....

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1,378,816.63

Brought forward.....

\$1,378,816.63

FROM ENDOWMENT:

RENTS:

Upper and Lower Estates.....	\$671,067.28	
No. 407 West 117th Street.....	1,599.96	
No. 421 West 117th Street.....	1,500.00	
No. 431 West 117th Street.....	1,350.00	
Nos. 91-93 Ninth Avenue.....	283.17	
No. 83 Barclay Street.....	595.00	
No. 72 Murray Street.....	1 240.87	
Interest on Rents.....	2,362.95	\$679 999.23

INCOME OF INVESTMENTS IN PERSONAL PROPERTY:

Interest:

On General Investments.....	\$77,072.32	
On Deposits of General Funds.....	3 663.73	
On Loans from Special 1914-1915		
Students' Loan Fund.....	45.40	
On Loans from Extension Teaching		
Students' Loan Fund.....	20.73	
		\$80,802.18
Kennedy (John Stewart) Fund Income.....	100,805.18	
Redemption Fund Investment Income.....	27,736.65	

\$889,343.24

FROM SPECIAL FUNDS. (See page 44).....

\$347,945.71

FROM GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. (See page 53).....

\$194,849.63

FROM PAYMENTS BY ALLIED CORPORATIONS FOR SALARIES. (See page 54).....

Teachers College.....	\$197,395.00	
Barnard College.....	147,937.50	
Carnegie Foundation.....	48,254.35	
Harkness Fund.....	22,158.35	
		415,745.20

\$610,594.83

FROM MISCELLANEOUS SOURCES:

Barnard College:

Electric Current.....	\$1,100.02	
Steam Heat and Power.....	5,823.00	
		\$6,923.02
Annual Catalogue.....	151.35	
Post Office.....	483.34	
Telephone Service.....	10,750.99	
Income from Tennis Courts.....	637.50	
Sales of Books, Catalogues, etc.....	182.44	
Buildings and Grounds, Old Furniture and Fixtures Sold		2,012.00
Consents.....	350.00	
Troy Gift.....	3.00	
Interest from Columbia University Printing Office.....	489.56	

21,983.20

\$3,248,683.61

## EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<b>EDUCATIONAL ADMINISTRATION</b>					
Salaries.....	\$108,978.70	.....	\$93,794.50	\$1,684.20	\$13,500.00
Bureau of Supplies.....	14,350.00	.....	14,350.00	.....	.....
Diplomas.....	2,950.00	.....	2,950.00	.....	.....
Lectures.....	1,130.53	.....	1,130.53	.....	.....
Conduct of Examinations.....	2,200.00	.....	2,200.00	.....	.....
National Emergency Fund.....	4,881.48	.....	3,856.48	.....	1,025.00
President's Emergency Fund.....	8,181.96	.....	2,333.27	.....	5,848.69
President's War Preparation Fund.....	4,459.54	.....	616.04	.....	3,843.50
President's Fund.....	7,500.00	.....	7,500.00	.....	.....
President's Special Account for the College.....	125.00	.....	.....	.....	125.00
Student Military and Naval Activities.....	117.03	.....	.....	.....	117.03
Printing.....	15,000.00	.....	14,500.00	500.00	.....
Public Ceremonies.....	3,500.00	.....	3,500.00	.....	.....
Sexennial Catalogue.....	1,547.84	.....	1,507.84	.....	40.00
Kings Crown.....	1,000.00	.....	1,000.00	.....	.....
University Quarterly.....	1,250.00	.....	1,250.00	.....	.....
Columbia University Athletic Association.....	1,854.59	.....	1,500.00	354.59	.....
Alumni Federation.....	43.30	.....	.....	43.30	.....
Office of Appointments: Postage, Printing and Miscellaneous.....	1,400.00	.....	1,400.00	.....	.....
Committee on Undergraduate Admissions: Postage, Printing and Miscellaneous.....	5,172.16	.....	5,172.16	.....	.....
Preparation and Rating of Examination books.....	2,249.67	.....	2,249.67	.....	.....
University Medical Officer: Supplies.....	1,000.00	.....	1,000.00	.....	.....

Roosevelt Professorship Fund.....	3,475.39	.....	3,475.39	.....	300.00
State Aid to Blind Students.....	300.00	.....	.....	.....	.....
Advertising: Shoemaker Fund.....	195.33	.....	195.33	.....	.....
Academic Adviser—Hartley Hall.....	250.00	.....	250.00	.....	.....
Fund for Research.....	1,470.85	.....	1,470.85	.....	.....
	194,583.37	.....	.....	.....	.....
<b>EXCHANGE PROFESSORS</b>					
University of Paris.....	900.00	.....	900.00	.....	3,500.00
Queen Wilhelmina Lectureship.....	3,500.00	.....	4,400.00	.....	.....
<b>DEUTESCHES HAUS</b>					
Salaries.....	400.00	.....	.....	.....	400.00
Maintenance.....	2,581.47	.....	.....	.....	2,581.47
Emil Boas Library.....	4.50	.....	.....	.....	4.50
	2,985.97	.....	.....	.....	.....
<b>MAISON FRANÇAISE</b>					
Maintenance.....	.....	.....	2,159.99	.....	2,159.99
<b>AGRICULTURE</b>					
Salaries.....	3,900.00	.....	.....	.....	1,100.00
Supplies and Equipment.....	209.03	.....	2,800.00	.....	9.03
Special Equipment Fund.....	1,449.70	.....	200.00	.....	1,449.70
	5,558.73	.....	.....	.....	.....
<b>ANTHROPOLOGY</b>					
Salaries.....	10,705.32	.....	6,099.32	3,606.00	1,000.00
Departmental Appropriation.....	66.06	.....	66.06	.....	.....
Research on the Indians of British Columbia.....	1,339.13	.....	.....	.....	1,339.13
Studies in Salish Tongue and Art.....	1,000.00	.....	.....	.....	1,000.00
Equipment for Undergraduate Teaching.....	195.00	.....	195.00	.....	.....
	13,305.51	.....	.....	.....	.....
	\$222,993.57	.....	\$173,791.72	.....	\$39,343.04
<i>Carried forward.....</i>					

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....		\$222,993.57	\$173,791.72	\$9,888.81	\$39,343.04
<b>ARCHITECTURE</b>					
Salaries.....	26,876.32		26,876.32		
Departmental Appropriation.....	1,000.00		1,000.00		
For Drawing and Modeling.....	955.89		955.89		
Maintenance of Ateliers.....	165.61		165.61		
		28,998.02			
<b>ASTRONOMY</b>					
Salaries.....	4,950.00		4,950.00		
Departmental Appropriation.....	76.17			76.17	
Observatory: For Apparatus.....	109.49			109.49	
		5,135.66			
<b>BOTANY</b>					
Salaries.....	26,500.00		17,850.00		8,650.00
Special Research Equipment.....	2,132.83		2,132.83		
Departmental Appropriation.....	1,185.99			1,185.99	
		29,818.82			
<b>CHEMISTRY</b>					
General and Inorganic: Salaries.....	28,714.50		28,714.50		
Organic: Salaries.....	9,199.96		9,199.96		
Physical: Salaries.....	3,000.00		3,000.00		
Analytical: Salaries.....	4,500.00		4,500.00		
Food: Salaries.....	5,600.00		4,600.00		1,000.00
Engineering: Salaries.....	9,575.04		9,575.04		
Electro-Chemistry: Salaries.....	2,800.00		2,800.00		
Sanitary: Salaries.....	1,225.00		1,225.00		
Barnard: Salaries.....	5,500.00				5,500.00
Sanitary: Equipment.....	759.74		759.74		



Sanitary: Supplies.....	230.83	.....	.....	.....	.....
Laboratory Assistantships.....	1,325.00	.....	.....	.....	.....
Laboratory Servants.....	4,812.00	.....	.....	.....	.....
Equipment and Supplies.....	5,428.04	.....	.....	5,428.04	.....
Breakage and Supplies.....	12,710.17	.....	.....	.....	.....
Laboratory Costs.....	14,944.30	.....	.....	.....	.....
Laboratory in Havemeyer Hall.....	.....	.....	.....	.....	.....
Chemical Engineering Equipment and Supplies.....	569.25	.....	.....	89.25	19,905.25
Chemical Engineering—Laboratory Assistantships.....	1,970.50	.....	.....	150.00	.....
Chemical Engineering—Laboratory Servants.....	1,168.44	.....	.....	1,970.50	.....
Chemical Engineering Laboratory Costs.....	964.03	.....	.....	1,168.44	.....
Chemical Engineering Research Equipment.....	22.50	.....	.....	864.03	100.00
Chemical Engineering—C. F. Chandler Fund.....	.....	.....	.....	22.50	.....
<b>CHINESE</b>					
Salaries.....	.....	135,074.55	.....	.....	.....
.....	.....	5,000.00	.....	5,000.00	.....
<b>CIVIL ENGINEERING</b>					
Salaries.....	13,546.62	.....	.....	13,276.62	270.00
Instruction in Highway Engineering.....	556.27	.....	.....	.....	556.27
Departmental Appropriation.....	736.00	.....	.....	650.00	.....
For Research.....	2,205.70	.....	.....	736.00	.....
Testing Laboratory.....	.....	.....	.....	.....	2,205.70
.....	.....	17,754.59	.....	.....	.....
<b>CLASSICAL PHILOLOGY</b>					
Salaries.....	45,500.00	.....	.....	32,400.00	13,100.00
Greek: American School at Athens.....	250.00	.....	.....	250.00	.....
Latin: American School at Rome.....	250.00	.....	.....	250.00	.....
Drisler Fund.....	212.49	.....	.....	.....	.....
Departmental Appropriation.....	54.01	.....	.....	54.01	212.49
.....	.....	46,266.50	.....	.....	.....
<i>Carried forward.....</i>		\$491,041.71		\$376,591.96	\$24,029.49
					\$90,420.26

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts and for Designated Purposes
<i>Brought forward</i> .....		\$191,041.71	\$376,591.96	\$24,029.49	\$90,420.26
<b>ECONOMICS</b>					
Salaries.....	39,387.50		26,987.50	800.00	11,600.00
Departmental Appropriation.....	1,000.00		1,000.00		
Equipment.....	250.00		250.00		
Statistical Laboratory Equipment.....	200.84		200.84		
		40,898.34			
<b>ELECTRICAL ENGINEERING</b>					
Salaries.....	18,363.40		17,763.40		600.00
Departmental Appropriation.....	1,500.00			1,500.00	
New Equipment.....	390.24		390.24		
		20,253.64			
<b>ENGINEERING DRAUGHTING</b>					
Salaries.....	8,200.00		8,200.00		
Drawing Appropriation.....	200.00			200.00	
		8,400.00			
<b>ENGLISH AND COMPARATIVE LITERATURE</b>					
Salaries.....	72,699.98		48,099.98	5,500.00	19,100.00
Departmental Appropriation.....	200.00		200.00		
		72,899.98			
<b>EXTENSION TEACHING</b>					
Salaries.....	10,000.00		10,000.00		
Administration and Instruction.....	221,961.41		221,961.41		
Courses in International Relations.....	650.00				650.00
Dental School Equipment.....	11,995.00				11,995.00
Courses in Criminology.....	375.00				375.00
Courses in Oral Hygiene.....	5,915.05				5,915.05

Institute of Arts and Sciences.....	24,445.00	24,445.00	.....	.....	.....
Pugsley Pamphlets.....	62.42	.....	.....	.....	62.42
Syllabus.....	26.60	.....	.....	.....	26.60
Instruction in Practical Penal Problems.....	2,150.00	.....	.....	.....	2,150.00
Practical Penal Problems—Special.....	750.00	.....	.....	.....	750.00
<b>GEOGRAPHY</b>					
Salaries.....	.....	500.00	.....	.....	.....
<b>GEOLOGY</b>					
Salaries.....	19,150.02	.....	.....	.....	.....
Departmental Appropriation.....	1,000.00	.....	.....	4,125.00	3,700.00
Summer Courses.....	200.00	.....	.....	500.00	.....
Special Lectures.....	2,300.00	.....	.....	.....	.....
Crosby Collection of Lantern Slides.....	53.50	.....	.....	.....	.....
		22,703.52	.....	53.50	.....
<b>GERMANIC LANGUAGES</b>					
Salaries.....	28,000.00	.....	.....	.....	.....
Departmental Appropriation.....	50.00	.....	.....	850.00	8,500.00
Lecture Fund.....	40.00	.....	.....	40.00	.....
Collegiate German Study Fund.....	2.76	.....	.....	.....	2.76
Equipment Fund.....	2.80	.....	.....	.....	2.80
		28,095.56	.....	.....	.....
<b>HISTORY</b>					
Salaries.....	55,150.00	.....	.....	.....	.....
Departmental Appropriation.....	300.00	.....	.....	.....	.....
		55,450.00	.....	.....	.....
<b>INDO-IRANIAN LANGUAGES</b>					
Salaries.....	6,175.00	.....	.....	.....	.....
Departmental Appropriation.....	50.00	.....	.....	675.00	500.00
		6,225.00	.....	.....	.....
<i>Carried forward.</i> .....		\$1,024,708.23		\$38,272.99	\$169,159.89
		\$817,275.35			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....		\$1,024,708.23	\$817,275.35	\$38,272.99	\$169,159.89
<b>JOURNALISM</b>					
Salaries.....	28,100.00		1,000.00	27,100.00	
Lectures.....	600.00			600.00	
Equipment.....	1,179.82			1,179.82	
Supplies.....	1,000.00			1,000.00	
Newspaper Clippings.....	750.00			750.00	
Laboratory Costs.....	600.00			600.00	
Legal Expenses.....	2,500.00			2,500.00	
		34,729.82			
<b>LAW SCHOOL</b>					
Salaries.....	50,750.00		40,750.00	10,000.00	
Departmental Appropriation.....	300.00		300.00		
Moot Courts.....	192.92			192.92	
		51,242.92			
<b>MATHEMATICS</b>					
Salaries.....	45,800.00		36,200.00		9,600.00
Departmental Appropriation.....	75.00		75.00		
Promotion of Honor Work.....	77.71				77.71
		45,952.71			
<b>MECHANICAL ENGINEERING</b>					
Salaries.....	30,758.91		30,758.91		
Additional Equipment.....	1,000.00		1,000.00		
Departmental Appropriation.....	2,425.00		625.00	1,800.00	
Laboratory Equipment.....	495.73				495.73
		34,679.64			

<b>METALLURGY</b>					
Salaries.....	14,050.00	14,050.00			
Departmental Appropriation.....	1,855.24		1,750.00		105.24
Breakage and Supplies.....	475.00	475.00			
Summer Course.....	366.36	366.36			
		16,740.60			
<b>MINERALOGY</b>					
Salaries.....	9,912.89	9,912.89			
Departmental Appropriation.....	650.00	250.00	400.00		
		10,562.89			
<b>MINING</b>					
Salaries.....	14,085.00	14,085.00			
Departmental Appropriation.....	1,700.00		1,700.00		
Roxbury Mine.....	36.93				36.93
		15,821.93			
<b>MUSIC</b>					
Salaries.....	13,800.00	1,500.00	12,300.00		
Departmental Appropriation.....	1,200.00	700.00			500.00
University Orchestra.....	150.00				150.00
		15,150.00			
<b>PHILOSOPHY AND PSYCHOLOGY</b>					
Salaries.....	49,229.75	39,154.75	4,975.00		14,100.00
Departmental Appropriation: Philosophy.....	99.91	99.91			
Departmental Appropriation: Psychology.....	499.95	499.95			
Instrument Maker: Psychology.....	390.00	390.00			
		50,219.61			
<b>PHYSICAL EDUCATION</b>					
Salaries.....	11,962.96	11,962.96			
Supplies and Repairs.....	624.00	624.00			
Care of Swimming Pool.....	1,300.00	1,300.00			
Columbia University Athletic Association.....	1,000.00	1,000.00			
		14,886.96			
		\$1,314,695.31	\$105,120.73	\$1,015,349.08	\$194,225.50
		<i>Carried forward.....</i>			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....		\$1,314,695.31	\$1,015,349.08	\$105,120.73	\$194,225.50
<b>PHYSICS (Experimental)</b>					
Salaries.....	26,104.26		25,504.26	600.00	
Departmental Appropriation.....	1,100.00		100.00	1,000.00	
Equipment.....	3,513.00		3,513.00		
Adams Precision Laboratory.....	1,084.69				1,084.69
Equipment of Laboratory for Measurement of Heat and Light.....	2,747.48			2,747.48	
Research Laboratory.....	1,838.95				1,838.95
Lecture Apparatus.....	237.93		237.93		
General Research.....	464.86		464.86		
Research Apparatus.....	1,196.20		1,196.20		
		38,287.37			
<b>PHYSICS (Mathematical)</b>					
Salaries.....	20,900.00		20,900.00		
Departmental Appropriation.....	323.37		75.00	248.37	
		21,223.37			
<b>PHYSICS (Barnard)</b>					
Salaries.....		4,700.00			4,700.00
<b>PUBLIC LAW AND JURISPRUDENCE</b>					
Salaries.....	33,500.00		20,850.00	4,250.00	8,400.00
Departmental Appropriation.....	60.00		60.00		
Legislative Drafting Research Fund.....	9,407.49				9,407.49
Blumenthal Fund.....	5,300.00			5,300.00	
		48,267.49			



RELIGION							
Salaries.....	6,750.00	.....	.....	4,250.00	.....	.....	2,500.00
Chapel Services.....	1,200.00	.....	.....	1,200.00	.....	.....	.....
Emergencies.....	1,499.67	.....	.....	1,499.67	.....	.....	.....
University Choir.....	469.03	.....	.....	.....	.....	.....	469.03
Chapel Music Fund.....	10.24	.....	.....	.....	.....	10.24	.....
Religious Work.....	200.00	.....	.....	.....	.....	.....	200.00
		10,128.94					
ROMANCE LANGUAGES							
Salaries.....	48,749.97	.....	.....	39,599.97	.....	.....	9,150.00
Departmental Appropriation.....	200.00	.....	.....	200.00	.....	.....	.....
Phonetic Laboratory.....	532.10	.....	.....	532.10	.....	.....	.....
		49,482.07					
SEMITIC LANGUAGES							
Salaries.....	4,900.00	.....	.....	4,500.00	.....	400.00	.....
Departmental Appropriation.....	50.00	.....	.....	50.00	.....	.....	.....
		4,950.00					
SLAVONIC LANGUAGES							
Salaries.....	.....	.....	.....	2,500.00	.....	.....	750.00
		3,250.00					
SOCIAL SCIENCE							
Salaries.....	18,200.00	.....	.....	5,100.00	.....	12,100.00	.....
Departmental Appropriation.....	250.00	.....	.....	250.00	.....	.....	.....
Bulletin of Social Legislation.....	6.00	.....	.....	.....	.....	6.00	.....
		18,456.00					
SUMMER SESSION							
Administration and Instruction.....	132,631.84	.....	.....	132,431.84	.....	.....	200.00
Camp Columbia:							
Administration.....	5,999.84	.....	.....	5,999.84	.....	.....	.....
Buildings and Grounds.....	1,987.52	.....	.....	1,987.52	.....	.....	.....
<i>Carried forward.....</i>	\$140,619.20		\$1,513,440.55	\$1,288,351.27		\$131,782.82	\$233,925.66

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts and for Designated Purposes
<i>Brought forward</i> .....	\$140,619.20	\$1,513,440.55	\$1,288,351.27	\$131,782.82	\$233,925.66
Taxes.....	337.61	.....	337.61	.....	.....
Insurance.....	654.84	.....	654.84	.....	.....
Military Training.....	1,330.43	.....	.....	.....	1,330.43
		142,642.08	.....	.....	.....
<b>ZOOLOGY</b>					
Salaries.....	38,000.00	.....	23,100.00	4,600.00	10,300.00
Departmental Appropriation.....	2,700.00	.....	.....	2,700.00	.....
Additional Equipment.....	314.29	.....	14.29	300.00	.....
Marine Table, Wood's Hole.....	500.00	.....	.....	500.00	.....
Dyckman Fund.....	400.00	.....	.....	400.00	.....
		41,914.29	.....	.....	.....
<b>College of Physicians and Surgeons</b>					
<b>ADMINISTRATION</b>					
Salaries.....	9,420.00	.....	9,010.00	410.00	.....
Alcohol.....	750.00	.....	750.00	.....	.....
Office Supplies and Sundries.....	700.00	.....	700.00	.....	.....
Printing and Distribution of Announcement.....	1,250.00	.....	1,250.00	.....	.....
		12,120.00	.....	.....	.....
<b>ANATOMY</b>					
Salaries.....	25,584.93	.....	25,584.93	.....	.....
Departmental Appropriation.....	4,875.00	.....	4,874.99	.....	.01
Preparator in Histology and Embryology.....	1,000.00	.....	1,000.00	.....	.....
		31,459.93	.....	.....	.....

<b>BACTERIOLOGY</b>								
Salaries.....	7,500.00	7,500.00						
Departmental Appropriation.....	3,000.00	3,000.00						
		10,500.00						
<b>BIOLOGICAL CHEMISTRY</b>								
Salaries.....	9,149.98	8,549.98					600.00	
Departmental Appropriation.....	4,005.69	3,300.00					705.69	
		13,155.67						
<b>CLINICAL INSTRUCTION</b>								
Salaries.....		6,900.00						
<b>CROCKER FUND</b>								
Salaries.....	30,537.85					30,537.85		
Departmental Expenses.....	27,520.00					27,520.00		
		58,057.85						
<b>DISEASES OF CHILDREN</b>								
Salaries.....	3,600.00	1,600.00				2,000.00		
Clinical Teaching.....	1,800.00					1,860.00		
		5,460.00						
<b>GYNECOLOGY</b>								
Salaries.....	3,850.00	3,850.00						
Departmental Appropriation.....	33.20	33.20						
		3,883.20						
<b>HYGIENE AND PREVENTIVE MEDICINE</b>								
Salaries.....		1,200.00						
<b>NEUROLOGY</b>								
Salaries.....	6,437.50	6,437.50						
Equipment and Supplies.....	500.00	500.00						
		6,937.50						
<b>OBSTETRICS</b>								
Salaries.....	4,350.00	2,850.00				1,500.00		
For Pathological Work.....	500.00					500.00		
		4,850.00						
<i>Carried forward</i> .....		\$1,852,821.07				\$204,610.67		\$246,861.79
		\$1,401,348.61						

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts and for Designated Purposes
<i>Brought forward</i> .....		\$1,852,821.07	\$1,401,348.61	\$204,610.67	\$246,861.79
<b>PATHOLOGY</b>					
Salaries.....	17,658.16		11,974.82		5,683.34
Supplies.....	2,488.87	20,147.03	2,486.94		1.93
<b>PHARMACOLOGY</b>					
Salaries.....	6,820.00		4,600.00		2,220.00
Departmental Appropriation.....	1,496.45	8,316.45	946.45		550.00
<b>PHYSIOLOGY</b>					
Salaries.....	19,944.59		17,937.09		2,007.50
Departmental Appropriation.....	2,000.00		2,000.00		
Wheelock Fund.....	376.67	22,321.26		376.67	
<b>PRACTICE OF MEDICINE</b>					
Salaries.....	27,787.43		18,212.42		9,575.01
Laboratory Appropriation—Clinical Pathology.....	1,299.98		1,299.98		
Medical Nursing Fund—Bellevue Hospital.....	600.00		600.00		
Departmental Appropriation—Vanderbilt Clinic.....	1,619.51		1,619.51		
Emergency Fund.....	718.15	32,025.07	718.15		
<b>SURGERY</b>					
Salaries.....	33,493.80		13,470.56	961.18	19,062.06
Departmental Appropriation.....	3,400.00		3,400.00		
Surgical Research.....	4,581.40				4,581.40
Instruction in Surgical Research Laboratory.....	900.00		900.00		

William T. Bull Memorial Fund.....	1,049.94			1,049.94	
Pollomyelitis Research Fund.....	1,311.83				1,311.83
<b>HOSPITAL INSTRUCTION</b>					
For Medical and Surgical Instruction to Fourth Year Students.....		725.00		725.00	
<b>SLOANE HOSPITAL</b>					
		30,404.78		30,404.78	
<b>VANDERBILT CLINIC</b>					
TEACHERS COLLEGE		5,716.65		5,650.00	66.65
Salaries.....					
		193,495.00			193,495.00
<b>EAST RIVER HOMES GIFT</b>					
For Medical Treatment of Indigent persons in Vanderbilt Clinic.....		10,000.00			10,000.00
<b>Miscellaneous</b>					
<b>RETIRING ALLOWANCES</b>					
		50,962.50		9,068.15	41,894.35
<b>WIDOWS' ALLOWANCES</b>					
		8,240.15		1,880.15	6,360.00
<b>FELLOWSHIPS</b>					
Adams.....	1,250.00			1,250.00	
Adams Publication Fund.....	28.24			28.24	
Special—Ernest Kempton Adams Research Fellowship Fund.....	1,000.00				1,000.00
Class of '70.....	500.00		500.00		
Curtis.....	618.75			618.75	
Cutting.....	10,643.84			10,643.84	
Drisler.....	650.00		650.00		
Garth.....	670.31			670.31	
<i>Carried forward.....</i>	\$15,361.14	\$2,279,971.93	\$1,494,397.83	\$256,264.38	\$544,670.86

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....	\$15,361.14	\$2,279,971.93	\$1,494,397.83	\$256,264.38	\$544,670.86
Gilder.....	1,963.56	.....	.....	1,963.56	.....
Goldschmidt.....	675.00	.....	.....	675.00	.....
Mitchell.....	412.50	.....	.....	412.50	.....
Mosenthal.....	618.74	.....	.....	618.74	.....
Proudfit.....	154.23	.....	.....	154.23	.....
Schiff.....	618.75	.....	.....	618.75	.....
Schurz.....	825.00	.....	.....	825.00	.....
Trowbridge.....	500.00	.....	.....	500.00	.....
Tyndall.....	972.00	.....	.....	972.00	.....
University.....	7,407.00	.....	7,407.00	.....	.....
Industrial Research—Chemical Engineering.....	1,341.92	.....	.....	.....	1,341.92
		30,849.84			
<b>SCHOLARSHIPS</b>					
Aldrich.....	206.25	.....	.....	206.25	.....
Alumni Association.....	700.00	.....	700.00	.....	.....
Special—Alumni Association.....	1,193.75	.....	.....	.....	1,193.75
Alumni Competitive.....	681.25	.....	681.25	.....	.....
Beck.....	175.00	.....	.....	.....	.....
Benefactors.....	12,950.00	.....	12,950.00	.....	.....
Brooklyn (College).....	2,093.75	.....	2,093.75	.....	.....
Brooklyn (Barnard).....	1,800.00	.....	1,800.00	.....	.....
Burgess (Annie P.).....	175.00	.....	.....	.....	175.00
Burgess (Daniel M.).....	36.00	.....	.....	.....	36.00
Butler.....	72.00	.....	.....	.....	72.00
Campbell.....	350.00	.....	102.50	.....	247.50
Class of 1885.....	412.50	.....	.....	.....	412.50



Class of '48	350.00			350.00	
Curtis	600.00		600.00		
Faculty	3,627.50		3,627.50		
Faculty Scholarship Fund	7,054.43		6,485.25	569.18	
Harper	338.75		338.75		
Hewitt	350.00		350.00		
Jones (John D.)	200.00				200.00
McClymonds	1,294.00				1,294.00
Marcus Daly	1,000.00				1,000.00
Moffat	350.00		207.50	82.50	
President's University	1,140.00		1,140.00		
Professors (Sons of)	2,216.00		2,216.00		
Pulitzer Scholarship Fund	18,761.00		8,300.00	10,461.00	
Saunders	129.75			129.75	
Schermhorn	875.00		668.75	206.25	
Society for Promotion of Religion and Learning	745.00		745.00		
Stuart	350.00				
State	43,875.00		102.50	247.50	
Special	991.00				991.00
Additional Scholarships	1,940.00		1,940.00		
University	2,978.00		2,678.00	150.00	
Wheeler (John Visscher)	500.00			500.00	
		110,510.93			
<b>PRIZES AND MEDALS</b>					
Alumni Association Prizes	50.00				50.00
Beck Prize	330.00			330.00	
Bennett Prize Fund	41.25			41.25	
Butler (N. M.) Medal	20.00			20.00	
Chandler	158.36			158.36	
Chanter Historical	41.25			41.25	
Columbia Hudson Fulton Prizes	82.50			82.50	
<i>Carried forward</i>	\$723.36	\$2,421,332.70	\$1,519,684.08	\$277,603.45	\$594,766.53

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....	\$723.36	\$2,421,332.70	\$1,549,684.08	\$277,605.45	\$594,766.53
Convers Prize.....	50.00	.....	.....	50.00	.....
Curtis Medals.....	35.00	.....	.....	35.00	.....
Darling Prize.....	41.25	.....	.....	41.25	.....
Earle Prize.....	50.00	.....	.....	50.00	.....
Einstein Prize.....	200.00	.....	.....	200.00	.....
Elsberg Prize.....	90.00	.....	.....	90.00	.....
Green Memorial Prize.....	50.00	.....	.....	50.00	.....
Illig Medals.....	90.00	.....	.....	90.00	.....
Montgomery Prize.....	41.24	.....	.....	41.24	.....
Ordreux Prize.....	123.75	.....	.....	123.75	.....
Philolexian Prize.....	56.79	.....	.....	56.79	.....
Pulitzer.....	8,875.03	.....	.....	8,875.03	.....
Rhein Prize in Oral Hygiene.....	50.00	.....	.....	50.00	.....
Rolker Prize.....	41.25	.....	.....	41.25	.....
Toppan Prize.....	150.00	.....	.....	150.00	.....
Van Amringe Prize.....	206.25	.....	.....	206.25	.....
Van Buren Prize.....	206.25	.....	.....	206.25	.....
		11,080.17			
<b>FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS</b>					
Blumenthal Scholarships.....	1,900.00	.....	.....	1,900.00	.....
Clark Scholarships.....	288.75	.....	.....	288.75	.....
Devendorf Fellowship.....	268.12	.....	.....	268.12	.....
Doughly Scholarships.....	412.50	.....	.....	412.50	.....
DuBois Fellowship.....	1,595.00	.....	.....	1,595.00	.....

Faculty Scholarships.....	1,000.00	.....	1,000.00	.....
Harsen Scholarships.....	1,250.00	.....	1,250.00	.....
Hartley Scholarships.....	250.00	.....	250.00	.....
Proudfit Fellowship.....	1,237.50	.....	1,237.50	.....
Research Fellowships.....	2,400.00	.....	.....	2,400.00
Vanderbilt Scholarships.....	1,000.00	.....	1,000.00	.....
Additional Scholarships.....	4,000.00	.....	4,000.00	.....
	15,601.87	.....	.....	.....
	\$2,448,014.74	\$1,555,684.08	\$295,114.13	\$597,216.53

## EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipt for Designated Purposes
<b>MORNINGSIDE HEIGHTS</b>					
Salaries.....	\$4,000.00	.....	\$4,000.00	.....	.....
Care of Boat House.....	1,438.05	.....	1,438.05	.....	.....
Cleaning.....	3,088.77	.....	3,088.77	.....	.....
Fuel.....	32,145.10	.....	32,145.10	.....	.....
Furniture and Fixtures.....	727.61	.....	727.61	.....	.....
Gas and Electricity.....	4,105.84	.....	4,105.84	.....	.....
Maintenance:					
General Buildings.....	22,087.20	.....	22,087.20	.....	.....
Residence Halls.....	56,443.53	.....	56,443.53	.....	.....
School of Journalism.....	10,975.59	.....	.....	\$10,975.59	.....
Planting.....	612.04	.....	612.04	.....	.....
Post Office.....	1,799.76	.....	1,799.76	.....	.....
Power House and Janitorial Service.....	60,300.19	.....	60,300.19	.....	.....
Superintendent's Supplies.....	5,784.25	.....	5,784.25	.....	.....
Telephone Service.....	10,359.09	.....	10,359.09	.....	.....
Uniforms.....	378.70	.....	378.70	.....	.....
Water Rates.....	4,626.72	.....	4,626.72	.....	.....
No. 407 West 117th Street—Expenses.....	489.00	.....	.....	.....	.....
No. 413 West 117th Street—Expenses.....	98.74	.....	.....	.....	.....
No. 415 West 117th Street—Expenses.....	54.66	.....	.....	.....	.....
No. 421 West 117th Street—Expenses.....	585.61	.....	.....	.....	.....
No. 431 West 117th Street—Expenses.....	993.93	.....	.....	.....	.....
		221,004.98			
No. 83 Barclay Street—Expenses.....	506.72	.....	506.72	.....	.....
No. 27 West 49th Street—Expenses.....	1,931.90	.....	1,931.90	.....	.....
No. 72 Murray Street—Expenses.....	773.06	.....	773.06	.....	.....
		3,211.68			

COLLEGE OF PHYSICIANS AND SURGEONS				
Cleaning.....	749.19	749.19		
Departmental Assistants.....	9,809.20	9,809.20		
Fuel.....	13,553.36	13,553.36		
Furniture and Fixtures.....	478.28	478.28		
Gas and Electricity.....	1,249.58	1,249.58		
Power House and Janitorial Service.....	14,638.11	14,638.11		
Maintenance of Buildings.....	3,197.27	3,197.27		
Superintendent's Supplies.....	2,029.65	2,029.65		
Water Rates.....	1,280.21	1,280.21		
	46,984.85			
GYMNASIUM				
Janitorial Service.....	1,300.00	1,300.00		
Laundry Service.....	1,299.00	1,299.00		
Evening Service.....	750.00	750.00		
	3,349.00			
UNIVERSITY HALL				
Fire Loss.....	1,010.54	1,010.54		
FURNALD HALL				
Janitorial Service.....	200.00	200.00		
Laundry Service.....	300.00	300.00		
Fire Loss.....	898.26	898.26		
	1,398.26			
SUMMER SESSION				
General Expenses.....	8,140.00	8,140.00		
MAINTENANCE OF SOUTH AND EAST FIELDS				
Special.....	1,050.00	1,050.00		
Attendance and Supplies.....	2,285.92	2,285.92		
	3,335.92			
PUBLIC CEREMONIES.				
URGENT REPAIRS.....	1,226.17	1,226.17		
REPAIRING AND PAINTING INTERIOR OF AVERY BUILDING.....	3,952.60	3,952.60		
FIRE PROTECTION.....	540.92	540.92		
REST ROOM EQUIPMENT FUND.....	335.91	335.91		
	137.00	137.00		
	\$204,717.83	\$282,843.98	\$10,975.59	\$898.26

## EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<b>EXPENSES—LIBRARY</b>					
Salaries.....	\$57,473.23		\$54,614.93	\$1,358.30	\$1,500.00
Administration Reserve Fund.....	45.30		45.30		
Emergencies.....	1,850.91		1,850.91		
Purchase of Books and Serials.....	14,352.65		13,696.46		656.19
Binding.....	5,501.40		5,500.00		1.40
Printed Catalogue Cards.....	1,000.00		1,000.00		
Incidentals.....	4,215.44		3,532.64		682.80
		\$84,448.93			
<b>PURCHASES FROM SPECIAL FUNDS</b>					
Barnard Library Fund.....	2,925.67			2,925.67	
Cothel Fund.....	535.13			535.13	
Currier Fund.....	1,810.06			1,810.06	
Schurz Fund.....	59.95			59.95	
		5,330.81			
<b>PURCHASES FROM GIFTS, ETC.</b>					
Chinese Bookbinding Fund.....	67.05				67.05
Crane (C. R.) Fund.....	12.21				12.21
Loeb Fund.....	118.74				118.74
Low Fund.....	241.03				241.03
Committee of Fifty Fund.....	49.71				49.71
Alumni Association Gift, Columbiana Room.....	59.96				59.96
Hepburn (A. Barton) Gift.....	3,034.24		3.86		3,030.38
		3,582.94			



COLLEGE STUDY							
KENT HALL READING ROOMS							
Assistance.....	2,483.73	2,483.73	2,483.73				
PHILOSOPHY READING ROOMS							
Assistance—Librarian.....	1,267.51	1,267.51	1,267.51				
SCHERMERHORN HALL READING ROOMS							
Assistance—Librarian.....	1,620.00	1,620.00	1,620.00				
APPLIED SCIENCE READING ROOMS							
Assistance—Librarian.....	2,400.00	2,400.00	2,400.00				
ENGINEERING LIBRARY							
Reference Librarian.....	977.42	977.42	977.42				
Equipment.....	1,581.00	1,581.00	1,581.00				
AVERY LIBRARY							
Library Staff.....	2,135.00	2,135.00	2,135.00				
Avery Library Fund.....	2,789.10	2,789.10	2,789.10				
LAW SCHOOL LIBRARY							
Library Staff.....	2,700.00	2,700.00	2,700.00				
Books and Bindings.....	3,468.35	3,468.35	3,250.96				.85
Law School Alumni Fund.....	1,910.18	1,910.18	1,910.18				
Purchase of Books in Comparative Jurisprudence.....	20.64	20.64	20.64				
Carpentier (James S.) Fund.....	1,648.31	1,648.31	1,648.31				
SCHOOL OF JOURNALISM LIBRARY							
Library Staff.....	1,500.00	1,500.00	1,500.00				
Books and Binding.....	1,424.42	1,424.42	1,416.92				7.50
<i>Carried forward.....</i>	\$2,924.42	\$120,137.97	\$100,443.77			\$14,259.98	\$8,358.64

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i> .....	\$2,924.42	\$120,137.97	\$100,443.77	\$14,259.98	\$8,358.64
Newspapers.....	376.99	.....	.....	376.99	.....
Equipment.....	630.46	.....	.....	630.46	.....
		3,931.87			
MEDICAL SCHOOL LIBRARY					
Library Staff.....	650.00	.....	650.00	.....	.....
Books and Bindings.....	1,539.64	.....	1,538.24	.....	1.40
For Surgical Journals.....	126.36	.....	.....	126.36	.....
Janeway (E. G.) Library.....	749.19	.....	.....	749.19	.....
Lee Fund.....	933.01	.....	.....	933.01	.....
		3,998.20			
		\$128,068.04	\$102,632.01	\$17,075.99	\$8,360.04

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Salaries.....	\$44,196.71	.....	\$40,196.71	.....	\$4,000.00
Attorney's Office, Expenses.....	687.50	.....	567.50	.....	120.00
Clerk's Office Sundries.....	1,436.95	.....	1,436.95	.....	.....
Treasurer's Office, Sundries.....	1,583.17	.....	1,583.17	.....	.....
Contingent Expenses.....	5,527.18	.....	5,527.18	.....	.....
Office Rent.....	2,125.01	.....	2,125.01	.....	.....
116th Street Tunnels—Franchises.....	559.08	.....	559.08	.....	.....
Insurance.....	\$4,536.79	.....	.....	.....	.....
Advanced in prior years against appropriation for 1916-1917. 11,871.30	16,408.09	.....	16,408.09	.....	.....
Taxes:					
President's House.....	\$3,248.00	.....	.....	.....	.....
Chaplain's House (413 W. 117th Street).....	385.70	.....	.....	.....	.....
Dean's House (415 W. 117th Street).....	385.70	.....	4,019.40	.....	.....
Membership in Hospital Bureau of Purchases and Supplies.....	772.50	.....	772.50	.....	.....
		\$77,315.59			
		\$77,315.59	\$73,195.59		\$4,120.00

## EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	\$4,000.00	.....	.....	\$4,000.00	.....
Edward R. Carpenter Fund.....	2,700.00	.....	.....	2,700.00	.....
James S. Carpenter Fund.....	4,000.00	.....	.....	4,000.00	.....
W. Bayard Cutting, Jr., Fellowship Fund.....	600.00	.....	.....	600.00	.....
Dean Lung Fund.....	4,000.00	.....	.....	4,000.00	.....
Fine Arts Endowment Fund.....	5,000.00	.....	.....	5,000.00	.....
Furnald Hall Fund.....	17,500.00	.....	\$17,500.00	.....	.....
Seidl Fund.....	486.00	.....	.....	486.00	.....
Waring Fund.....	4,000.00	.....	.....	4,000.00	.....
		\$42,280.00	\$17,500.00	\$24,780.00	.....
		\$42,280.00	\$17,500.00	\$24,780.00	.....

## INTEREST ACCOUNT

## INTEREST PAID:

On Corporate Debt.....		\$120,650.00
On Columbia University Notes.....		2,847.08
On Loubat Annuity Mortgage.....		20,160.00
On Medical School New Site.....		11,250.00
On Uninvested Special Funds used for General Purposes.....		58.25
		<hr/>
		\$154,965.33

## DEDUCT INTEREST APPORTIONED, AS FOLLOWS:

Gaillard-Loubat Library Endowment Fund.....	\$25,924.04	
George Crocker Research Building.....	1,301.25	\$27,225.29
		<hr/>
		<u>\$127,740.04</u>

## BALANCE SHEET, JUNE 30, 1917

## ASSETS

Cash at Banks:			
Special Funds.....		\$8,959.25	
Designated Funds.....		4,777.23	
General Funds.....		42,563.55	
		<hr/>	\$56,300.03
Arrears of Rent. (See page 37).....			20,482.93
Loans to Students.....			30,570.73
Insurance in Advance.....			363.87
Advances against future appropriations, etc., etc.....			45,151.15
Overdrafts on Income of Special Funds. (See page 43).....			82,873.58
Materials and Supplies, Chemistry Department.....			25,763.04
Expenses re Leases, etc., in Suspense.....			18,474.42
Securities owned for account of General and Special Funds. (See page 71)			13,134,855.65
University Land, Buildings and Equipment—Morningside. (See page 76)			14,930,679.31
Stadium—Hudson River, Morningside.....			1,203.00
College of Physicians and Surgeons.....			925,742.91
Camp Columbia, Morris, Connecticut.....			39,765.27
Columbia University Printing Office, open account.....			78,981.39
Columbia University Printing Office, Equipment and Machinery.....			75,510.28
Rental Properties:			
Upper and Lower Estates, New York City. (1916			
Tax Valuations).....		\$19,740,500.00	
Upper and Lower Estates, New York City, Buildings			
Purchased.....		116,173.75	
Other Property, New York City. (See page 76).....		1,090,271.74	
		<hr/>	\$20,946,945.49
Redemption Fund:			
Investments.....		\$692,532.50	
Cash.....		7,467.50	
		<hr/>	\$700,000.00
			<hr/>
			<u>\$51,113,663.05</u>



## BALANCE SHEET, JUNE 30, 1917

## FUNDS AND LIABILITIES

Special Funds—Principal. (See page 99).....		\$11,140,005.99
Special Funds—Income Unexpended. (See page 43).....		213,219.26
Unexpended Gifts for Designated Purposes. (See page 53).....		733,747.88
Permanent Funds—For Purchase of Land and Erection of Buildings. (See page 101).....		7,951,221.15
Funds for Loans to Students.....		31,069.70
General and Special Funds—Accounts Payable, etc.....		13,608.89
Deposits re Leases in Suspense.....		5,562.16
Fees received in Advance, Deposits, etc.....		32,357.12
Columbia University Notes Payable.....		250,000.00
Mortgages on New York Property.....		698,000.00
Columbia College 4% Mortgage Bonds.....		3,000,000.00
Capital Account:		
Estate Summary.....	\$21,158,295.34	
Real Estate Sales Account.....	5,886,575.56	
		\$27,044,870.90
		<u>\$51,113,663.05</u>



## ARREARS OF RENT, JUNE 30, 1917

Arrears of Rent, 1913-1914.....	\$1,915.72		
Collected in 1916-1917.....			\$1,915.72*
<hr/>			
Arrears of Rent, 1914-1915 .....	\$7,090.48		
Arrears of Rent, 1914-15, charged 1916-17.....	2,000.00	9,090.48	
Collected in 1916-1917.....		7,190.20	1,900.28*
<hr/>			
Arrears of Rent, 1915-1916.....	20,700.75		
†Arrears of Rent, 1915-16, charged 1916-17.....	2,000.00	22,700.75	
Collected in 1916-1917.....		19,995.32	2,705.43*
<hr/>			
Rents Receivable from Upper and Lower Estates, 1916-1917..	667,067.28		
Collected in 1916-1917.....	653,105.78		13,961.50
<hr/>			
Total Arrears, June 30, 1917.....			<u>\$20,482.93</u>
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200-200a Barclay Street and Park Place, 6 months' rent to May 1, 1917....		\$1,300.00	
201-201a Barclay Street and Park Place, 6 months' rent to May 1, 1917....		1,250.00	
219-220 Greenwich Street, 6 months' rent to May 1, 1917 (balance).....		250.00	
65 West 48th Street, 18 months' rent to May 1, 1917 (balance).....		2,364.06*	
46 West 49th Street, 6 months' rent to May 1, 1917.....		735.00*	
17 West 49th Street, 6 months' rent to May 1, 1917.....		1,452.50*	
45 West 49th Street, 6 months' rent to May 1, 1917 (balance).....		823.00	
67 West 49th Street, 18 months' rent to May 1, 1917 (balance).....		1,408.87	
69 West 49th Street, 6 months' rent to May 1, 1917 (balance).....		470.50	
36 West 50th Street, 6 months' rent to May 1, 1917 (balance).....		458.00	
44 West 50th Street, 12 months' rent to May 1, 1917.....		1,811.00*	
19 West 50th Street, 48 months' rent to May 1, 1917.....		7,632.00*	
34 West 51st Street, 6 months' rent to May 1, 1917 (balance).....		528.00	
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			<u>\$20,482.93†</u>

\* In litigation.

† This amount has been reduced since June 30th to \$17,431.23.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING  
JUNE 30, 1917

	Debit Balances, June 30, 1916	Credit Balances, June 30, 1916	Received 1916-1917	Total Credits	Expended 1916-1917	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917
Adams Fund.....		\$2,433.37	\$2,171.20	\$4,604.57	\$1,278.24		\$3,326.33
Aldrich Scholarship Fund.....			206.25	206.25	206.25		
Anonymous Fund for Church and Choral Music	\$12,174.13		6,228.89	Dr. 5,945.24	5,000.00	10,945.24	
Art Professorship Fund.....		480.60	2,062.50	2,543.10			2,543.10
Avery Architectural Library Fund		346.31	2,062.50	2,408.81	2,075.60		333.21
Barnard Fellowship Fund.....		109.98	412.50	522.48			522.48
Barnard Library Fund.....		776.03	24,544.45	3,900.04	(1) 2,965.67		934.37
Barnard (Margaret) Fund.....			669.50				
Beck Prize Fund.....		80.03	330.00	410.03	330.00		80.03
Beck Scholarship Fund.....			82.50	82.50	82.50		
Beer Lecture Fund.....		3,284.60	469.29	3,753.89			3,753.89
Bennett Prize Fund.....		4.75	41.25	46.00	41.25		4.75
Bergh Fund.....		6,692.84	4,125.00	10,817.84	2,006.00		8,811.84
Blumenthal Endowment Fund.....			6,913.57	5,809.96	5,300.00		509.96
Bridgham Fellowship Fund.....	203.61		825.00	1,024.33			1,024.33
Brunner Prize Fund.....		199.33	41.25	213.00			213.00
Burgess (Annie P.) Fund.....		171.75	2,613.81	2,613.81	(2) 2,613.81		
Burgess (Annie P.) Scholarship Fund		37.50	206.25	243.75	175.00		68.75
Burgess (Daniel M.) Scholarship Fund.....		125.00	206.25	331.25	36.00		295.25
Burgess (John W.) Fund.....			4,000.00	3,976.58	(4) 4,022.22	45.64	
Butler Scholarship Fund.....	23.42		206.25	449.27	222.00		218.27
Butler (N. M.) Medal Fund.....		234.02	206.25	Dr. 113.47	20.00	133.47	
Campbell Scholarship Fund.....		237.22	123.75	247.50	247.50		
Carpentier (E. R.) Fund.....			247.50	6,245.69	8,700.00		
Carpentier (J. S.) Fund.....	4,066.81		10,312.50	64,485.82	14,841.23	2,454.31	49,644.59
Center Fund.....		52,011.94	12,473.88	7,557.92	7,416.80		141.12
		213.50	7,344.42				

REPORT OF THE TREASURER

Chandler (C. F.) Fund.....				1,032.50	247.50	1,280.00	180.86		1,009.14
Joseph P. Chamberlain Endowment Fund.....					1,250.00	1,250.00			1,250.00
Chanler Prize Fund.....				87.25	41.25	128.50	41.25		87.25
Chapel Music Fund.....	\$22.91				41.25	18.34	10.24		8.10
Class of 1848 Scholarship Fund.....				29.94	412.50	442.44	350.00		92.44
Class of 1885 Mines Fund.....				146.93	412.50	559.43	412.50		146.93
Class of 1889 Medal Fund.....				22.35	20.63	42.98			42.98
Class of 1892 Arts and Mines.....					17.16	17.16			17.16
Class of 1901 Decennial Fund.....				57.45	57.45	114.90	114.90		
Class of 1905 Fund.....				24.46	44.07	68.53	43.30		25.23
Columbia Fellowship Fund.....				2,170.68	536.25	2,706.93			2,706.93
Columbia Hudson-Fulton Prize Fund.....				82.50	41.25	123.75	82.50		41.25
Columbia University Football Assn. Fund.....	12.44				362.63	350.19	354.59	4.40	
Convers Prize Fund.....				50.00	50.00	100.00			50.00
Cothall Fund.....				620.97	660.00	1,280.97			745.84
Crocker Research Fund.....				26,578.63	64,563.12	91,141.75	(6) 64,057.85		27,083.90
Crosby Collection of Lantern Slides Fund.....				6.83	70.15	76.98	53.50		23.48
Currier Fund.....				691.54	2,062.50	2,754.04	1,810.06		943.98
Curtis Fellowship Fund.....				993.87	412.50	1,406.37	618.75		787.62
Curtis Medals Fund.....				136.71	53.63	190.34	35.00		155.34
Cutting Fund.....				5,002.25	8,000.00	13,002.25	10,643.84		2,358.41
Cutting, Jr., Fellowship Fund.....					600.00	600.00	600.00		
Da Costa Professorship Fund.....				118.95	3,571.29	3,690.24	3,600.00		90.24
Darling Prize Fund.....				23.50	41.25	64.75	41.25		23.50
Dean Lung Fund.....				1,116.22	9,302.28	10,418.50	9,500.00		918.50
Deutsches Haus Endowment Fund.....					715.63	715.63	(7) 715.63		
DeWitt Scholarship Fund.....					301.75	301.75			301.75
Drisler Classical Fund.....				315.73	412.50	728.23	212.49		515.74
Dyckman Fund.....				299.06	412.50	711.56	400.00		311.56
Earle Prize Fund.....				54.68	51.56	106.24	50.00		56.24
Eaton Professorship Fund.....				124.81	4,249.81	4,249.81	4,250.00	.19	
Einstein Fund.....				100.25	200.17	300.42	200.00		100.42
<i>Carried forward</i> .....	\$16,740.54	\$107,089.61	\$105,020.59	\$13,583.25	\$156,543.71	\$112,409.20			

	Debit Balances, June 30, 1916	Credit Balances, June 30, 1916	Received 1916-1917	Total Credits	Expended 1916-1917	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....			\$165,020.59		\$156,543.71	\$13,583.25	\$112,409.20
Eisberg Fund.....	\$16,740.54	\$107,089.61	90.00	87.00	90.00	3.00	.....
Emmons Memorial Fund.....	3.00	708.61	574.33	1,282.04	.....	.....	1,282.04
Fine Arts Endowment Fund.....	.....	.....	10,000.00	10,000.00	5,713.50	.....	4,286.50
Fire Insurance Fund.....	.....	.....	.....	.....	(18) 490.96	490.96	.....
Garth Fund.....	.....	88.35	670.31	758.66	670.31	.....	88.35
Geblard Fund.....	.....	25.00	825.00	850.00	850.00	.....	.....
German Lecture Fund.....	.....	223.20	41.25	264.45	40.00	.....	224.45
Gilder Fund.....	249.57	.....	1,963.56	1,713.99	1,963.56	.....	.....
Goldschmidt Fellowship Fund.....	.....	125.56	670.31	795.87	675.00	.....	120.87
Gottheil Lecture Fund.....	.....	240.80	412.50	653.30	400.00	.....	253.30
Gottsberger Fellowship Fund.....	274.75	.....	391.87	117.12	.....	.....	117.12
Green Prize Fund.....	.....	.....	50.00	50.00	50.00	.....	.....
Hall Scholarship Fund.....	.....	887.29	592.48	1,479.77	.....	.....	1,479.77
Adelaide Hamilton Fund.....	.....	.....	20.00	20.00	.....	.....	20.00
Harriman Fund.....	506.27	.....	5,103.13	4,596.86	5,000.00	403.14	.....
Howe Legacy.....	26.00	.....	.....	Dr. 26.00	.....	26.00	.....
Illig Fund.....	.....	148.99	82.50	231.49	90.00	.....	141.49
Indo-Iranian Fund.....	.....	.....	675.00	675.00	675.00	.....	.....
James Fund.....	.....	.....	4,125.00	4,125.00	4,125.00	.....	.....
Kennedy Endowment Fund.....	.....	.....	3,452.56	3,452.56	(9) 3,452.56	.....	.....
Langeloth Fund.....	.....	162.71	206.25	368.96	(9) 368.96	.....	.....
Law Library Fund.....	.....	.02	216.56	216.56	216.54	.....	.04
Law Alumni Library Fund.....	.....	.....	39.48	39.48	.....	.....	39.48
Loubat Fund.....	.....	.....	288.75	288.75	(10) 288.75	.....	.....
Loubat Professorship Fund.....	760.91	.....	4,125.00	3,360.09	3,606.00	241.91	.....
Maison Francaise Endowment Fund.....	.....	.....	206.25	206.25	(11) 206.25	.....	.....
Manners Fund.....	.....	233.75	121.05	354.80	(12) 142.50	.....	212.30
Mathematical Prize Fund.....	.....	289.86	206.25	496.11	206.25	.....	289.86





	Debit Balances, June 30, 1916	Credit Balances, June 30, 1916	Received 1916-1917	Total Credits	Expended 1916-1917	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....							
Van Amringe Fund.....	\$95,263.16	\$127,558.67	\$328,858.40		\$303,181.15	\$81,718.58	\$139,691.34
Vanderbilt Clinic Endowment Fund.....		51.51	206.25	257.76	206.25		51.51
Van Praag Fund.....		158.69	5,650.00	5,650.00	5,650.00		
Waring Fund (Mrs. Waring).....			206.25	364.94			364.94
Waring Fund (Miss Waring).....			2,000.00	2,000.00	2,000.00		
Wheeler Scholarship Fund.....		372.34	2,000.00	2,372.34	2,000.00		372.34
Wheelock Fund.....		538.25	591.37	1,129.62	500.00		629.62
Special Investments, Account Unassigned In- come.....		200.00	200.00	400.00	376.67		23.33
Building Construction Fund.....		46,061.77	7,533.29	53,595.06	(1) 743.68		52,851.38
			37,452.00	37,452.00	(19) 37,452.00		
SCHOOL OF MEDICINE							
Blumenthal, Jr., Fund.....		3,965.00	3,990.00	7,955.00	(2) 3,882.50		4,072.50
Bondy Fund.....		297.92	4,125.00	4,422.92			4,422.92
Bull Memorial Fund.....		1,222.49	1,327.77	2,550.26	2,137.48		412.78
Carpentier (R. S.) Fund.....	950.00		4,125.00	3,175.00	4,000.00	825.00	
Clark Scholarship Fund.....		66.50	577.50	644.00	288.75		355.25
Cock Prize Fund.....		42.02	41.25	83.27			83.27
Devendorf Scholarship Fund.....		39.64	268.13	307.77	268.12		39.65
Doughty Scholarship Fund.....		139.56	412.50	552.06	412.50		139.56
DuBois Memorial Fund.....		3,142.50	900.00	4,042.50	1,595.00		2,447.50
Harsen Fund.....		151.71	1,283.46	1,435.17	1,250.00		185.17
Hartley Scholarship Fund.....		12.33	250.00	262.33	250.00		12.33
Jacobi Ward Fund.....		59.59	1,918.87	1,978.46	1,860.00		118.46
Janeway Library Fund.....		847.31	1,031.25	1,878.56	749.19		1,129.37
Lee Fund.....		334.50	825.00	1,159.50	933.01		226.49
Miller Fund.....	332.50		412.50	80.00	410.00	330.00	

Dental School Fund.....	3,330.19	3,330.19	3,330.19	(1 <sup>st</sup> ) 2,500.00	.....	830.19
Froudfit (M.M.) Scholarship Fund.....	3,794.81	618.75	4,413.56	1,237.50	.....	3,176.06
Sloane Hospital for Women Fund.....	.....	30,404.78	30,404.78	30,404.78	.....	.....
Stevens Fund.....	612.15	78.37	690.52	.....	.....	690.52
Smith Prize Fund.....	796.35	96.43	892.78	.....	.....	892.78
	\$96,545.66	\$440,714.31	.....	\$404,288.38	\$82,873.58	\$213,219.26

## NOTES

(1) Transferred to Barnard Medal Account.....	\$40.00	
(2) Transferred to President's Emergency Fund.....	2,613.81	
(3) Transferred to Deutches Haus Maintenance.....	715.63	
(4) Transferred to President's Emergency Fund.....	368.96	
(10) Transferred to Loubat Prizes.....	288.75	
(11) Transferred to Maison Francaise Maintenance.....	206.25	
(18) Transferred to Furnald Hall Fire Loss.....	490.96	\$4,724.36
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(2) Transferred to Principal of Blumenthal Loan Fund.....	\$1,082.50	
(12) Transferred to Principal of Manners Fund.....	142.50	
(13) Transferred to Principal of Dental School Fund.....	2,500.00	
(14) Transferred to Principal of Shoemaker Loan Fund (Balance Sheet).....	206.25	
(16) Transferred to Principal of Building Construction Fund.....	37,452.00	\$42,283.25
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(4) Charged off to Premium Account, J. W. Burgess Fund (Balance Sheet)...	\$22.22	
(6) Charged off to Premium Account, Robert Center Fund (Balance Sheet)...	116.80	
(6) Charged off to Premium Account, Kennedy Fund (Balance Sheet).....	3,452.56	
(\$100,805.18 additional income credited to General Income of the Corporation)		
(17) Charged off to Premium Account, Special Fund (Balance Sheet).....	743.68	\$4,335.26
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(6) Charged off to Crocker Research Building Fund.....	5,000.00	\$56,342.87
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Payments from Income of Special Funds.....		\$347,945.71
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(16) Received by Transfer from Principal W. R. Peters Fund.....		\$500.00

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1917

ACCOUNTS	Credit Balances, June 30, 1916	Received 1916-1917	Received by Transfer 1916-1917	Total Credits	Expended 1916-1917	Expended by Transfer 1916-1917	Credit Balances, June 30, 1917
<b>EDUCATIONAL ADMINISTRATION:</b>							
Salaries.....	.....	.....	.....	(1) \$13,500.00	\$13,500.00	.....	.....
Lectures.....	.....	\$708.92	.....	708.92	.....	.....	\$708.92
Sexennial Catalogue.....	\$12.00	18.75	.....	30.75	40.00	.....	Dr. 9.25
National Emergency Fund.....	.....	1,025.00	.....	1,025.00	1,025.00	.....	.....
President's Emergency Fund.....	.....	(1) 7,919.70	(1) \$2,982.77	10,902.47	5,848.69	.....	5,053.78
Equipment for Student Military and Naval Activities.....	.....	500.00	.....	500.00	117.03	.....	382.97
President's Special Account.....	223.65	25.00	.....	248.65	125.00	.....	123.65
President's War Preparation Fund.....	.....	3,843.50	.....	3,843.50	3,843.50	.....	.....
Secretary's Special Account.....	112.50	.....	.....	112.50	.....	.....	112.50
Military Training Course Camp Columbia.....	.....	1,575.00	.....	1,575.00	1,330.43	.....	244.57
Special Assistance in Earl Hall.....	5.95	.....	.....	5.95	.....	.....	5.95
Fund for Research.....	.....	225.16	.....	225.16	.....	.....	225.16
State Aid to Blind Pupils.....	605.85	300.00	.....	905.85	300.00	.....	605.85
State Aid to Deaf Pupils.....	6.00	.....	.....	6.00	.....	.....	6.00
<b>EXCHANGE PROFESSORS:</b>							
Queen Wilhelmina Lectureship.....	.....	3,500.00	.....	3,500.00	3,500.00	.....	.....
<b>DEUTSCHES HAUS:</b>							
Maintenance.....	1,470.84	1,250.00	(1) 715.63	3,436.47	2,981.47	.....	455.00
Emil Boas Library.....	10.22	.....	.....	10.22	4.50	.....	5.72
<i>Carried forward.....</i>	\$2,447.01	\$20,891.93	\$3,698.40	.....	\$32,615.62	.....	\$7,920.82

	Credit Balances, June 30, 1916	Received 1916-1917	Received by Transfer 1916-1917	Total Credits	Expended 1916-1917	Expended by Transfer 1916-1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....	\$2,447.01	\$20,891.03	\$3,598.40	.....	\$32,615.62	.....	\$7,920.82
<b>MAISON FRANÇAISE:</b>							
Maintenance, including Taxes.....	142.76	2,500.00	(1) 206.25	2,849.01	2,159.99	.....	689.02
<b>DEPARTMENTAL:</b>							
Agriculture: Agricultural Education Fund and Special Equipment Fund.....	4,469.90	2,009.03	.....	6,478.93	2,558.73	.....	3,920.20
Agriculture: Greenhouse.....	677.86	.....	.....	677.86	.....	.....	677.86
Agriculture Maintenance.....	.....	250.00	.....	250.00	.....	.....	250.00
Anthropology: Salaries.....	.....	.....	.....	(1) 1,000.00	1,000.00	.....	.....
Anthropology: Research on the Indians of British Columbia.....	1,463.87	1,000.00	.....	2,463.87	1,339.13	.....	1,124.74
Anthropology: Studies in Salish Tongue and Art.....	1,000.00	.....	.....	1,000.00	1,000.00	.....	.....
Architecture: Atelier Fund.....	311.25	.....	.....	311.25	.....	.....	311.25
Astronomy: C. W. Bruce Fund.....	4,028.77	99.82	.....	4,128.59	.....	.....	4,128.59
Astronomy: Publication of Work on Variation of Latitude.....	38.77	.....	.....	38.77	.....	.....	38.77
Botany Salaries.....	.....	.....	(1) 8,650.00	(1) 8,650.00	8,650.00	.....	.....
Chemical Engineering Equipment.....	.....	100.00	.....	100.00	100.00	.....	.....
Chemistry: Food Chemistry: Salaries.....	.....	.....	(2) 1,000.00	(2) 1,000.00	1,000.00	.....	.....
Chemistry: Barnard: Salaries.....	.....	.....	(1) 5,500.00	(1) 5,500.00	5,500.00	.....	.....
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	611.93	.....	.....	611.93	.....	.....	611.93
Chemistry: Industrial Research Laboratory Fund.....	168.49	.....	.....	168.49	.....	.....	168.49



Chemistry: Laboratory in Havenmeyer Hall; Anonymous Gift.....	24,168.24	24,168.24	19,905.25	4,262.99
Chinese Printing Equipment.....	2,500.00	2,500.00		2,500.00
Civil Engineering: Instruction in Highway Engineering.....	Dr. 7,689.58	Dr. 7,689.58	556.27	Dr. 2,245.85
Civil Engineering: Testing Laboratory	366.70	3,120.70	2,265.70	855.00
Civil Engineering: Camp Columbia: Special Expenses.....	31.05	31.05		31.05
Classical Philology: Barnard: Salaries		(1) 13,100.00	13,100.00	
Economics: Salaries.....		(1)(2) 11,600.00	11,600.00	
Electrical Engineering Salaries.....	600.00	600.00	600.00	
English and Comparative Literature: Salaries.....		(1) 19,100.00	19,100.00	
Geology: Salaries.....		(1) 3,700.00	3,700.00	
Germanic Languages: Salaries.....		(1) 8,500.00	8,500.00	
Germanic Languages: Collegiate German Study Fund.....	30.90	30.90	2.76	28.14
Germanic Languages: Equipment Fund.....	75.57	75.57	2.80	72.77
Germanic Languages: Schiller Fund.....	7.65	7.65		7.65
History: Salaries.....		(1) 12,900.00	12,900.00	
History: Special Equipment.....	38.65	38.65		38.65
Indo-Iranian Languages: Salaries.....		500.00	500.00	
Law School: Class of 1914, Law, for Medical Aid to Law Students.....	75.00	75.00		75.00
Mathematics: Salaries.....		(1) 9,600.00	9,600.00	
Mathematics: Promotion of Honor Work.....	206.25	206.25	77.71	128.54
Mathematics: Equipment of Laboratory.....	5.77	5.77		5.77
Mechanical Engineering: Admiral Melville Fund.....	1,056.59	1,056.59	495.73	560.86
<i>Carried forward</i> .....	\$33,733.40	\$39,203.88	\$158,829.69	\$26,162.24
		\$3,904.65		

ACCOUNTS	Credit Balances, June 30, 1916	Received 1916-1917	Received by Transfer 1916-1917	Total Credits	Expended 1916-1917	Expended by Transfer 1916-1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....	\$33,733.40	\$39,203.88	\$3,904.65	.....	\$158,829.69	.....	\$26,162.24
Mechanical Engineering: Gift and Sale of Shop Equipment.....	889.17	470.00	.....	1,359.17	.....	.....	1,359.17
Metallurgy: Electro-Metallurgical Laboratory.....	1,102.99	.....	.....	1,102.99	.....	.....	1,102.99
Metallurgy: Electro-Metallurgical Equipment.....	.....	800.00	.....	800.00	.....	.....	800.00
Metallurgy Dept. Appn.....	.....	105.24	.....	105.24	.....	.....	.....
Metallurgy: Special Fund.....	409.67	.....	.....	409.67	.....	.....	409.67
Mining and Metallurgy: Anonymous Gift for Special Lectures.....	Dr. 1,100.00	.....	.....	.....	.....	.....	Dr. 1,100.00
Mining and Metallurgy: Special Fund	823.58	.....	.....	823.58	.....	.....	823.58
Mining: Roxbury Mine.....	36.93	.....	.....	36.93	.....	.....	.....
Music Departmental Appropriation.....	.....	500.00	.....	500.00	.....	.....	.....
Music: Anonymous Gift for Choir.....	.....	750.00	.....	750.00	.....	.....	.....
Philosophy and Psychology: Salaries.....	.....	3,400.00	.....	(1) 13,600.00	.....	.....	280.97
Philosophy, Mediaeval: Salaries.....	500.00	500.00	.....	1,000.00	.....	.....	500.00
Physics: Experimental: Adams Precision Laboratory.....	2,499.49	.....	.....	2,499.49	.....	.....	1,414.80
Physics: Experimental: Marcellus Hartley Research Laboratory.....	145.82	2,000.00	.....	2,145.82	.....	.....	306.87
Physics: Barnard: Salaries.....	.....	.....	.....	(1) 4,700.00	.....	.....	.....
Public Law and Jurisprudence: Salaries.....	.....	.....	.....	(1) 800.00	.....	.....	.....
Public Law and Jurisprudence: Legislative Draughting Research Fund.....	7,500.81	15,000.00	.....	22,500.81	.....	.....	4,993.32
Religion: Salaries.....	.....	.....	.....	(1) 2,500.00	.....	.....	.....
Religious Work.....	.....	400.00	.....	400.00	.....	.....	200.00
Romance Languages: Salaries.....	.....	.....	.....	(1) 9,150.00	.....	.....	.....



ACCOUNTS	Credit Balances, June 30, 1916	Received 1916-1917	Received by Transfer 1916-1917	Total Credits	Expended 1916-1917	Expended by Transfer 1916-1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....	\$54,166.06		\$3,954.65	.....	\$247,211.79	\$50.00	\$57,171.97
Biological Chemistry: Special Printing	483.50			483.50			483.50
Materia Medica and Therapeutics: Hydrotherapeutics Department in Vanderbilt Clinic.....	66.65			66.65	66.65		
Materia Medica and Therapeutics: Laboratory of Pharmacology.....	20.18			20.18			
Pathology: Salaries.....	750.00			4,183.34	4,183.34		20.18
Pathology: Salaries, Bellevue Hospital	1.93			1,500.00	1,500.00		
Pathology: Supplies in Embryology.....	383.26			1.93	1.93		
Pathology: Fire Loss.....		2,220.00		383.26			383.26
Pharmacology: Salaries.....				2,220.00			
Pharmacology: Departmental Appropriation.....		550.00		550.00			
Physiology: Salaries.....		2,007.50		2,007.50			
Pollomyelitis Research Fund.....		1,825.00		1,825.00			
Practice of Medicine: Salaries.....		400.00		9,575.01			513.17
Practice of Medicine: Metabolism Clinic; Equipment.....	8.98			8.98			8.98
Surgery: Salaries.....		7,199.50		14,162.06			
Surgery: Anonymous Fund for Surgical Research.....	754.02		1,300.00	12,054.02			3,412.41
Surgery: Harriman Fund for Surgical Research.....	6,500.02			10,500.02			8,360.23
East River Homes Gift: Vanderbilt Clinic.....		10,000.00		10,000.00			
TEACHERS COLLEGE: Salaries.....				193,495.00			
RETIRING ALLOWANCES.....				41,894.35			
WIDOWS' ALLOWANCES.....				6,360.00			

FELLOWSHIPS, SCHOLARSHIPS, AND PRIZES:

E. K. Adams Special Research Fellowship.....		5,000.00				1,000.00		4,000.00
Industrial Research Fellowship, Chemical Engineering.....	1,518.74					1,341.92		176.82
Jones Scholarship.....		200.00				200.00		
McClymonds Scholarship.....	16.25	1,300.00				1,294.00		22.25
Marcus Daly Scholarship.....		1,000.00				1,000.00		
New York Diocesan Fellowship.....		500.00						500.00
New York State Scholarships.....		43,925.00				43,875.00		50.00
New York State Society of Certified Public Accountants Accounting Prize.....								
Research Fellowship in Physiology.....		1,000.00						1,000.00
Research Fellowships.....	2,400.00	2,500.00				2,400.00		2,500.00
Rhein Prize in Oral Hygiene Medicine.....		50.00				50.00		
Special Alumni Association Scholarships.....		1,200.00				1,193.75		6.25
Special Scholarships.....	50.00	991.00				991.00		50.00
Special University Scholarship in History.....	300.00					150.00		150.00
Special Scholarships for Chinese Students.....	1,200.00					50.00		1,200.00
Alumni Association Prize.....		50.00						
Alumni Association Prize School of Medicine.....		500.00						500.00
Barnard Medal.....	Dr. 16.50		( <sup>1</sup> ) 40.00					23.50
Columbia Memorah Society Prize.....		100.00						100.00
Loubat Prizes.....	4,583.05	65.59	( <sup>1</sup> ) 288.75			4,937.39		4,937.39
<i>Carried forward.</i> .....	\$73,186.14	\$197,246.70	\$5,583.40			\$597,566.53	\$1,750.00	\$83,860.91

ACCOUNTS	Credit Balances, June 30, 1916	Received 1916-1917	Received by Transfer 1916-1917	Total Credits	Expended 1916-1917	Expended by Transfer 1916-1917	Credit Balances, June 30, 1917
<i>Brought forward</i> .....	\$73,186.14	\$197,246.70	\$5,583.40	.....	\$597,566.53	\$1,750.00	\$83,869.91
<b>BUILDINGS AND GROUNDS:</b>							
Assay Laboratory: Removal from Havemeyer Hall.....	230.55	.....	.....	230.55	.....	.....	230.55
Schermerhorn Pedestal: Resetting.....	91.50	.....	.....	91.50	.....	.....	91.50
Bookcases in Residence Halls.....	84.00	.....	.....	84.00	.....	.....	84.00
Class of 1888, School of Mines, Gift for Maintenance of '88 Gates.....	400.00	.....	.....	400.00	.....	.....	400.00
Fire Loss, Furnald Hall.....	.....	407.30	( <sup>9</sup> ) 490.96	898.26	.....	.....	.....
Building Construction Fund.....	.....	623,952.00	.....	623,952.00	.....	.....	623,952.00
<b>LIBRARY:</b>							
Salaries.....	.....	.....	.....	( <sup>1</sup> ) 1,000.00	.....	.....	.....
A. Barton Hepburn Gift.....	.....	3,030.38	.....	3,030.38	.....	.....	.....
Purchase of Books and Serials.....	.....	656.19	.....	656.19	.....	.....	.....
Incidentals.....	.....	682.80	.....	682.80	.....	.....	.....
Chinese Bookbinding Fund.....	356.84	.....	.....	356.84	.....	.....	289.79
Committee of Fifty Fund.....	204.53	.....	.....	204.53	.....	.....	214.82
Crane (Chas. H.) Fund.....	51.80	.....	.....	51.80	.....	.....	39.59
Binding.....	.....	1.40	.....	1.40	.....	.....	.....
Journalism: Books and Binding.....	.....	7.50	.....	7.50	.....	.....	.....
Lewisohn Dissertation Fund.....	575.82	.....	.....	575.82	.....	.....	575.82
Loeb (James) Fund.....	467.22	175.00	.....	642.22	.....	.....	523.48
Low (William G.) Fund.....	304.47	250.00	.....	554.47	.....	.....	313.44
Law Library: Books and Bindings.....	.....	.85	.....	.85	.....	.....	.....
Law School Alumni Fund.....	3,875.56	.....	.....	3,875.56	.....	.....	465.38
Medical School Books and Bindings.....	.....	.....	.....	.....	.....	.....	.....
Books on Comparative Jurisprudence.....	.....	1.40	.....	1.40	.....	.....	.....
Alumni Association Gift for Columbian Room in University Library.....	78.00	.....	.....	78.00	.....	.....	18.04



BUSINESS ADMINISTRATION:										
Salaries.....						(1)	4,000.00	4,000.00		
Attorney's Office Expenses.....				120.00			120.00	120.00		
ANONYMOUS GIFT FOR CURRENT NEEDS...	18,260.17		135.70				18,395.87	(8) 1,015.45		17,380.42
BARNARD COLLEGE: Salaries.....	Dr. 437.50		147,937.50				147,500.00	(1)		
CARNEGIE FOUNDATION GRANTS.....			48,254.35				48,254.35	(4)		
HARKNESS FUND.....	Dr. 1,837.50		22,158.35				20,320.85	(3)		
WEBBER (JOHN) GIFT.....	1,000.00						1,000.00			1,000.00
TEACHERS COLLEGE: Salaries.....			197,395.00				197,395.00	(2)		
CHANDLER MUSEUM.....			744.04				744.04			744.04
CRANE GIFT FOR LECTURES IN SUMMER SESSION.....	200.00						200.00			200.00
FLAGLER GIFT FOR UNIVERSITY ORCHESTRA			150.00				150.00	150.00		
	\$97,172.24		\$1,243,306.46					\$610,594.83	\$5,565.45	\$730,392.78

Cr.	\$108,997.63	Cr.	\$733,747.88
Dr. (18)	11,825.39	Dr.	3,355.10
	\$97,172.24		\$730,392.78

## (1) Salaries of Barnard College: Credited to following Departments:

Educational Administration.....	\$13,500.00
Anthropology.....	1,000.00
Botany.....	8,050.00
Chemistry at Barnard.....	5,500.00
Classical Philology.....	13,100.00
Economics.....	10,800.00
English and Comparative Literature.....	19,100.00
Geology Salaries.....	3,700.00
Germanic Languages.....	8,500.00
History Salaries.....	12,900.00
Mathematics.....	9,600.00
Philosophy and Psychology.....	8,700.00
Physics.....	4,700.00
Public Law and Jurisprudence.....	800.00
Religion.....	2,500.00
Romance Languages.....	9,150.00
Zoology.....	10,300.00
Library.....	1,000.00
Business Administration.....	4,000.00
	<hr/>
	\$147,500.00

## (2) Salaries, account Teachers College:

Credited to following Departments:	
Food Chemistry.....	\$1,000.00
Economics.....	800.00
Philosophy and Psychology.....	1,500.00
Biological Chemistry.....	600.00
Teachers College.....	193,495.00
	<hr/>
	\$197,395.00

(3) Harkness Fund: Credited to following Departments:		
Pathology.....	\$ 4,183.34	
Practice of Medicine.....	9,175.01	
Surgery.....	6,962.50	\$20,320.85
		<hr/>
(4) Carnegie Endowment: Credited to following Departments:		
Retiring Allowances.....	\$41,894.35	
Widows' Allowances.....	6,360.00	\$48,254.35
		<hr/>
(5) Transferred from Income of Barnard Library Fund.....		\$40.00
(6) Transferred from Income of Loubat Prize Fund.....		288.75
(7) Transferred from Income of Annie P. Burgess Fund.....	\$2,613.81	
Transferred from Income of Langeloth Fund.....	368.96	\$2,982.77
		<hr/>
(8) Transferred to President's House Furnishing Fund (Permanent).....		\$1,015.45
(9) Transferred from Income of the Fire Insurance Fund.....		490.96
(10) Transferred to Summer Session Salaries.....		50.00
(11) Transferred from Income of Maison Française Endowment Fund.....		206.25
(12) Transferred from Income of Deutsches Haus Endowment Fund.....		715.63
(13) Transferred from Surgery Salaries.....		1,300.00
(14) Transferred from Courses in Criminology.....		50.00
(15) Includes receipt from Fayerweather Legacy of.....		7,843.39
(16) Transferred to Anonymous Fund for Surgical Research.....		1,300.00
(18) Includes following items shown in foot-notes last year:		
Civil Engineering: Instruction in Highway Engineering.....	\$7,689.58	
Barnard Medal.....	16.50	\$7,706.08
		<hr/>

## SECURITIES OWNED FOR ACCOUNT OF SPECIAL AND GENERAL FUNDS

	At June 30, 1916	Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
<b>I—Special Funds, etc.</b>				
BONDS				
\$50,000 American Telephone and Telegraph Co's 4 per cent. Bonds, due 1929.....	\$46,125.00			\$46,125.00
100,000 Anglo-French 5 Year External Loan Bonds, due 1920.....		\$100,000.00		100,000.00
10,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. 100 Year Adjustment Bonds, due 1995.....	10,000.00			10,000.00
9,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995	9,000.00			9,000.00
100,000 Atchison, Topeka & Santa Fé Ry. Co's California Arizona Lines, 4½ per cent. First and Refunding 50 Year Gold Bonds, due 1962.....	98,500.00			98,500.00
10,000 Atlantic Coast Line R. R. Co's 4 per cent. First Consolidated 50 Year Mortgage Bonds, due 1952..	10,000.00			10,000.00
20,000 Baltimore & Ohio R. R. Co's 3½ per cent. Prior Lien Bonds due 1925.....	18,600.00			18,600.00
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	4,574.00			4,574.00
200,000 Brooklyn Rapid Transit Co's 4 per cent. First Refunding Mortgage Bonds, due 2002.....	200,000.00			200,000.00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Bonds, due 1937.....	17,940.32			17,940.32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 Year Bonds, due 1952.....	20,000.00			20,000.00
15,000 Central Pacific Ry. Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.....	14,700.00			14,700.00

46,000 Central Pacific Ry. Co's 4 per cent. First Re-funding Mortgage Bonds, due 1949.....	41,515.00			41,515.00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	27,440.00			27,440.00
1,000 Central R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000.00			1,000.00
10,000 Chesapeake & Ohio R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1989 (Richmond & Alleghany Division).....	10,000.00			10,000.00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987.50			53,987.50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch)...	1,000.00			1,000.00
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	31,931.17			31,931.17
10,000 Chicago & Northwestern Railroad Co's 4 per cent. Extension Bonds, due 1926.....	10,000.00			10,000.00
250,000 Chicago & Northwestern Ry. Co's 5 per cent Sinking Fund Debenture Bonds, due 1933.....	250,000.00			250,000.00
17,000 Chicago, Rock Island & Pacific Ry. Co's 4 per cent. General Mortgage Bonds, due 1988.....	17,000.00			17,000.00
50,000 Cincinnati, Indianapolis, St. Louis and Chicago Railway Co's 4 per cent. Fifty Year General First Mortgage Bonds, due 1936.....	48,000.00			48,000.00
55,000 City of New York 4¼ per cent. Bonds, due 1960		54,450.00		54,450.00
7,000 City of New York 4¼ per cent. Bonds, due 1962		6,930.00		6,930.00
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250.00			25,250.00
50,000 Cleveland and Mahoning Valley Ry. Co's 50 Year 5 per cent. Gold Bonds, due 1938.....		50,000.00		50,000.00
<i>Carried forward</i> .....	\$966,562.99	\$211,380.00		\$1,177,942.99

	At June 30, 1916	Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$966,562.99	\$211,380.00	.....	\$1,177,942.99
\$4,000 Consolidation Coal Co's 10-Year 6 per cent. Convertible Secured Bonds, due 1923.....	.....	\$4,000.00	.....	4,000.00
\$30,000 Denver & Rio Grande R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1936.....	30,000.00	.....	.....	30,000.00
15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent. 30 Year First Mortgage Bonds, due 1935.....	15,000.00	.....	.....	15,000.00
25,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Ry. Co.).....	25,000.00	.....	.....	25,000.00
85,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	85,262.50	.....	.....	85,262.50
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885.00	.....	.....	6,885.00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950.67	.....	.....	21,950.67
25,000 Kansas City, Fort Scott & Memphis R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1928	27,937.50	.....	.....	27,937.50
10,000 Kings County Elevated R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	10,000.00	.....	.....	10,000.00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000.00	.....	.....	28,000.00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000.00	.....	.....	10,000.00
29,000 Manhattan Ry. Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948.75	.....	.....	27,948.75
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931.....	225,000.00	.....	.....	225,000.00
100,000 Nashville Chattanooga & St. Louis Ry. Co's Con. 5 per cent. Mortgage Gold Bonds, due 1928	.....	100,000.00	.....	100,000.00



25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000.00			25,000.00
58,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	51,402.50			51,402.50
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948	50,000.00			50,000.00
10,000 New York, Ontario & Western Ry. Co's 4 per cent. Refunding Mortgage Bonds, due 1992.....	10,000.00			10,000.00
50,000 New York Telephone Co's 4½ per cent. First and General Mortgage Bonds, due 1939.....	48,500.00			48,500.00
25,000 Niagara Falls Power Co's 5 per cent First Mortgage Bonds, due 1932.....	22,500.00			22,500.00
10,000 Norfolk & Western Ry. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1996.....	10,000.00			10,000.00
317,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	303,155.00			303,155.00
370,000 Northern Pacific Ry. Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047.....	262,915.00			262,915.00
125,000 Northern Pacific Ry. Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997.....	125,750.00			125,750.00
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946.....	56,112.50			56,112.50
5,000 Rhode Island Suburban Ry. Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000.00			5,000.00
15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent. Unifying & Refunding Bonds, due 1929	15,000.00			15,000.00
50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent. First Mortgage Bonds, due 1948.....	52,000.00			52,000.00
28,000 St. Paul, Minneapolis & Manitoba R.R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933.....	28,000.00			28,000.00
<i>Carried forward</i> .....	\$2,544,882.41	\$315,380.00		\$2,860,262.41

	At June 30, 1916		At June 30, 1917	
		Increase 1916-1917	Decrease 1916-1917	
<i>Brought forward.</i> .....	\$2,544,882.41	\$315,380.00		\$2,860,262.41
\$70,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	70,000.00			70,000.00
6,000 Southern Railway Co's 5 per cent. First Mortgage Bonds, due 1906 (Memphis Division).....	6,000.00			6,000.00
15,000 State of New York (Loan for Canal Improvements: Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000.00			15,000.00
12,000 Texas & Pacific Ry. Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000.00			12,000.00
25,000 Toledo, Peoria & Western Ry. Co's 4 per cent. First Mortgage Bonds, due 1917.....	25,000.00			25,000.00
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000.00			50,000.00
6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947.....	6,066.00			6,066.00
76,000 United Kingdom of Great Britain & Ireland 3 Year 5½ per cent. Notes, due 1919.....		74,351.25		74,351.25
75,000 United Kingdom of Great Britain & Ireland 5 Year 5½ per cent. Notes, due 1921.....		73,031.25		73,031.25
1,000 United States Steel Corporation's 5 per cent. 10-60 Year Sinking Fund Bond, due 1963.....	1,000.00			1,000.00
26,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....		26,031.25		26,031.25
30,000 Wabash R. R. Co's 3½ per cent. First Mortgage Bonds, due 1941 (Omaha Division).....	30,000.00			30,000.00
52,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361.....	52,245.50			52,245.50
15,000 Wilkesbarre & Eastern R. R. Co's 5 per cent. First Mortgage Bonds, due 1942.....	15,000.00			15,000.00

50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	45,750.00				45,750.00
<b>STOCKS</b>					
16 shares Albany & Susquehanna R. R. Co.....	2,000.00				2,000.00
1621 shares American Light & Traction Co. Common Stock.....		615,926.50			615,926.50
590 shares American Smelters Securities Co. Series B, preferred.....	49,666.67				49,666.67
300 shares Atlanta & Charlotte Air Line R. R. Co.....	51,337.50				51,337.50
500 Baltimore & Ohio R. R. Co. Capital Stock.....	46,000.00				46,000.00
19 shares Catawissa R. R. Co., preferred (\$50 par value).....	475.00				475.00
1,000 shares Central R. R. Co. of New Jersey.....	295,000.00				295,000.00
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common.....					
15,000 City of New York 3½ per cent. Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212.50				15,212.50
2,000 City of New York 3½ per cent. Corporate Stock (for replenishing the Fund for Street and Park Opening) due 1929.....	2,043.00				2,043.00
17,000 City of New York 4½ per cent. Corporate Stock, due 1957.....	17,000.00				17,000.00
66,000 City of New York 4 per cent. Corporate Stock, due 1936.....	63,360.00				63,360.00
245,000 City of New York 4 per cent. Corporate Stock, due 1936.....	240,387.50				240,387.50
5 shares Consolidated Gas Co. of New York.....	193.53				193.53
122 shares Delaware & Hudson Co.....	12,639.34				12,639.34
<i>Carried forward</i> .....	\$795,315.04	\$2,872,937.91	\$1,104,720.25		\$1,411,241.54
		\$2,872,937.91			\$3,361,731.66

\$3,361,731.66

	At June 30, 1916	Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$795,315.04	\$1,104,720.25	.....	\$1,411,241.54
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300.00	.....	.....	1,300.00
1,167 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	228,242.50	.....	.....	228,242.50
290 shares B. F. Goodrich Co. 7 per cent. preferred.	7,377.20	.....	.....	7,377.20
262 shares Illinois Central R. R. Co. ....	30,367.40	.....	.....	30,367.40
280 shares Jewel Tea Co. 7 per cent. preferred. ....	7,122.80	.....	.....	7,122.80
21 shares Lackawanna R. R. Co., of New Jersey. . .	2,117.50	.....	.....	2,117.50
500 shares Louisville & Nashville R. R. Co. ....	64,750.00	.....	.....	64,750.00
1,000 shares Manhattan Ry. Co. ....	70,500.00	58,812.50	.....	129,312.50
13 shares National Bank of Commerce in New York.....	1,142.50	.....	.....	1,142.50
72 shares New York, New Haven & Hartford R. R. Co. ....	11,002.50	.....	.....	11,002.50
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362.50	.....	.....	315,362.50
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co. ....	14,325.00	.....	.....	14,325.00
18 shares Rensselaer & Saratoga R. R. Co. ....	2,290.91	.....	.....	2,290.91
155 shares United New Jersey R. R. & Canal Co. . .	28,894.88	.....	.....	28,894.88
400 shares F. W. Woolworth Co., preferred. ....	50,450.00	.....	.....	50,450.00
	1,630,560.73	.....	.....	2,305,299.73
<b>BONDS AND MORTGAGES</b>				
On northwest corner of Avenue 'A' and East 13th Street, New York, at 4½ per cent., due 1919.....	77,000.00	.....	2,000.00	75,000.00
On 90-92 Avenue 'B', New York, at 4½ per cent., due 1918. ....	60,000.00	.....	.....	60,000.00
On 354 Broadway, New York, at 5½ per cent., due 1914	62,700.00	.....	.....	62,700.00

On 924-926 Broadway, New York, at 5 per cent., due 1917.....	100,000.00				100,000.00
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent., due 1918.....	27,000.00				27,000.00
On 1045 Fifth Avenue, New York, at 4½ per cent., due 1921.....	80,000.00				80,000.00
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000.00				100,000.00
On 26 John Street, New York, at 4½ per cent., due 1918	100,000.00				100,000.00
On 824 Madison Avenue, New York, at 5 per cent., due 1919.....	60,000.00				60,000.00
On 136 Monroe Street, New York, at 5 per cent., due 1916.....	15,000.00			15,000.00	
On 57 Morton Street, New York, at 5 per cent., due 1919	23,500.00			3,000.00	20,500.00
On 93 Park Row, New York, at 4 per cent., due 1918..	15,000.00				15,000.00
On southwest corner of Prince and Thompson Streets, New York, at 5 per cent., due 1919.....	53,000.00				53,000.00
On 136-138 Rivington Street, New York, at 5 per cent., due 1917.....	46,500.00			1,000.00	45,500.00
On 745-747 East 6th Street, New York, at 4½ per cent., due 1921.....	45,000.00			5,000.00	40,000.00
On 238 East 15th Street, New York, at 5 per cent., due 1919.....	17,000.00				17,000.00
On 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000.00				15,000.00
On 220 East 24th Street, New York, at 5 per cent., due 1915.....	10,000.00			2,000.00	8,000.00
On 17 West 47th Street, New York, at 5 per cent., due 1919.....	43,500.00				43,500.00
On 33 West 47th Street, New York, at 4¾ per cent., due 1919.....	44,000.00				44,000.00
<i>Carried forward</i> .....	\$994,200.00	\$4,503,498.64	\$1,163,532.75	\$28,000.00	\$966,200.00
					\$5,667,031.39

	At June 30, 1916		Increase 1916-1917	Decrease 1916-1917	At June 30, 1917	
	\$994,200.00	\$4,503,498.64			\$1,163,532.75	\$5,667,031.39
<i>Brought forward</i> .....						
On 35 West 47th Street, New York, at 4½ per cent., due 1916.....	26,000.00			\$28,000.00	\$966,200.00	
On 41 West 47th Street, New York, at 4½ per cent., due 1913. (Foreclosed).....	60,500.00			26,000.00		
On 47 West 47th Street, New York, at 5 per cent., due 1919.....	38,000.00			1,000.00	37,000.00	
On 67 West 47th Street, New York, at 4½ per cent., due 1919.....	40,000.00			2,000.00	38,000.00	
On 69 West 47th Street, New York, at 4½ per cent., due 1919.....	40,000.00			2,000.00	38,000.00	
On 12 West 48th Street, New York, at 5 per cent., due 1919.....	67,500.00			10,000.00	57,500.00	
On 30 West 48th Street, New York, at 4½ per cent., due 1919.....	30,000.00				30,000.00	
On 34 West 48th Street, New York, at 4½ per cent., due 1919.....	45,500.00			5,500.00	40,000.00	
On 38 West 48th Street, New York, at 4½ per cent., due 1919.....	35,750.00				35,750.00	
On 40 West 48th Street, New York, at 4½ per cent., due 1919.....	36,350.00				36,350.00	
On 44 West 48th Street, New York, at 4½ per cent., due 1919.....	10,000.00				10,000.00	
On 56 West 48th Street, New York, at 5 per cent., due 1917	30,500.00			500.00	36,000.00	
On 58 West 48th Street, New York, at 4½ per cent., due 1907.....	10,000.00				10,000.00	
On 66 West 48th Street, New York, at 4½ per cent., due 1919.....	30,500.00			4,500.00	32,000.00	
On 245 West 50th Street, New York, at 4½ per cent., due 1921.....	34,000.00				34,000.00	





	At June 30, 1916	Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$6,772,048.64	\$1,483,532.75	\$165,250.00	\$8,000,331.39
MISCELLANEOUS				
Note: Columbia University Athletic Assn.....	2,000.00	1,000.00		3,000.00
CROCKER SPECIAL RESEARCH FUND INVESTMENTS				
\$50,000 Chicago, Milwaukee & St. Paul Ry. Co's 4 per cent. 25 Year Bonds, due 1934.....	46,040.00			46,040.00
42,000 New York Gas & Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	37,300.00			37,300.00
100,000 City of New York 3½ per cent. Registered Corporate Stock (School Houses and Sites, Borough of Queens), due 1929.....	92,375.00			92,375.00
700 shares Union Pacific R. R. Co's preferred stock.....	65,512.50			65,512.50
15,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....		15,045.00		15,045.00
150,000 Mortgage on 644-654 Greenwich Street, New York, at 4½ per cent., due 1918.....				150,000.00
170,000 Mortgage on southeast corner of Lenox Avenue and 117th Street, New York, at 5 per cent., due 1920.....	175,500.00		5,500.00	170,000.00

60,000 Mortgage on southeast corner of Lenox Avenue and 130th Street, New York, at 4½ per cent., due 1917.....	60,000.00				60,000.00
40,000 Mortgage on 712 Madison Avenue, New York, at 4½ per cent., due 1916. (Foreclosed).....	40,000.00				40,000.00
175,000 Mortgage on 124 West 42nd Street, New York, at 4½ per cent., due 1918.....	175,000.00				175,000.00
500,000 Mortgage on 1 East 64th Street, New York, at 4½ per cent., due 1915.....	500,000.00				500,000.00
70,000 Mortgage at Wakefield, New York City, at 5 per cent., due 1909.....	70,000.00				70,000.00
			I,411,727.50		
<b>JOHN STEWART KENNEDY FUND</b>					
<b>INVESTMENTS</b>					
\$50,000 Baltimore & Ohio R. Co's 4 per cent. Refunding Mortgage Bonds, due 1941 (Pittsburgh, Lake Erie & West Virginia System).....	44,687.50				44,687.50
17,000 Chicago, Milwaukee & Puget Sound Ry. Co's 4 per cent. First Mortgage Bonds, due 1949.....	16,128.75				16,128.75
25,000 Cleveland Electric Illuminating Co's 5 per cent. First Mortgage Bonds, due 1939.....	25,250.00				25,250.00
<i>Carried forward</i> .....	\$86,066.25	\$8,185,776.14	\$1,499,577.75	\$170,750.00	\$86,066.25
					I,421,272.50

	At June 30, 1916		Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
	\$86,066.25	\$8,185,776.14			
<i>Brought forward</i> .....	\$86,066.25	\$8,185,776.14	\$1,499,577.75	\$170,750.00	\$9,514,603.89
75,000 Des Plaines Valley Ry. Co's 4½ per cent. First Mortgage Bonds, due 1947. (Guaranteed by Chicago & Northwestern Ry. Co.).....	75,000.00	.....	.....	.....	75,000.00
50,000 Dominion of Canada 5 per cent. Gold Bonds, due 1926.....	49,281.25	.....	.....	.....	49,281.25
100,000 Montana Central Ry. Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000.00	.....	.....	.....	129,000.00
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.....	32,940.00	.....	.....	.....	32,940.00
50,000 New York Telephone Co's 4½ per cent. First and General Mortgage Sinking Fund Bonds, due 1939.....	48,750.00	.....	.....	.....	48,750.00
50,000 Norfolk & Western Ry. Co's 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222.50	.....	.....	.....	46,222.50
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. col- lateral).....	28,288.75	.....	.....	.....	28,288.75
200,000 Northern Pacific Ry. Co's 3 per cent. (Gen- eral Lien Railway and Land Grant) Bonds, due 2047.....	147,000.00	.....	.....	.....	147,000.00
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000.00	.....	.....	.....	192,000.00
12,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....	.....	.....	12,015.00	.....	12,015.00

100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500.00					103,500.00
39 shares Central Syndicate Building Company's Stock.....	3,705.00					3,705.00
1,300 shares Great Northern Iron Ore Certificates.....	81,250.00					81,250.00
2,090 shares Great Northern Ry. Co's preferred Stock.....	264,100.00					264,100.00
3,200 shares Northern Pacific Ry. Co's stock....	407,200.00					407,200.00
300 shares Union Pacific R. R. Co's preferred stock.....	28,012.50					28,012.50
200,000 Mortgage on 29-33 Park Place, New York, at 5 per cent., due 1920.....	210,000.00				10,000.00	200,000.00
26,500 Mortgage on 91-93 Ninth Avenue, New York, at 5 per cent., due 1917.....	26,500.00					26,500.00
30,000 Mortgage on 32 East Broadway, New York, at 5 per cent., due 1920.....	30,000.00					30,000.00
149,000 Mortgage on north side 108th Street, 125 feet east of Broadway, New York, at 4½ per cent., due 1921.....	155,000.00				6,000.00	149,000.00
55,000 Mortgage on 524-526 West 145th Street, New York, at 5 per cent., due 1917.....	57,000.00				2,000.00	55,000.00
		2,200,816.25				2,194,831.25
					\$4,000.00	
	\$4,000.00					
	80,000.00				50,000.00	30,000.00
	\$84,000.00	\$10,386,592.39	\$1,511,592.75	\$242,750.00		\$30,000.00
						\$11,709,435.14

II—General Funds

\$4,000 Consolidation Coal Co's 10-Year 6 per cent. Convertible Secured Bonds, due 1923.....  
 30,000 Manhattan Ry. Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....

Carried forward.....

	At June 30, 1916		Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$84,000.00	\$10,386,592.39	\$1,511,592.75	\$242,750.00	\$11,709,435.14
5,000 Norfolk Terminal and Transportation Co's 5 per cent. Terminal First Mortgage Bonds, due 1948 .....	5,113.63	.....	.....	.....	5,113.63
168 shares Consolidation Coal Co. of Maryland Stock (par \$100).....	12,000.00	.....	800.00	.....	12,800.00
1,000 City of New York 4½ per cent. Corporation Stock, due 1960.....	1,005.00	.....	.....	.....	1,005.00
500 City of New York 4½ per cent. Corporation Stock, due 1962.....	501.88	.....	.....	.....	501.88
10 shares American Smelters Securities Co. Series B, preferred.....	871.00	.....	.....	871.00	.....
168 shares International Nickel Co's Stock (par \$25).....	5,102.61	.....	.....	5,102.61	.....
10 shares Jewel Tea Co. 7 per cent. preferred.....	1,122.78	.....	.....	1,122.78	.....
BONDS AND MORTGAGES					
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent., due 1918.....	23,000.00	.....	.....	.....	23,000.00
On 580-586 Fifth Avenue, New York, at 4½ per cent., due 1927.....	1,100,000.00	.....	.....	215,000.00	885,000.00
On 1-11 West 47th Street, New York, at 4 per cent. and 4½ per cent., due 1924.....	400,000.00	.....	.....	.....	400,000.00
On Van Wyck Farm at Fishkill, New York, at 5 per cent., due 1918.....	3,000.00	.....	.....	.....	3,000.00



On 136 Monroe Street, New York at 5 per cent., due 1919.....					15,000.00		1,375,420.51
<b>FIRE INSURANCE FUND</b>							
\$50,000 Manhattan Ry. Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....	1,635,716.90						
					50,000.00		50,000.00
	\$12,022,309.29	\$1,577,392.75	\$464,846.39				\$13,134,855.65

## UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1916		Additions 1916-1917	Deductions 1916-1917	At June 30, 1917	
Land: 114th to 116th Streets, Amsterdam Avenue and Broadway.....	\$2,022,440.06				\$2,022,440.06	
Improvements to Grounds.....	53,239.90	\$2,075,679.96			53,239.90	\$2,075,679.96
116th to 120th Streets, Amsterdam Avenue and Broadway.....	2,000,000.00				2,000,000.00	
Improvements to Grounds.....	429,601.17	2,429,601.17			429,601.17	2,429,601.17
116th Street, north side, Morningside Drive to Amsterdam Avenue.....		563,193.40				563,193.40
117th Street and Amsterdam Avenue.....		495,606.50	\$8,050.45			503,656.95
Avery Library Building: Construction.....		339,021.42				339,021.42
Crocker Research Building: Construction.....	39,525.85				39,525.85	
Interest.....	4,390.75		1,301.25		5,692.00	
Charged off to Income Crocker Research Fund.....	43,916.60				45,217.85	
	15,000.00			\$5,000.00	20,000.00	
Earl Hall: Construction.....		28,916.60				25,217.85
Engineering Building: Construction. Equipment.....		164,844.65			284,075.50	164,844.65
	284,075.50				20,325.47	
Fayerweather Hall: Construction.....	274,113.67		304,400.97		274,113.67	304,400.97
Equipment.....	14,645.43				14,645.43	
		288,759.10				288,759.10

Furnald Hall:	Construction.....	352,666.66	.....	.....	.....	352,666.66
	Equipment.....	22,333.34	.....	.....	.....	22,333.34
			375,000.00	.....	.....	375,000.00
Hamilton Hall:	Construction.....	486,572.26	.....	.....	.....	486,572.26
	Equipment.....	24,159.49	.....	.....	.....	24,159.49
Hartley Hall:	Construction.....	335,173.67	.....	.....	.....	335,173.67
	Equipment.....	16,799.20	.....	.....	.....	16,799.20
Havenmeyer Hall:	Construction.....	516,488.62	.....	.....	.....	516,488.62
	Equipment.....	53,474.86	.....	.....	.....	53,474.86
Kent Hall:	Construction.....	.....	.....	.....	.....	.....
Library Building:	Construction.....	1,108,213.09	.....	.....	.....	1,108,213.09
	Equipment.....	97,037.38	.....	.....	.....	97,037.38
	Changes, 1910-1914.....	46,600.00	.....	.....	.....	46,600.00
Livingston Hall:	Construction.....	333,520.98	.....	.....	.....	333,520.98
	Equipment.....	17,008.63	.....	.....	.....	17,008.63
Model House and Model of Buildings and Grounds	.....	.....	.....	.....	.....	.....
Philosophy Building:	Construction.....	.....	.....	.....	.....	.....
President's House:	Construction.....	196,830.82	.....	.....	.....	196,830.82
	Furnishing.....	21,836.20	.....	1,015.45	.....	22,851.65
St. Paul's Chapel:	Construction.....	.....	.....	218,667.02	.....	.....
	Equipment.....	266,676.54	.....	.....	.....	266,676.54
		29,846.62	.....	.....	.....	29,846.62
Schiermerhorn Hall:	Construction.....	457,658.17	.....	.....	.....	457,658.17
	Equipment.....	35,786.35	.....	.....	.....	35,786.35
		.....	.....	.....	.....	.....
	<i>Carried forward.....</i>	.....	\$12,009,063.43	\$10,367.15	\$5,000.00	.....
						\$12,014,430.58

	At June 30, 1916		Additions 1916-1917	Deductions 1916-1917	At June 30, 1917	
<i>Brought forward</i> .....		\$12,009,063.43	\$10,367.15	\$5,000.00		\$12,014,430.58
School of Journalism: Construction.....	534,863.38				534,863.38	
Equipment.....	28,637.83				28,637.83	
		563,501.21				563,501.21
School of Mines Building: Construction.....	305,506.29				305,506.29	
Equipment.....	19,460.85				19,460.85	
		324,967.14				324,967.14
University Hall: Construction.....	980,474.83		2,210.76		982,685.59	
Equipment.....	17,214.26				17,214.26	
Equipment: Power House.....	118,828.52				118,828.52	
Gymnasium.....	43,149.23				43,149.23	
		1,159,666.84				1,161,877.60
						23,650.00
No. 407 West 117th Street, New York.....		23,650.00				23,650.00
No. 411 West 117th Street, New York (Maison Francaise).....						33,291.39
No. 413 West 117th Street, New York.....		33,291.39				23,439.12
No. 415 West 117th Street, New York.....		23,439.12				23,439.12
No. 419 West 117th Street, New York (Deutsches Haus).....		23,439.12				30,000.00
No. 421 West 117th Street, New York.....		30,000.00				23,234.80
No. 431 West 117th Street, New York.....		23,234.80				25,213.98
No. 433 West 117th Street, New York.....			25,213.98			9,241.30
Class of 1880 Gates.....			9,241.30			2,000.00
Class of 1881 Flagstaff.....		2,000.00				4,600.00
Class of 1906 Clock.....		4,600.00				1,159.16
Equipment of Dining Room and Kitchen, Faculty Club.....			1,159.16			1,200.00

Fountain of Pan.....	12,013.50	.....	.....	.....	.....	12,013.50
Granite Posts for Gate at 119th Street and Amster- dam Avenue.....	2,563.00	.....	.....	.....	.....	2,563.00
Hamilton Statue.....	10,900.00	.....	.....	.....	.....	10,900.00
Lighting University Grounds.....	1,035.00	.....	.....	.....	.....	1,035.00
Pylons (Class of 1890 Arts and Mines Gift).....	8,598.72	.....	.....	.....	.....	8,598.72
Setting Bust of Professor Egleston (Class of 1883, Mines, Gift).....	390.00	.....	.....	.....	.....	390.00
Seth Low Memorial Tablet.....	1,010.00	.....	.....	.....	.....	1,010.00
Columbia University Press.....	7.08	.....	.....	.....	.....	7.08
Repairs and Equipment of Old Buildings: East Hall.....	5,113.34	.....	.....	.....	.....	5,113.34
South Hall.....	4,490.42	.....	.....	.....	.....	4,490.42
West Hall.....	10,252.67	.....	.....	.....	.....	10,252.67
South Court Fountains.....	19,856.43	.....	.....	.....	.....	19,856.43
Assessments: Boulevard Sewer.....	4,932.88	.....	.....	.....	.....	4,932.88
129th Street Sewer.....	2,579.90	.....	.....	.....	.....	2,579.90
Opening and acquiring title to Addition to Riverside Park.....	749.25	.....	.....	.....	.....	749.25
Opening 116th Street.....	8,168.98	.....	.....	.....	.....	8,168.98
Opening 120th Street.....	2,882.77	.....	.....	.....	.....	2,882.77
Opening Riverside Drive and Parkway.....	38,956.09	.....	.....	.....	.....	38,956.09
Expenses of Removal.....	4,814.55	.....	.....	.....	.....	4,814.55
Insurance.....	58,151.54	.....	.....	.....	.....	58,151.54
Interest.....	59,987.56	.....	.....	.....	.....	59,987.56
Legal Expenses.....	3,754.40	.....	.....	.....	.....	3,754.40
Outside Street Work.....	339,812.08	.....	.....	.....	.....	339,812.08
Vaults: East.....	4,291.07	.....	.....	.....	.....	4,291.07
West.....	107,140.39	.....	.....	.....	.....	107,140.39
.....	30,382.79	.....	.....	.....	.....	30,382.79
.....	37,316.40	.....	.....	.....	.....	37,316.40
.....	67,699.19	.....	.....	.....	.....	67,699.19
Carried forward.....	\$14,923,185.89	\$49,202.35	\$5,000.00	.....	.....	\$14,967,388.24

	At June 30, 1916	Additions 1916-1917	Deductions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$14,923,185.89	\$49,202.35	\$5,000.00	\$14,967,388.24
<b>CREDITS</b>				
Award for widening 120th Street.....	922.50			922.50
Interest on deposits of the Building Fund.....	11,332.68			11,332.68
Interest on deposits of the Schermerhorn Building Fund.....	115.00			115.00
Rents received from Old Buildings.....	4,510.00			4,510.00
Sale of Old Bricks.....	6,019.47			6,019.47
Overcharge to Amount shown in Treasurer's Report of July 1, 1898, and subsequently amended....	13,809.28			13,809.28
	\$14,886,476.96	\$49,202.35	\$5,000.00	\$14,930,679.31

## OTHER PROPERTY

	At June 30, 1916	Increase 1916-1917	Decrease 1916-1917	At June 30, 1917
Gaillard-Loubat Library Endowment Fund, 503-511 Broadway, New York.....	\$651,256.66	\$19,612.44		\$670,869.10
Williamsbridge Property.....	218,026.84	34,266.05		252,292.89
No. 18 East 16th Street, New York, Land.....	167,100.75			167,100.75
	\$1,036,393.25	\$53,878.49		\$1,090,271.74



## REDEMPTION FUND

Balance in Fund at June 30, 1916.....	\$600,000.00
Add: Securities deposited with Trustees of Fund.....	100,000.00
	<hr/>
Balance in Fund at June 30, 1917.....	\$700,000.00
Composed of:	<hr/> <hr/>

## BONDS

\$100,000.00 Anglo-French 5 per cent. External Loan Bonds due 1920.....	\$94,875.00
30,000.00 Baltimore & Ohio Ry. Co's. (P., L. E. & W. Va. System) 40-year 4 per cent. Refunding Bonds due 1941.....	27,450.00
50,000.00 Baltimore & Ohio Ry. Co's. (S. W. Division) 3½ per cent. First Mortgage Bonds, due 1925.....	44,937.50
40,000.00 Central New England Ry. Co's. 50-year 4 per cent. First Mortgage Bonds, due 1961.....	37,211.25
50,000.00 Chicago Union Station 4½ per cent. First Mortgage Gold Bonds, due 1963.....	49,875.00
50,000.00 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. Collateral).....	47,933.75
30,000.00 St. Louis, Southwestern Ry. Co.'s, 4 per cent. First Mortgage Bonds, due 1989.....	27,750.00

## BONDS AND MORTGAGES

On northwest corner Second Avenue and 12th Street, New York, at 4½ per cent., due 1919.....	\$94,250.00
On 14 West 48th Street, New York, at 5 per cent., due 1917.....	70,000.00
On 52 West 48th Street, New York, at 4½ per cent. due 1916.....	10,000.00
On 62 West 48th Street, New York, at 4½ per cent., due 1911.....	36,750.00
On 425 West 117th Street, New York, at 4½ per cent., due 1898.....	15,000.00
On 720 St. Nicholas Avenue, New York, at 5 per cent. due 1919.....	8,000.00
On 212 Grand Street, New York, at 5 per cent., due 1919	28,500.00
On Southwest Corner 174th Street and St. Nicholas Avenue, at 4½ per cent. due 1922.....	100,000.00
	<hr/>
Cash.....	7,467.50
	<hr/>
	<u>\$700,000.00</u>

## SPECIAL FUNDS

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<b>ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:</b> Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904.	\$50,000.00	.....	\$50,000.00
<b>ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND:</b> Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.	5,000.00	.....	5,000.00
<b>ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC:</b> Gift of an Anonymous donor to establish this fund; the income to be used to maintain a Professorship in Church and Choral Music. Established 1913.	19,500.00	\$68,000.00	87,500.00
<b>ART PROFESSORSHIP FUND:</b> Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916.	50,000.00	.....	50,000.00
<b>AVERY ARCHITECTURAL FUND:</b> Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000.	50,000.00	.....	50,000.00
<b>BARNARD FELLOWSHIP FUND:</b> Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research'. Established 1889.	10,000.00	.....	10,000.00

**BARNARD LIBRARY FUND:**

The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library', the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science', to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1920. Established 1889.

59,501.64

59,501.64

**BARNARD (MARGARET) FUND:**

The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husband'. Established 1892.

16,231.67

16,231.67

**BECK FUNDS:**

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe'. The income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real Estate Law'. Established 1899.

10,000.00

10,000.00

**BEER (JULIUS) LECTURE FUND:**

Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.

10,000.00

10,000.00

**BENNETT PRIZE FUND:**

Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States'. Established 1893.

1,000.00

1,000.00

*Carried forward*

\$281,233.31

\$68,000.00

\$349,233.31

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$284,233.31	\$68,000.00	\$349,233.31
<b>BERGH (HENRY) FUND:</b> Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907 .....	100,000.00	.....	100,000.00
<b>BLUMENTHAL ENDOWMENT FUND:</b> Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906 .....	100,116.67	.....	100,116.67
<b>BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:</b> Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909 .....	14,500.00	.....	14,500.00
<b>BONDY (EMIL C.) FUND:</b> Legacy of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916 .....	100,000.00	.....	100,000.00
<b>BRIDGHAM (SAMUEL WILLARD) FUND:</b> Gift of Mrs. Fanny Bridgham to establish this fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the faculty of Applied Science. Established 1915 .....	20,000.00	.....	20,000.00
<b>BULL (WILLIAM T.) MEMORIAL FUND:</b> From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M.D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911 .....	32,119.45	.....	32,119.45
<b>BUNNER PRIZE FUND:</b> Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal', to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896 .....	1,000.00	.....	1,000.00

BURGESS (ANNIE P.) FUND: Request of the late Annie P. Burgess to the general endowment of the University. Established 1913.....	\$63,365.00	\$63,365.00
BURGESS (ANNIE P.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	5,000.00
BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	5,000.00
BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910.....	100,000.00	100,000.00
BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish this fund; the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to Philosophy, or to educational theory, practice or administration. Established 1914.....	3,000.00	3,000.00
BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.....	5,000.00	5,000.00
CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.....	6,000.00	6,000.00
CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a 'Professorship, or an endowed lectureship, on the origins and growth of civilizations among men'. Established 1906.....	250,000.00	250,000.00
<i>Carried forward</i> .....	\$1,086,334.43	\$68,000.00
		\$1,154,334.43

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$1,086,334.43	\$68,000.00	\$1,154,334.43
<b>CARPENTIER (JAMES S.) FUND:</b> Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903. ....	300,000.00	.....	300,000.00
<b>CARPENTIER (R. S.) FUND:</b> Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904. ....	100,000.00	.....	100,000.00
<b>CENTER FUND:</b> Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896. ....	178,046.50	.....	178,046.50
<b>CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND:</b> Gift of Mr. Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917 .....	.....	\$150,000.00	150,000.00
<b>CHANDLER (CHARLES FREDERICK) FUND:</b> From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.	6,000.00	.....	6,000.00
<b>CHANLER PRIZE FUND:</b> Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject'. Established 1877. ....	1,000.00	.....	1,000.00



CHAPEL MUSIC FUND: Gift of Gerard Beckman of the Class of 1864 to establish this fund; the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913.	1,000.00	1,000.00
CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.	14,000.00	14,000.00
CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, 1902.	10,000.00	10,000.00
CLASS OF 1885, SCHOOL OF MINES, FUND: Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.	10,000.00	10,000.00
CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889, School of Mines, to establish this fund in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of striking a medal to be awarded triennially. Established 1915.	500.00	500.00
CLASS OF 1892 ARTS AND MINES FUND: Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Fernald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917.		\$6,600.00
CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.	\$1,392.81	\$1,392.81
<i>Carried forward</i>	\$1,708,273.74	\$224,600.00
		\$1,932,873.74

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$1,708,273.74	\$224,000.00	\$1,932,273.74
<b>CLASS OF 1905 FUND:</b> Gift of the Class of 1905, College and Science, to establish this fund, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class make no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class, and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915.....	1,049.77	41.96	1,091.73
<b>COCK, M. D. (THOMAS F.) PRIZE FUND:</b> Legacy from the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the "Thomas F. Cock, M.D., Prize" for the best thesis on puerperal fever. Established 1915.....	1,000 00	.....	1,000.00
<b>COLUMBIA FELLOWSHIP FUND:</b> Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889.....	13,000 00	.....	13,000.00
<b>COLUMBIA HUDSON-FULTON PRIZE FUND:</b> Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909.....	1,000 00	.....	1,000.00
<b>COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND:</b> From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.....	10,037.72	.....	10,037.72

<p><b>CONVERS (E. B.) PRIZE FUND:</b>                      Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School, Established 1906.</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p><b>COTHEAL FUND:</b>                      Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries, Established 1896.</p>	<p>16,000.00</p>	<p>.....</p>	<p>16,000.00</p>
<p><b>CROCKER (GEORGE) SPECIAL RESEARCH FUND:</b>                      Bequest of the late George Crocker, the income to be used in Cancer Research, Established 1911.</p>	<p>1,441,148.13</p>	<p>50.00</p>	<p>1,441,198.13</p>
<p><b>CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND:</b>                      Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913.</p>	<p>1,700.00</p>	<p>.....</p>	<p>1,700.00</p>
<p><b>CURRIER (NATHANIEL) FUND:</b>                      Legacy of Laura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.</p>	<p>50,000.00</p>	<p>.....</p>	<p>50,000.00</p>
<p><b>CURTIS FELLOWSHIP FUND:</b>                      Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.</p>	<p>10,000.00</p>	<p>.....</p>	<p>10,000.00</p>
<p><b>CURTIS (GEORGE WILLIAM) MEDALS FUND:</b>                      Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.</p>	<p>1,300.00</p>	<p>.....</p>	<p>1,300.00</p>
<p><i>Carried forward</i></p>	<p>\$3,255,509.36</p>	<p>\$224,691.96</p>	<p>\$3,480,201.32</p>

	At June 30, 1916	Additions, 1916-1917	At June 30, 1917
<i>Brought forward</i> .....			
<b>CUTTING (W. BAYARD) FUND:</b> Gift of Mrs. W. Bayard Cutting and her children to establish, in memory of the late W. Bayard Cutting, of the Class of 1869, this fund; the income to provide traveling fellowships. Established 1913.....	\$3,255,509.36	\$224,691.96	\$3,480,201.32
<b>CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND:</b> Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund'. The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbraund and the Griffin Eva von Wurmbraund during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.....	200,000 00	.....	200,000 00
<b>DACOSTA PROFESSORSHIP FUND:</b> The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	15,000 00	.....	15,000. 00
<b>DARLING (EDWARD A.) PRIZE FUND:</b> Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903.....	86,576 83	.....	86,576. 83
<b>DEAN LUNG PROFESSORSHIP OF CHINESE FUND:</b> Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	1,000 00	.....	1,000. 00
	225,000. 00	(1) 1,200 00	226,200.00

<p><b>DEUTESCHES HAUS ENDOWMENT FUND:</b> The income of this fund is to be expended in equipping and maintaining the Deutsches Haus. Established 1912.</p>	17,200.00	.....	17,200.00
<p>Gift of Adolphus Busch, 1912 ..... \$14,700.00 Bequest of Hugo Reisinger, 1916 ..... 2,500.00</p>			
<p><b>DEVENDORF (DAVID M.) SCHOLARSHIP FUND:</b> Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911.</p>	6,500.00	.....	6,500.00
<p><b>DEWITT (GEORGE C.) SCHOLARSHIP FUND:</b> Gift of Mrs. George C. Dewitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College, of Christian parentage and of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years' course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917.</p>	.....	15,000.00	15,000.00
<p><b>DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND:</b> Bequest of Phebe-Caroline Swords to establish the 'Francis E. Doughty, M.D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912.</p>	10,000.00	.....	10,000.00
<p><b>DRISLER CLASSICAL FUND:</b> Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.</p>	10,000.00	.....	10,000.00
<p><b>DU BOIS (DR. ABRAM) MEMORIAL FUND:</b> Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.</p>	18,000.00	.....	18,000.00
<p><i>Carried forward</i> .....</p>	\$3,844,786.19	\$240,891.96	\$4,085,678.15

	At June 30, 1916	Additions, 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$3,844,786.19	\$2,40,891.96	\$4,085,678.15
<b>DYCKMAN FUND:</b>			
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research', "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President." Established 1899. ....	10,000.00		10,000.00
<b>EARLE PRIZE FUND:</b>			
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907. ....	1,250.00		1,250.00
<b>EATON PROFESSORSHIP FUND:</b>			
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903. ....	100,000.00		100,000.00
<b>EINSTEIN FUND:</b>			
Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911. ....	4,852.50		4,852.50
<b>ELLSBERG (ALBERT MARION) PRIZE FUND:</b>			
Gift of Mrs. Albert Ellsberg to establish this fund as a memorial to her son, Albert Marion Ellsberg, of the Class of 1905. The income to provide the 'Albert Marion Ellsberg Prize in Modern History', Established 1912. ....	2,000.00		2,000.00
<b>EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND:</b>			
Amount collected by the Committee of the Eimmons Memorial Fund for a fellowship in Scientific Research, Established 1913. ....	13,023.27		13,023.27



<b>FINE ARTS ENDOWMENT FUND:</b> Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.....	250,000.00	.....	250,000.00
<b>GARTH MEMORIAL FUND:</b> Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250.00	.....	16,250.00
<b>GEBHARD FUND:</b> Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000.00	.....	20,000.00
<b>GERMAN LECTURE FUND:</b> Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000.00	.....	1,000.00
<b>GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP:</b> Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.....	47,601.51	.....	47,601.51
<b>GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND:</b> Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908.....	16,250.00	.....	16,250.00
<b>GOTTHEIL (GUSTAV) LECTURES FUND:</b> Gift from Temple Emanuel to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000.00	.....	10,000.00
<i>Carried forward</i> .....	\$4,337,013.47	\$240,891.96	\$4,578,805.43

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$4,337,913.47	\$240,891.96	\$4,578,805.43
<b>GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:</b> Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger Established 1904 .....	9,500.00	.....	9,500.00
<b>GREEN PRIZE FUND:</b> Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913 .....	1,000.00	.....	1,000.00
<b>HALL (GEORGE HENRY) FUND:</b> Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913 .....	14,363.22	.....	14,363.22
<b>HAMILTON (ADELAIDE) BEQUEST:</b> Gift of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial of her father, John Church Hamilton, a son of Alexander Hamilton, a proper bookplate to be set in each volume purchased with the income of the fund. Established 1917 .....	.....	\$1,000	1,000.00
<b>HARRIMAN (REVEREND ORLANDO) FUND:</b> Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908 .....	102,500.00	.....	102,500.00
<b>HARSEN SCHOLARSHIP FUND:</b> Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as Harsen Scholarships .....	31,114.10	.....	31,114.10

<b>HARTLEY (FRANK) SCHOLARSHIP FUND:</b> Gifts from friends of the late Frank Hartley, M.D., to endow a Scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914.....	4,400.00	.....	4,400.00
<b>ILLIG FUND:</b> Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.....	2,000.00	.....	2,000.00
<b>INDO-IRANIAN FUND:</b> Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	15,000.00	.....	15,000.00
<b>JACOBI WARD FUND:</b> Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi.....	61,518.09	.....	61,518.09
<b>JAMES (D. WILLIS) FUND:</b> Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908.....	100,000.00	.....	100,000.00
<b>JANEWAY LIBRARY FUND:</b> Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund; the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912.....	25,000.00	.....	25,000.00
<b>KENNEDY (JOHN STEWART) ENDOWMENT FUND:</b> On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1909.....	2,204,817.86	2,100.00	2,206,917.86
<b>LANGELOTH (JACOB) FUND:</b> Legacy of the late Jacob Langeloth. Established 1915.....	5,000.00	.....	5,000.00
<i>Carried forward,</i> .....	\$6,914,126.74	\$243,991.96	\$7,158,118.70

	At June 30, 1916	Additions 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$6,914,126.74	\$243,991.96	\$7,158,118.70
<b>LAW ALUMNI LIBRARY FUND:</b> The income to be applied, as the Trustees may from time to time determine, for the improvement of the Law Library. Established 1916 .....		(*) 1,500.00	1,500.00
<b>LAW LIBRARY FUND:</b> Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000) .....	5,250.00		5,250.00
<b>LEE (THE) FUND:</b> Gift of Dr. and Mrs. Frederic S. Lee to establish this fund; the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914 .....	20,000.00		20,000.00
<b>LOUBAT FUND:</b> Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892 .....	7,000.00		7,000.00
<b>LOUBAT PROFESSORSHIP FUND:</b> Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archaeology, Established 1903 .....	100,000.00		100,000.00
<b>MAISON FRANÇAISE ENDOWMENT FUND:</b> Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Française. Established 1913 .....	5,000.00		5,000.00
<b>MANNERS (EDWIN) FUND:</b> Legacy of the late Edwin Manners to establish this Fund. Established 1914 .....	2,857.50	(3) 142.50	3,000.00

MATHEMATICAL PRIZE FUND: Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew John Dash Van Buren, Jr., of the Class of 1905. Established 1906 .....	5,000.00	.....	5,000.00
McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889 .....	20,000.00	.....	20,000.00
MEMBER OF CLASS OF '85 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895 .....	1,050.00	.....	1,050.00
MILLER (GUY B.) FUND: Request of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904 .....	10,000.00	.....	10,000.00
MITCHELL (WILLIAM) FELLOWSHIP FUND: Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908 .....	10,000.00	.....	10,000.00
MOFFAT SCHOLARSHIP FUND: Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862 .....	2,000.00	.....	2,000.00
MONTGOMERY (ROBERT H.) PRIZE FUND: Gift of Robert H. Montgomery to establish this fund; the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916 .....	.....	1,000.00	1,000.00
<i>Carried forward</i> .....	\$7,102,284.24	\$246,634.46	\$7,348,918.70

	At June 30, 1916	Additions, 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$7,102,284.24	\$246,634.46	\$7,348,918.70
<b>MOSENTHAL FELLOWSHIP FUND:</b> Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898	7,500.00	.....	7,500.00
<b>ORDRONAUX (JOHN) FUND:</b> Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909.....	3,000.00	.....	3,000.00
<b>PERKINS FELLOWSHIP FUND:</b> Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will next be awarded in June, 1918.....	5,700.00	.....	5,700.00
<b>PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH:</b> Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912.....	50,500.00	( <sup>1</sup> ) 500.00 (Decrease)	50,000.00
<b>PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:</b> Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902.....	1,000.00	.....	1,000.00
<b>PHILOLEXIAN PRIZE FUND:</b> From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-1904.....	1,376.80	.....	1,376.80



<p><b>PHENIX LEGACY:</b> On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.....</p>	<p>124,672.48</p>	<p>124,672.48</p>
<p><b>PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:</b> Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....</p>	<p>\$15,000.00</p>	<p>\$15,000.00</p>
<p><b>PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE:</b> Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship', to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....</p>	<p>15,000.00</p>	<p>15,000.00</p>
<p><b>PSYCHOLOGY FUND:</b> Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....</p>	<p>100,000.00</p>	<p>100,000.00</p>
<p><b>PULTIZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:</b> Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903. Augmented in 1916.....</p>	<p>1,734,632.17</p>	<p>1,796,206.07</p>
<p><b>PULTIZER SCHOLARSHIP FUND:</b> Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893. Augmented in 1912.....</p>	<p>300,448.75</p>	<p>300,448.75</p>
<p><i>Carried forward</i>.....</p>	<p>\$9,461,114.44</p>	<p>\$9,768,822.80</p>

	At June 30, 1916	Additions, 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$9,461,114.44	\$307,708.36	\$9,768,822.80
<b>ROLKER (CHARLES M., Jr.) PRIZE FUND:</b> Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909	1,000.00	.....	1,000.00
<b>ROOSEVELT (THEODORE) PROFESSORSHIP FUND:</b> Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.....	50,000.00	.....	50,000.00
<b>SAUNDERS (LESLIE M.) ENDOWMENT FUND:</b> Bequest of the late Alexander Saunders to purchase a perpetual scholarship in Columbia University in the literary or scientific department at the choice of, and for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, or a majority of them, in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually; and upon such conditions as such principal and teachers, or a majority of them, may determine with such power and authority to them to fill such scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917.....	.....	6,000.00	6,000.00
<b>SCHERMERHORN SCHOLARSHIP FUND:</b> Bequest of John J. Schermerhorn, of the Class of 1825, for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime'. Established 1877.....	5,000.00	.....	5,000.00
<b>SCHIFF FELLOWSHIP FUND:</b> Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000.00	.....	15,000.00

<p><b>SCHIFF (JACOB H.) ENDOWMENT FUND:</b>                      Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905</p>	<p>100,000.00</p>	<p>100,000.00</p>	<p>100,000.00</p>
<p><b>SCHOOL OF DENTISTRY ENDOWMENT FUND:</b>                      Gift of James N. Jarvie for the partial endowment of a Dental School. Original gift \$100,000, to which has been added \$5,000 on account of interest on the above principal to April 15, 1917. Gift of Anonymous Donor, \$25,000. Established 1916.</p>	<p>(5) 130,000.00</p>	<p>130,000.00</p>	<p>130,000.00</p>
<p><b>SCHURZ (CARL) FELLOWSHIP FUND:</b>                      From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.</p>	<p>10,000.00</p>	<p>10,000.00</p>	<p>10,000.00</p>
<p><b>SCHURZ (CARL) LIBRARY FUND:</b>                      From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.</p>	<p>10,000.00</p>	<p>10,000.00</p>	<p>10,000.00</p>
<p><b>SEIDL FUND:</b>                      The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter, to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.</p>	<p>12,000.00</p>	<p>12,000.00</p>	<p>12,000.00</p>
<p><b>SHOEMAKER (WILLIAM BROCK) FUND:</b>                      Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908</p>	<p>10,000.00</p>	<p>10,000.00</p>	<p>10,000.00</p>
<p><b>SLOANE HOSPITAL FOR WOMEN FUND:</b>                      Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established 1889.</p>	<p>600,000.00</p>	<p>75,000.00</p>	<p>675,000.00</p>
<p><i>Carried forward.</i></p>	<p>\$10,274,114.44</p>	<p>\$518,798.36</p>	<p>\$10,792,822.80</p>

	At June 30, 1916	Additions, 1916-1917	At June 30, 1917
<i>Brought forward</i> .....	\$10,274,114.44	\$518,708.36	\$10,792,822.80
<b>SMITH PRIZE FUND, SCHOOL OF MEDICINE:</b> Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.....	2,337.81	.....	2,337.81
<b>STEVENS PRIZE FUND, SCHOOL OF MINES:</b> Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891.....	1,899.88	.....	1,899.88
<b>STOKES (CAROLINE PHELPS) FUND:</b> Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.....	20,000.00	.....	20,000.00
<b>STUART SCHOLARSHIP FUND:</b> The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1886, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as 'Stuart Scholarships'. Established 1895.....	6,000.00	.....	6,000.00
<b>TOPPAN PRIZE FUND:</b> Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,000.00	.....	4,000.00
<b>TROWBRIDGE FELLOWSHIP FUND:</b> Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering'. Established 1893	10,000.00	.....	10,000.00
<b>TYNDALL FELLOWSHIP FUND:</b> Gift of the late Professor John Tyndall, of London, the income to be applied to the support of American pupils who may have shown decided talent in Physics, etc. Established 1885.....	10,945.50	.....	10,945.50

VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND: Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910	5,000.00	5,000.00	5,000.00
VANDERBILT CLINIC ENDOWMENT FUND: Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic.....	115,000.00	115,000.00	115,000.00
VAN PRAAG (L. A.) FUND: Legacy from L. A. Van Praag to be used by the Trustees, at their discretion for research into the causes and cure of cancer. Established 1915.....	5,000.00	5,000.00	5,000.00
WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct.....	100,000.00	100,000.00	100,000.00
For Mrs. Waring.....\$50,000.00 For Miss Waring..... 50,000.00			
WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND: Legacy from the late Susan E. Johnson Hudson to establish this fund; the income to provide a scholarship in the University. Established 1914.....	12,000.00	12,000.00	12,000.00
WHEELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.....	5,000.00	5,000.00	5,000.00
FIRE INSURANCE FUND: For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured.....	(4) 50,000.00	(4) 50,000.00	50,000.00
	\$10,571,297.63	\$568,708.36	\$11,140,005.99

(1) Transferred from gift for special scholarships for Chinese students.  
 (2) Transferred from Law Alumni Fund.  
 (3) Transferred from Income Manners (Edwin) Fund.  
 (4) Transferred to Income Peters Fund for Engineering Research.  
 (5) Includes Transfer of \$2,500 from School of Dentistry Endowment Fund.  
 (6) Transfer from General Funds.

## PERMANENT FUNDS

## FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS

	At June 30, 1916	Additions during the year	At June 30, 1917
Adams (Edward D.) Gift (for Deutsches Haus).....	\$30,000.00		\$30,000.00
Alumni Memorial Hall Gift (University Hall Enlargement).....	100,756.41		100,756.41
Anonymous Gift for Hamilton Statue.....	1,000.00		1,000.00
Anonymous Gift toward erection of Philosophy Building.....	350,000.00		350,000.00
Association of the Alumni of Columbia College (Hamilton Statue).....	10,000.00		10,000.00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....	339,250.00		339,250.00
Babcock and Wilcox Gift (Steel Boilers for Power House).....	3,250.00		3,250.00
Clark (Edward Severin) Gift (Fountain of Pan).....	12,013.50		12,013.50
Class of 1874 Gift (Marble Columns in Library).....	1,678.00		1,678.00
Class of 1880 Gift (Hamilton Hall, Gates)...	2,020.00		2,020.00
Class of 1881 Gift (Flagstaff).....	4,600.00		4,600.00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall).....	1,000.00		1,000.00
Class of 1882 Gift (120th Street Gates).....	1,500.00		1,500.00
Class of 1883 Gift (Torcheres, St. Paul's Chapel).....	5,280.00		5,280.00
Class of 1883, Mines, Gift (Setting of Bust of Professor Egleston).....	390.00		390.00
Class of 1884, Arts, Gift (Marble Clock, Hamilton Hall).....	1,913.90		1,913.90
Class of 1884, Mines, Gift (Grading South Field).....	5,000.00		5,000.00
Class of 1890, Arts and Mines, Gift (Pylons).....	8,598.72		8,598.72
Class of 1899 Gift (Grading South Field)....	5,000.00		5,000.00
Class of 1909, College, Gift (Class Shield in Hamilton Hall).....	20.00		20.00
Contributions to Bloomingdale Site.....	331,150.00		331,150.00
Contributions to Buildings, College of Physicians and Surgeons.....	71,551.05		71,551.05
Contributions to Medical School, Removal and Rebuilding Fund.....	18,000.00	\$10,000.00	28,000.00
Dodge (Marcellus Hartley) and Mrs. Helen Hartley Jenkins Gift (Hartley Hall).....	350,000.00		350,000.00
Dodge (William E.) Gift (Earl Hall).....	164,950.82		164,950.82
Fayerweather Legacy (Fayerweather Hall)...	330,894.03		330,894.03
Furnald (Estate of Francis P. Furnald and Mrs. S. Ella Furnald), Gifts (Furnald Hall)	350,000.00		350,000.00
<i>Carried Forward</i> .....	\$2,499,816.43	\$10,000.00	\$2,509,816.43



	At June 30, 1916	Additions during the year	At June 30, 1917
<i>Brought Forward</i> .....	\$2,499,816.43	\$10,000.00	\$2,509,816.43
Hamilton Hall Gift.....	507,059.16	.....	507,059.16
Havemeyer Gift (Havemeyer Hall).....	414,206.65	.....	414,206.65
Hepburn (A. Barton) Gift for Maison Fran- çaise.....	33,300.00	.....	33,300.00
Kent Hall:			
Anonymous Gift..... \$100,000.00			
Charles Bathgate Beck Gift.. 384,872.57		(1)800.00	
Francis Lynde Stetson Gift.. 10,000.00			
	494,872.57		495,672.57
Lewisohn (Adolph) Gift (School of Mines Building).....	250,000.00	.....	250,000.00
Low Library Gift (Library Building).....	1,100,639.32	.....	1,100,639.32
Livingston (Edward de Peyster) Gift (Me- morial Window, Livingston Hall).....	1,124.00	.....	1,124.00
Memorial Windows Gifts.....	14,300.00	.....	14,300.00
Model of Buildings and Grounds Gift.....	19,972.70	.....	19,972.70
Morgan (William Fellowes) Gift (Illuminating University Grounds).....	1,035.00	.....	1,035.00
President's House, Furnishing (Anonymous Gift).....	11,836.20	(2)1,015.45	12,851.65
St. Paul's Chapel Gift (Anonymous).....	250,000.00	.....	250,000.00
St. Paul's Chapel Furniture Gift (Anonymous)	2,846.62	.....	2,846.62
St. Paul's Chapel Organ and Case Gifts.....	27,000.00	.....	27,000.00
Schermerhorn Gift (Schermerhorn Hall).....	458,133.18	.....	458,133.18
School of Journalism Building Gift (Pulitzer)	563,501.21	.....	563,501.21
Sloan Torchères Gift (Library Building).....	6,000.00	.....	6,000.00
Sloane (Mr. and Mrs. William D.) Gift (Addi- tions and Alterations to Sloane Hospital for Women).....	399,263.14	.....	399,263.14
South Court Fountain Gift.....	4,932.88	.....	4,932.88
South Field Fund.....	54,707.00	.....	54,707.00
South Field Grading Gift (Anonymous).....	1,500.00	.....	1,500.00
Stabler (Edward L.) Gift.....	1,200.00	.....	1,200.00
Torchères for School of Mines Building Gift..	1,000.00	.....	1,000.00
Vanderbilt Gift (Vanderbilt Clinic).....	350,000.00	.....	350,000.00
Villard (Henry) Legacy.....	50,000.00	.....	50,000.00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	420,000.00	.....	420,000.00
Class of 1906 Gift (Class of 1906 Clock).....	.....	1,159.64	1,159.64
	\$7,938,246.06	\$12,975.09	\$7,951,221.15

(1) Stock Dividend.

(2) Transferred from Anonymous Gift for Current Needs.

## SUMMARY OF CAPITAL ACCOUNT

## Balance at June 30, 1916:

Estate Summary.....	\$21,110,164.51	
Real Estate Sales Account.....	5,886,575.56	
		<u>\$26,996,740.07</u>

## Less:

Expenses and Losses re obtaining possession of and re-leasing properties 1911 to 1917.....	\$32,916.54	
Special Fire Insurance Fund established by resolution of Committee of Finance.....	50,000.00	
		<u>82,916.54</u>
		<u>\$26,913,823.53</u>

## Add:

Gift for Alumni Association (School of Medicine) for year 1915-1916—Paid last year from general funds.	\$500.00	
Surplus for year 1916-1917.....	139,547.37	
		<u>\$27,044,870.90</u>

## Balance at June 30, 1917:

Estate Summary.....	\$21,158,295.34	
Real Estate Sales Account.....	5,886,575.56	
		<u>\$27,044,870.90</u>

## GIFTS FOR SPECIAL FUNDS, ETC., RECEIVED DURING 1916-1917

## SPECIAL FUNDS:

Anonymous Fund for Church and Choral Music (additional).....	\$68,000.00	
Chamberlain (Joseph P.) Endowment Fund.....	150,000.00	
Class of 1892 Arts and Mines Fund.....	6,600.00	
Class of 1905 Fund (additional).....	41.96	
Crocker (George) Special Research Fund (additional)..	50.00	
DeWitt (George G.) Scholarship Fund.....	15,000.00	
Hamilton (Adelaide) Bequest.....	1,000.00	
Kennedy (John Stewart) Endowment Fund (additional)	2,100.00	
Montgomery (Robert H.) Prize Fund.....	1,000.00	
Pulitzer (Joseph) Fund for School of Journalism (additional).....	61,573.90	
Saunders (Leslie M.) Scholarship Fund.....	6,000.00	
School of Dentistry Endowment Fund.....	127,500.00	
Sloane Hospital for Women Fund (additional).....	75,000.00	\$513,865 86

## PERMANENT FUNDS:

Class of 1906 for the Class of 1906 Clock.....	\$1,159.64	
Anonymous Gift for Medical School Removal and Rebuilding Fund (additional).....	10,000.00	11,159.64

## DESIGNATED GIFTS:

Adams (Mr. Edward D.) for the Special Ernest Kempton Adams Research Fellowship.....	\$5,000.00	
Alumni Association to cover the Alumni Association annual prize.....	50.00	
Alumni Club of Yonkers for a special scholarship.....	41.00	
American Association for International Conciliation for courses on International Relations.....	400.00	
American Road Machinery Company for Highway Engineering Fund.....	6,000.00	
Anonymous, for Biological Chemistry, Departmental Appropriation.....	250.00	
Anonymous, for Biological Chemistry, Departmental Appropriation.....	50.00	
Anonymous, for Biological Chemistry, purchase of office equipment.....	173.70	
Anonymous, for Chinese printing equipment.....	2,500.00	
Anonymous, for Dental School Equipment.....	100.00	
Anonymous, for expenses of School of Dentistry.....	4,000.00	
Anonymous, for Department of Agriculture Maintenance	250.00	
Anonymous, for Deutsches Haus Maintenance.....	500.00	
Anonymous, for Extension Teaching Choral Music....	600.00	
Anonymous, for Income of Hartley Scholarship Fund...	68.50	
Anonymous, for Legislative Drafting Research Fund...	7,500.00	
Anonymous, for military training course at Camp Columbia.....	50.00	
<i>Carried forward</i> .....	\$27,533.20	\$25,025.50

<i>Brought forward</i> .....	\$27,533.20	\$525,025.50
Anonymous, for National Emergency Fund. Contributions secured by Miss Katherine Reilly through the Committee on Women's War Work.....	225.00	
Anonymous, for Pathology Salaries.....	750.00	
Anonymous, for Pharmacology Salaries.....	2,770.00	
Anonymous, for Philosophy and Psychology Salaries...	500.00	
Anonymous, for Poliomyelitis Research Fund.....	1,250.00	
Anonymous, for Practice of Medicine Salaries.....	400.00	
Anonymous, for President's War Preparation Fund....	500.00	
Anonymous, for President's War Preparation Fund....	25.00	
Anonymous, for President's War Preparation Fund....	1,000.00	
Anonymous, for St. Paul's Chapel Choir.....	500.00	
Anonymous, for St. Paul's Chapel Choir.....	250.00	
Association of the Alumni of Columbia College for Scholarships.....	1,200.00	
Association of the Alumni of the College of Physicians and Surgeons for the Alumni Association Prize.....	500.00	
Banks (Mr. Talcott M.) for Poliomyelitis Research Fund.	100.00	
Barnard Board of Trustees toward the expenses of the University Committee on Women's Work.....	300.00	
Beekman (Mr. Gerard) for Exchange Professors Salaries	1,750.00	
Behr (Mr. Herman) for Deutsches Haus Maintenance...	50.00	
Bethlehem Steel Company for the President's War Preparation Fund.....	1,000.00	
Blum (Dr. Richard) for Dental School Equipment.....	100.00	
Board of Religious Education of the Diocese of New York for the New York Diocesan Fellowship.....	500.00	
Brewer (Dr. George E.) for Dental School Equipment..	100.00	
Bridgham (Mrs. Fannie) for Religious Work.....	200.00	
Carey (Mr. Edwin F.) for the Students' Loan Fund....	75.00	
Carnegie Endowment for International Peace for course on International Relations.....	650.00	
Chamberlain (Mr. Joseph P.) to be added to the income of the Joseph P. Chamberlain Endowment Fund....	1,250.00	
Chamberlain (Mr. Joseph P.) and Mr. Thomas I. Parkinson for the Legislative Drafting Research Fund...	7,500.00	
Chandler (Dr. Charles F.) for the Chandler Museum Maintenance Fund.....	744.04	
Chase, Jr. (Dr. Oscar Jerome) for Dental School Equipment.....	500.00	
Chase (Mr. Paul) for Dental School Equipment.....	100.00	
Childs (Mr. William Hamlin) for Extension Teaching, Penal Problems.....	500.00	
Clarke (Miss Anna M.) for Music, Departmental Appropriation.....	500.00	
Colgate (Mr. William) for military training course at Camp Columbia.....	100.00	
Committee Felix Adler Professorship Fund for Philosophy and Psychology Salaries.....	2,900.00	
Coolidge (Mrs. Elizabeth S.) for research fellowships in Medicine, 1917-1918.....	2,500.00	
Corliss (Mr. Charles A.) for Poliomyelitis Research Fund.	25.00	
<i>Carried forward</i> .....	\$58,847.24	\$525,025.50

<i>Brought forward</i> .....	\$58,847.24	\$525,025.50
Dawes (Mr. Dexter B.) and Miss E. M. Dawes for Poliomyelitis Research Fund.....	30.00	
Dudley (Mr. Pendleton) for the Students' Loan Fund..	90.00	
Dunn (Mr. Gano) for the Gano Dunn Scholarship.....	250.00	
Dunning (Dr. Henry Sage) for Dental School Equip- ment.....	1,000.00	
Dwight (Mr. Arthur S.) School of Mines as the Presi- dent may direct .....	2,500.00	
East River Homes Foundation to be applied toward the work in tuberculosis at the College of Physicians and Surgeons.....	10,000.00	
Estate of John S. Kennedy to be added to the income of the John Stewart Kennedy Fund.....	187.50	
Field, 3d (Mr. Marshall) for Dental School Equipment..	100.00	
First District Dental Society for Dental Research Equip- ment, Biological Chemistry.....	100.00	
Flagler (Mr. Harry Harkness) for Student Orchestra.....	150.00	
Fowler (Mrs. Eldridge M.) for Extension Teaching, Penal Problems.....	200.00	
France-America Committee for Maison Française Maintenance.....	2,500.00	
Frasch (Mrs. Herman) for Special Scholarship.....	250.00	
Frissell (Mr. A. S.) for the President's War Preparation Fund.....	20.00	
Gerard (Mrs. James W.) for Marcus Daly Scholarship....	1,000.00	
Gurnee (Mr. A. C.) for military training course at Camp Columbia.....	100.00	
Harriman (Mrs. E. H.) for the Harriman Fund for Sur- gical Research.....	4,000.00	
Hasbrouck (Dr. James F.) for Dental School Equipment..	1,000.00	
Hasslacher (Mr. Jacob) for Deutsches Haus Maintenance	50.00	
Hepburn (Mr. A. B.) for the purchase of French books for the Library.....	3,030.38	
Jackson (Professor A. V. W.) for Indo-Iranian Languages Salaries.....	500.00	
Jackson, Jr. (Mr. E. E.) for Dental School Equipment..	250.00	
Jackson (Dr. V. H.) for Dental School Equipment.....	1,000.00	
Jarvie (Dr. William) for Dental School Equipment.....	500.00	
Jenkins (Mrs. Helen Hartley) for Extension Teaching Courses in Criminology.....	425.00	
Jenkins (Mrs. Helen Hartley) for running expenses of the Marcellus Hartley Research Laboratory.....	2,000.00	
Jenkins (Dr. Newell S.), through Professor William J. Gies, for dental research, Biological Chemistry.....	1,000.00	
Jenkins (Dr. N. S.) for Dental School Equipment.....	1,000.00	
Kahn (Mr. Otto) for Deutsches Haus Maintenance....	100.00	
Kane (Mrs. Annie C.) for Religious Work.....	200.00	
King (Mr. Willard V.) for the President's War Prepara- tion Fund.....	1,000.00	
King (Mr. Willard V.) for a special scholarship.....	100.00	
Kneeland (Mr. Yale) for the Poliomyelitis Research Fund	250.00	
<i>Carried forward</i> .....	\$93,730.12	\$525,025.50

<i>Brought forward</i> .....	\$93,730.12	\$525,025.50
Lawrence (Mr. Benjamin B.) toward equipment for student military and naval activities.....	500.00	
Lee (Dr. Frederic S.) for Physiology, Departmental Assistance.....	287.50	
Lee (Dr. Frederic S.) for Physiology Salaries.....	1,720.00	
Lee (Dr. Frederic S.) and Mrs. Lee for a research fellowship in Physiology.....	1,000.00	
Lewisohn (Mr. Adolph) for Extension Teaching, Penal Problems.....	500.00	
Lewisohn (Mr. Samuel S.) for the Menorah Prize.....	100.00	
Loeb (Mr. James) for Library, James Loeb Fund.....	175.00	
Low (Mr. W. G.) for Library, W. G. Low Fund.....	250.00	
McClymonds (Mrs. Annie M.) for Louis K. McClymonds Scholarships 1916-1917.....	1,300.00	
Anonymous for Philosophy (Mediaeval) Salaries.....	500.00	
Anonymous for the Surgical Research Fund.....	10,000.00	
Merritt (Dr. Arthur H.) for Dental School Equipment..	1,000.00	
Meyer (Dr. Willy) for Deutsches Haus Maintenance..	100.00	
Millikin (Dr. Seth) for the Poliomyelitis Research Fund..	20.00	
Montgomery (Mr. Robert H ) to be added to the income of the Robert H. Montgomery Prize Fund.....	25.00	
National Committee on Prisons for Extension Teaching, Penal Problems.....	250.00	
Netherlands Government for the Queen Wilhelmina Lecturer.....	1,750.00	
Parsons (Mr. Herbert) for Extension Teaching, Penal Problems.....	50.00	
Perkins (Mr. G. W.) for Extension Teaching, Penal Problems.....	250.00	
Perkins (Mr. Russell) for the Poliomyelitis Research Fund.....	100.00	
Piel (Mr. Gottfried) for Deutsches Haus Maintenance..	100.00	
Prosser (Mr. Seward) for Poliomyelitis Research Fund...	50.00	
Pupin (Professor M. I.) for Electrical Engineering Salaries.....	600.00	
Pupin (Professor M. I.) for Summer Session Salaries..	150.00	
Pupin (Professor M. I.) for Slavonic Languages Salaries.....	750.00	
Raeger (Mr. Louis C.) for Special Scholarships.....	150.00	
Research Committee of the Dental Society of the State of New York for dental research, Biological Chemistry.....	200.00	
Rhein (Dr. M. L.) for Dental School Equipment.....	1,000.00	
Rhein (Dr. M. L.) for prizes in Oral Hygiene.....	50.00	
Ross (Mr. F. J.) for Dental School Equipment.....	100.00	
Sargent (Mr. Homer E.) for Anthropology, Research among Indians of British Columbia.....	1,000.00	
Schiff (Mr. Jacob H.) for Social Science Salaries.....	1,000.00	
Schiff (Mr. Mortimer L.) for Extension Teaching, Penal Problems.....	400.00	
<i>Carried forward</i> .....	\$119,157.62	\$525,025.50



<i>Brought forward</i> .....	\$119,157.62	\$525,025.50
School of Business Building Construction Fund.....	586,500.00	
Seligman (Mr. Isaac N.) for Extension Teaching, Penal Problems.....	250.00	
Senff (Mrs. Charles H.) for military training course at Camp Columbia.....	1,000.00	
Sharpe (Mr. Henry D.) for Extension Teaching, Penal Problems.....	500.00	
Shearer (Mr. George L.) for military training course at Camp Columbia.....	100.00	
State of New York for the Agricultural Education Fund.....	500.00	
State of New York for the Agricultural Special Equipment Fund.....	500.00	
Stern (Dr. Leo) for Dental School Equipment.....	1,000.00	
Sulzberger (Dr. N.) for Chemical Engineering Research Equipment.....	100.00	
Talcott (Mrs. James) for Special Scholarship.....	200.00	
Taylor (Dr. James) for Dental School Equipment.....	100.00	
Teachers College toward the work of the Women's Committee on War Preparation.....	500.00	
Towne (Mr. Henry R.) for military training course at Camp Columbia.....	25.00	
Tracy (Dr. William D.) for Dental School Equipment..	1,000.00	
Troy (Mr. Richard H.) for the Richard H. Troy Gift...	3.00	
Warburg (Mr. Felix M.) for Deutsches Haus Maintenance.....	100.00	
Warburg (Mr. Paul M.) for Deutsches Haus Maintenance.....	250.00	
Wawepex Society for the John D. Jones Scholarship....	200.00	
White (Mr. A. C.) for military training course at Camp Columbia.....	200.00	
White (Mr. W. A.) for the President's War Preparation Fund.....	10.00	
Young (Dr. J. Lowe) for Dental School Equipment....	1,000.00	713,195.62
		<u>\$1,238,221.12</u>

FREDERICK A. GOETZE

*Treasurer*

NEW YORK, June 30, 1917

ARTHUR W. TEELE, C. P. A.  
JOHN WHITMORE  
HAMILTON S. CORWIN, C. P. A.  
HAROLD F. LEEMING, C. A.  
F. R. C. STEELE, C. A.  
JAMES WILLING, C. A.

PATTERSON, TEELE & DENNIS  
ACCOUNTANTS AND AUDITORS  
NEW YORK AND BOSTON

CABLE ADDRESS  
"DIGNUS"

120 BROADWAY

NEW YORK, SEPTEMBER 29, 1917

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1917, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds have been produced to us; that all other income shown by the books of the University has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the financial condition of the University at the close of business on June 30, 1917, and are in accordance with the books.

PATTERSON, TEELE & DENNIS  
*Accountants and Auditors*

# BARNARD COLLEGE—BALANCE SHEET, JUNE 30, 1917

ASSETS	LIABILITIES
Lands, Grounds, and Buildings.....	Principal of Permanent Funds.....
Investment of Special Funds.....	Principal of Special Funds.....
	Unexpended Money for Designated Purposes.....
	Income of Fiske Hall in Excess of Expenditures.....
Cash at Banks:	Accounts Payable.....
Corn Exchange Bank.....	Students' Hall .....
New York Trust Company.....	Loans.....
	Advanced Summer Session Payments.....
Advanced Payments for	
Pulitzer Scholarships.....	
Insurance: Buildings and Grounds..	
Insurance: Brooks Hall.....	
Accounts Receivable.....	
Students' Hall .....	
Deficiency Account.....	
\$4,373,599.97	\$4,373,599.97

\$1,982,718.86  
 1,860,497.47  
 48,299.85  
 34,734.01  
 265.00  
 400,000.00  
 47,000.00  
 84.73

2,027,246.24  
 1,828,721.46  
 38,989.32  
 2,417.00  
 27.50  
 365,226.04  
 110,972.41  
 \$4,373,599.97

BARNARD COLLEGE—FINANCIAL STATEMENT, 1916-1917

RECEIPTS

Schedule I

Balance: New York Trust Company.....	\$152,754.88
Dividends.....	93,110.80
Miscellaneous Sources.....	130,224.41
Fees.....	155,620.46
Gifts for General Purposes.....	500.00
Gifts for Designated Purposes.....	321,970.96

\$854,181.51

DISBURSEMENTS

General Purposes:

Educational Administration.....	\$162,493.94
Buildings and Grounds.....	23,860.45
Ella Weed Library.....	2,623.06
Business Administration.....	4,712.50
Brooks Hall.....	32,826.13
	<u>\$226,516.08</u>

Annuities.....	24,200.00
Investments.....	215,777.65
Miscellaneous Sources.....	351,283.24
Balance: New York Trust Company.....	36,404.54

\$854,181.51

# BARNARD COLLEGE

## PRINCIPAL OF SPECIAL FUNDS JUNE 30, 1917

<b>ALDRICH (MARY GERTRUDE EDSON) PRIZE FUND:</b>	
Gift of Mrs. James Herman Aldrich. Established 1916.....	\$1,000 00
<b>BARNARD (ANNA E.) SCHOLARSHIP FUND:</b>	
Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899.....	3,078 72
<b>BARNARD SCHOOL SCHOLARSHIP FUND:</b>	
Gift of the Alumnae of the Barnard School for girls. Established 1916..	4,000 00
<b>BOGERT (CHARLES E.) SCHOLARSHIP FUND:</b>	
Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913.....	5,000 00
<b>BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND:</b>	
Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913.....	5,000 00
<b>BREARLEY SCHOOL SCHOLARSHIP FUND:</b>	
Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	3,000 00
<b>BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND:</b>	
Gift in memory of Martha Ornstein Brenner, Class 1899, by her friends. Established 1915.....	4,000 00
<b>BROOKS (ARTHUR) MEMORIAL FUND:</b>	
Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897.....	5,976 25
<b>BURGESS (ANNIE P.) FUND:</b>	
Legacy from the estate of Mrs. Annie P. Burgess. Established 1913..	63,308 33
<b>CARPENTIER (HENRIETTA) FUND:</b>	
Gift of General H. W. Carpentier, in memory of his mother toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of three annuities. Established 1898, 1900, 1911, 1913, 1914, and 1915.....	499,956 48
<b>CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:</b>	
Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901.....	3,000 00

## CLARKSON (JENNIE B.) SCHOLARSHIP FUND:

Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898 \$3,000 00

## COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND:

Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman of the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904..... 3,600 00

## ENDOWMENT FUND:

3,952 50

## FISKE FOUNDERSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Josiah M. Fiske. The income of the fund is to be applied to the running expenses of the College. .... 5,188 08

## FISKE HALL FUND:

Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910..... 122,000 00

## FISKE SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895..... 5,719 94

## FISKE (MARTHA T.) SCHOLARSHIP FUND:

Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911..... 5,000 00

## GALWAY FUND:

Gift of an anonymous donor for a scholarship. Established 1912..... 2,559 08

## GIBBES FUND:

- a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908... 272,391 70
- b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908..... 100,000 00

## GRAHAM SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907..... 3,000 00

## HARRIMAN FUND:

Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914..... 50,000 00

## HEALTH FUND:

Gift from an anonymous donor to promote the physical health of the students and officers of the College. Established 1917..... 5,000 00

## HERRMAN BOTANICAL PRIZE FUND:

Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany..... 1,000 00

## HERRMAN FOUNDERSHIP FUND:

Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College..... 5,000 00



<b>HERTZOG (EMMA) SCHOLARSHIP FUND:</b>	
Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904.....	\$3,000 00
<b>KAUFMANN (JESSIE) SCHOLARSHIP FUND:</b>	
Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902.....	4,000 00
<b>KENNEDY (JOHN STEWART) FUND:</b>	
Legacy from the estate of the late John Stewart Kennedy. Established 1910.....	49,918 90
<b>KINNICUTT (ELEONORA) SCHOLARSHIP FUND:</b>	
Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911.....	5,000 00
<b>KOHN MATHEMATICAL PRIZE FUND:</b>	
Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics.....	1,148 94
<b>MCLEAN (MRS. DONALD) SCHOLARSHIP FUND:</b>	
Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906.....	3,000 00
<b>MOIR (WILLIAM) SCHOLARSHIP FUND:</b>	
Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912.....	10,000 00
<b>OGILVIE (CLINTON) MEMORIAL FUND:</b>	
Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914.....	10,000 00
<b>POPE (MARY BARSTOW) SCHOLARSHIP FUND:</b>	
Gift in memory of Miss Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913.....	4,318 15
<b>PULITZER (LUCILLE) SCHOLARSHIP FUND:</b>	
Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916.....	176,553 78
<b>REED (CAROLINE GALLUP) PRIZE FUND:</b>	
Gift of Mrs. William Barclay Parsons. Established 1916.....	1,000 00
<b>ROCKEFELLER (JOHN D.) ENDOWMENT FUND:</b>	
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901.....	250,000 00
<b>SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:</b>	
Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908.....	5,000 00

## SCHOLARSHIP FUND:

Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901..... \$9,680 00

## SMITH (ANNA E.) FUND:

Legacy from the estate of Anna E. Smith. Established 1916..... 10,000 00

## SMITH (EMILY JAMES) SCHOLARSHIP FUND:

Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899..... 3,068 92

## SMITH (GEORGE W.) SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906..... 5,435 19

## SPERANZA (CARLO L.) PRIZE FUND:

Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911..... 1,000 00

## TALCOTT (JAMES) FUND:

Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915..... 100,000 00

## TATLOCK PRIZE FUND:

Gift in memory of Jean Willard Tatlock, Class of 1895, by her friends to found a prize to be awarded annually to the undergraduate student most proficient in Latin. Established 1917..... 1,250 00

## TILLOTSON (EMMA A.) ENDOWMENT FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910..... 5,000 00

## TILLOTSON (EMMA A.) SCHOLARSHIP FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910..... 5,000 00

## VELTIN SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae of Mlle Veltin's School. Established 1905..... 3,000 00

## VON WAHL PRIZE FUND:

Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915..... 1,000 00

## WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897..... 3,392 51

## WOERISHOFFER FUND:

Gift of Mrs. Charles Woerishoffer for endowment. Established 1913.. 5,000 00

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\$1,860,497 47

# TEACHERS COLLEGE, FINANCIAL STATEMENT, 1916-1917

Having audited the accounts of Teachers College for the year ended June 30, 1917, we hereby certify that the following statement of Funds and Revenue Account with accompanying Schedules show the true financial condition of the Corporation at June 30, 1917.

LESLIE, BANKS AND COMPANY  
*Auditors*

NEW YORK, 128 Broadway

## STATEMENT OF FUNDS AT JUNE 30, 1917

### FUNDS FOR GENERAL PURPOSES ONLY:

Accounts Receivable	\$155,521.22
Prepaid Expenditure of Year 1917-1918	14,579.23
	\$170,100.45

*Deduct:*

Accounts Payable	\$72,439.99
Prepaid Income of Year 1917-1918	4,671.60
Reserve for Repairs and Renewals	1,200.00
Due to Endowed Funds, etc.	1,202.09
	79,513.68

\$90,586.77

### NET CURRENT ASSETS (as per Surplus Account)

Investments of Endowed Funds FOR SPECIAL PURPOSES:	\$2,483,776.07
Cash	71,530.76
Due by Funds for General Purposes, as above	1,202.09
	2,556,508.92

\$2,647,095.69

### TOTAL FUNDS AT JUNE 30, 1917

Consisting of:	
(1) <i>Principal of Endowed Funds:</i>	
(a) For General Purposes	\$1,724,884.86
(b) For Special Purposes	751,493.28
	\$2,476,378.14

### (2) *Principal of Other Funds:*

(a) For Improvements and Additions to College Property	\$37,555.64
(b) For Student Loan Funds on hand	14,530.53
(c) For Gifts for Designated Purposes	7,784.32

### (3) *Surplus Income from Funds for Special Purposes*

59,876.49	
20,254.29	

\$2,550,508.02

### (4) *Surplus Income from Funds for General Purposes (as above)*

90,586.77

\$2,647,095.69

## REVENUE ACCOUNT FOR YEAR ENDED JUNE 30, 1917

## INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, ETC . . . . .	\$691,408.62			\$691,408.62
INCOME FROM INVESTMENTS:				
From General Funds:				
(a) Stocks and Bonds . . . . .	57,164.88			57,164.88
(b) Withier Hall . . . . .	20,000.00			20,000.00
(c) Bank Interest . . . . .	6,578.96			6,578.96
From Scholarship, etc., Funds . . . . .		\$20,104.22	\$18,701.70	38,805.92
From Library Funds . . . . .		3,840.03		3,840.03
				\$126,389.79
SPECIAL FUND FOR PUBLICATION . . . . .		25,297.95		\$25,297.95
	\$775,152.46	\$49,242.20	\$18,701.70	\$843,096.36

## EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATION ADMINISTRATION, ETC. . . . .	\$528,830.19	\$18,591.42	\$1,849.00	\$549,270.61
MAINTENANCE OF BUILDINGS, ETC. . . . .	109,856.24			109,856.24
LIBRARY . . . . .	16,372.87	3,833.24		14,206.11
BUSINESS ADMINISTRATION . . . . .	53,400.80			53,400.80
BONUS ADDITIONS TO SALARIES . . . . .	21,314.60			21,314.60
SPECIAL FUND FOR PUBLICATION . . . . .		21,030.08		21,030.08
SPECIAL PURPOSES . . . . .		100.76	12,678.35	12,779.11
	\$723,843.70	\$43,555.50	\$14,527.35	\$781,926.55
	51,308.76	5,686.70	4,174.35	61,169.81
SURPLUS OF INCOME FOR YEAR . . . . .	\$775,152.46	\$49,242.20	\$18,701.70	\$843,096.36

PRINCIPAL AND INVESTMENT OF ENDOWED FUNDS  
AS PER BALANCE SHEET

	At July 1, 1916	Additions or Deductions during Year	At June 30, 1917
<b>I. FOR REVENUE FOR GENERAL PURPOSES:</b>			
Stocks and Bonds . . . . .	\$1,262,224.70	\$1,798.53	\$1,260,426.17
Whittier Hall (Equity) . . . . .	464,458.69	.....	464,458.69
	\$1,726,683.39	\$1,798.53	\$1,724,884.86
<b>II. FOR REVENUE FOR SPECIAL PURPOSES:</b>			
Caroline L. Macy Bequest . . . . .	\$107,537.62	\$205.96	\$107,331.66
Bryson Library Fund . . . . .	83,857.85	87.23	83,770.62
Bryson Library Avery Collection Fund . . . . .	2,100.00	2.19	2,097.81
Kemp Estate Legacy Fund . . . . .	34,382.45	35.74	34,346.71
Hoadley Scholarship Fund . . . . .	3,000.00	3.25	2,996.75
Tileston Scholarship Fund . . . . .	2,514.11	2.50	2,511.61
Caroline Scholarship Fund . . . . .	5,027.08	5.25	5,021.83
Army and Navy Scholarship Fund . . . . .	3,153.75	3.25	3,150.50
Runday Scholarship Fund . . . . .	1,128.80	1.18	1,127.62
Alfred Tennyson Prize Fund . . . . .	100.50	.11	100.39
Helen Hartley Fund . . . . .	149,987.50	156.21	149,831.29
Teachers Retirement Fund . . . . .	32,919.07	17,091.20	50,010.27
Grace H. Dodge Welfare Fund . . . . .	50,783.25	10,265.01	61,048.26
Mortgage Reserve Fund . . . . .	106,302.14	34,639.82	140,941.96
Margaret Hoc Memorial Scholarship Fund . . . . .	.....	5,000.00	5,000.00
Julius Sachs Library Fund . . . . .	.....	10,000.00	10,000.00
Naomi Norsworthy Memorial Fund . . . . .	.....	1,236.00	1,236.00
Deferred Income: Caroline L. Macy Bequest . . . . .	266.67	.....	266.67
Caroline Scholarship Fund . . . . .	133.33	.....	133.33
	\$673,164.12	\$78,329.16	\$751,493.28
<b>TOTAL FOR GENERAL AND SPECIAL PURPOSES . . . . .</b>			
	\$2,399,847.51	\$76,530.63	\$2,476,378.14
<b>INVESTMENTS (\$2,983,776.07 less Mortgage of \$500,000 on Whittier Hall)</b>			
<b>OVERINVESTED AT JUNE 30, 1917 . . . . .</b>			
	.....	.....	\$2,483,776.07
	.....	.....	7,397.93

COLLEGE OF PHARMACY—FINANCIAL STATEMENT, 1916-1917  
JULY 1, 1916—JUNE 30, 1917

RECEIPTS

Balance, Garfield National Bank.....	\$319.92
Balance, Lincoln Trust Company.....	12,075.36
Balance, West Side Savings Bank.....	3,506.89
Balance, Union Square Savings Bank.....	618.91
Balance, American Savings Bank.....	150.01
Balance, Petty Cash.....	50.00
Interest from Banks, Bonds, Student Loans, etc.	1,498.34
Donations to Drug Farm.....	75.00
Regular Students' Fees.....	\$2,268.25
Summer Course Fees.....	1,150.00
Evening Course Fees.....	1,235.00
Examination Fees.....	4,250.00
Special Students' Fees.....	500.00
Breakage Fees and Deposits.....	2,249.10
Microscope Rentals.....	116.00
Membership Dues.....	715.00
Miscellaneous.....	10.50

DISBURSEMENTS

Salaries.....	\$31,569.86
Mortgage Principal.....	15,000.00
Mortgage Interest.....	1,912.50
Secretary's Office.....	681.97
Treasurer's Office.....	33.82
Printing and Advertising.....	1,672.77
Refunds, Students' Fees.....	745.00
Examinations and Commencement.....	1,336.18
Trustees' Prizes.....	300.00
Faculty's Convention Expenses.....	262.03
Faculty's Share Summer Courses.....	575.00
Faculty's Share, Evening Courses.....	587.50
Disbursed by Special Action Board of Trustees.....	313.00
Dean's Office.....	24.04
Repairs.....	990.23
Supplies.....	227.88
Gas and Electricity.....	1,038.25
Fuel.....	1,295.52
Water Rates.....	186.10
Street Improvement Assessment.....	30.52
Furniture and Fixtures.....	2,304.60
Library Books and Binding.....	517.21
Department of Pharmacy.....	1,452.08
Department of Chemistry.....	387.20
Department of Materia Medica.....	53.29
Department of Pharmacognosy.....	616.78
Department of Analytical Chemistry.....	1,772.13
Department of Bacteriology.....	6.90
Department of Accounting.....	481.55
Auditing.....	50.00
Insurance.....	71.08
Breakage Refunds.....	250.00
Miscellaneous.....	66.45
	\$66,721.27
Balance, Lincoln Trust Co.....	\$8,980.31
Balance, Garfield National Bank.....	511.65
Balance, West Side Savings Bank.....	3,648.55
Balance, Union Square Savings Bank.....	542.02
Balance, American Savings Bank.....	900.48
Balance, Petty Cash.....	50.00
	14,633.01
	\$81,354.28

\$81,354.28



## APPENDIX 6

### THE WAR RECORD OF COLUMBIA UNIVERSITY

FEBRUARY 6, 1917—JANUARY 31, 1918

#### PART I

Every educational institution in the Nation has a chapter in the record of war service, for no place of learning has remained outside the compelling current of the events of the past nine months. The records are interesting to the public because they show how rapidly and effectively educated men and women have responded to the need of the country, and they are the pride of all those connected with the institutions whose services they chronicle.

The Columbia record was presaged by the following telegram, sent to President Wilson on March 31, 1917, on behalf of five hundred officers of the University:

*To the President of the United States:*

Our national self-respect demands energetic resistance to Germany's lawless attacks. It should be recognized and formally declared that Germany is waging war against the United States.

The common cause of law-abiding democratic nations demands our full cooperation with France and her Allies against the common foe. Armed support we should give as soon as possible, financial aid we should give at once.

To France such aid should be tendered not as a loan, but as a repayment. To her we owe an old debt for aid in achieving our independence, as well as a new debt for her defense of law, liberty, and civilization. We should at least repay her all she has paid us since this war began for supplies used in fighting our battle.

#### I

#### THE UNIVERSITY'S ADMINISTRATIVE ORGANIZATION FOR WAR WORK

I. *The General Assembly.* On February 6, 1917, at noon, a General Assembly was held to voice the University's loyalty to the President in the crisis attending the breach in diplomatic

relations with Germany. The speakers were President Butler, Professors Giddings and Erskine, and Dean Keppel. Cards were distributed at this meeting on which willingness to serve the Nation in the crisis was to be indicated. (*See Alumni News, February 9, 1917.*)

2. *The University Census.* On the afternoon of February 12 a Committee of the Faculty met with the President of the University to formulate and institute plans for work. Professor H. E. Crampton proposed a plan for organizing the teaching staff into eight corps for enrolling officers, graduates and students of the University in such fashion as to determine specific qualifications for service. (*See Alumni News, March 2 and 9, 1917.*)

In the preparation, mailing and receipt of the cards of registration, Mr. F. A. Dickey, Registrar, and his staff were of great assistance. In all, about 55,000 cards were sent out. By May 11 about 18,000 cards had been returned.

The classification of the cards by sex, ability, equipment possessed, and geographical location was undertaken by the Division of Statistics, Professor R. E. Chaddock, Chief, Mr. Ross, Assistant, and the Columbia University Mobilization Committee for Women's War Work, to which the women's cards were turned over. The cards for the men were classified according to the mobilized staff scheme and duplicates were sent to the Division chiefs. Mr. W. E. Harned and his students of the Secretarial school prepared the duplicate cards.

The Bureau of Education of the Department of the Interior adopted the Columbia Mobilization plan as a model for the registration of educational institutions, and a descriptive circular was sent by the Bureau to the presidents of colleges and universities throughout the country. (*See Alumni News, April 13, 1917.*)

3. *The Administration of Military Training.* The University possessed at the time of our entrance into the war no departments for military training. Emergency training corps were promptly organized, however, by the Eighth, or Military, Training Corps, of which James Duane Livingston, '80, is chairman.

About April 10 a Military and Naval Bureau was established in East Hall with David Keppel, '01 F.A., as Executive Secretary. (*See Alumni News, April 13, 1917, p. 676.*) This Bureau finished its work on June 10, when Mr. Keppel entered the service of the government at Washington. The success of the undergraduate drill, the large number of men who went to the first series of officers' training camps, and the establishing and the success of Camp Columbia are in large measure due to Mr. Keppel's efforts. He secured the services of Captain (then Lieutenant) R. Hodder-Williams as officer of military instruction for the camp, and so provided an administrator of the military training at the University.

On April 17 the Staff Corps constituted an Executive Committee on Military Affairs with the following personnel: Professor H. E. Crampton, '93, Chairman, Professors James C. Egbert, '81, and Charles E. Lucke, '03 Ph.D., J. D. Livingston, '80, Frank D. Fackenthal, '06, and John J. Coss, '08 A.M. This Committee was to assist the Eighth Corps in matters requiring the cooperation of University instruction. The Executive Committee on April 19 appointed John J. Coss, '08 A.M., its executive secretary with his office in 321 University Hall. Professor Crampton subsequently requested Mr. Coss to act as his adjutant in the general work of the University mobilization. (*See Alumni News, April 27, 1917, p. 714.*)

Mr. Coss has published in the *Alumni News* lists of war service opportunities which are open to college men, and kept office hours daily in 321 University Hall for the purpose of answering inquiries regarding these positions or other types of military service, until on January 7, 1918, when he took up in Washington work with the War Department Committee on Personnel of the National Army. His work was then taken over by the Appointments Committee of the University.

4. *The Committee on Women's War Work.* The Columbia University Committee on Women's War Work, Miss Virginia Newcomb, Executive Secretary, began its work on April 10, with offices in 301 Philosophy Hall. This Committee took charge of the registration cards of the women of the Univer-

sity, and in October sent out 15,000 cards for a re-registration made necessary by the character of the calls for service which were coming in. To acquaint University women with the various lines of useful war work nine bulletins were printed and something over 30,000 copies were distributed. The Committee has cooperated with Extension Teaching and the Summer Session in interesting women in special training for war work, and has been in touch with all the more important Committees in New York City for women's work. Over 5,000 applicants for positions or information have been interviewed, and a large number of volunteer and paid positions have been filled. (*See Alumni News, December 21, 1917.*)

5. *The Farm Employment Bureau.* A farm bureau was established on April 16, in East Hall. Joseph J. Brown, '18, and later Dr. Evans acted as Executive Secretary. (*See Alumni News, October 12, 1917.*)

6. *Administration of New Courses.* Expansion in the way of new courses was provided primarily by the administration of Extension Teaching and Teachers College.

## II

### A. THE UNIVERSITY'S WORK OF INSTRUCTION IN BRANCHES ESTABLISHED BEFORE THE WAR

7. *The Work of the Spring Session.* The work of the entire Spring Session was affected by the National situation, and after April 6 the activities of officers and students were scarcely normal. War activities and war duties demanded attention. The classes were continued as usual, and training in military and naval service was instituted. (*See paragraphs 15 et seq.*)

8. *Credits.* Many students entered some form of National service, military, industrial, agricultural, or of some other sort. In general full credit was given for the number of points for which the students were registered for the Spring Session, provided satisfactory evidence was furnished that the students actually completed the work for which courses were dropped or leaves of absence requested. (*See Alumni News, April 13, 1917, p. 675.*)

For the Winter Session 1917 to 1918 the ruling was similar, except that no credit was given if students left before the mid-term reports. The final credits were given on the basis of the mid-term rating.

9. *Summer Session and Extension Teaching.* In the Summer Session, July 9 to August 17, the following training was offered: Volunteer emergency shorthand and typewriting courses; a combination of courses for the preparation of workers in banks and trust companies.

An emergency course in gardening was given July 2 to August 31 in cooperation with the National League for Women's Service. Emergency clerical courses are offered by Extension Teaching in the Winter Session.

10. *Teachers College.* Teachers College offered on April 16 emergency courses for volunteer health visitors and visiting nurses' aids, closing on May 26.

The regularly enrolled students of Teachers College in the School of Education and the School of Practical Arts were given opportunity for nine day special emergency courses beginning on May 16. An offer of service was made to Secretary Houston in teaching clothing and food economy, but has not yet been accepted. Emergency courses for outsiders were offered in Teachers College May 21 to June 8.

No special emergency courses were offered at Teachers College during the Summer Session, but several members of the staff were busy on emergency projects.

11. *The Columbia War Publications.* The work of instruction carried on by the University has been given a new direction by addressing to the wider public a number of War Papers published under the direction of Professors Pitkin, R. C. E. Brown, and H. B. Mitchell, of the Division of Intelligence and Publicity. This Division carried on in the spring a newspaper feature and magazine article service for the students of the School of Journalism. It has also carried on the publicity work of the emergency activities of the University.

The War Papers are as follows:

1. Enlistment for the Farm. Professor John Dewey. 10,000. 5,000 reprint. Reprinted by school authorities in Philadelphia and Ann Arbor.



2. German Subjects Within Our Gates. National Committee on Prisons and Prison Labor. 10,000. National Committee on Prisons and Prison Labor distributed 5,000.
3. Mobilize the Country-Home Garden. Professor R. C. E. Brown. 10,000. 5,000 reprint.
4. Our Headline Policy. Professor H. B. Mitchell. 10,000.
5. Deutsche Reichsangehörige hier zu Lande. (Translation of No. 2.) 5,500. Most of edition distributed by National Commission on Prisons and Prison Labor.
6. Food Preparedness. Professors H. R. Seager and R. E. Chaddock. 5,500. 40,000 reprint for Chase National Bank.
7. How to Finance the War. Professor E. R. A. Seligman and R. M. Haig. 10,000. 3,500 of edition to Hanover National Bank. Reprinted by National Bank of Commerce in own Series. 40,000 by Chase National Bank.
8. Farmers and Speculators. B. M. Anderson, Jr. 10,000.
9. Directory of Service. John J. Coss, editor 5,000. 3,500 reprint by *Alumni News*. This War Paper was used by the Committee on Public Information, Washington, D. C., as a model for the preparation of the National Service Handbook, which Mr. Coss was called to Washington to edit. The Handbook was published July 30, 1917, and has reached a circulation of 300,000 copies.
10. City Gardens. H. G. Parsons. 5,000.
11. Bread Bullets. Roy S. MacElwee. 2,000.
12. Rural Education in War. Warren H. Wilson. 10,000.
13. Why Should We Have Universal Military Service? Compiled from writings of Munroe Smith, Franklin H. Giddings, Frederic Louis Huidekoper and General Emory Upton. 2,000.
14. How Canada Organized Her Man Power. J. D. Sears. 5,000.
15. Wheat Substitution. Robert E. Chaddock, Henry C. Sherman, Mary Swartz Rose and Mary B. Van Arsdale. 5,000.
16. The House Revenue Bill. Edwin R. A. Seligman. 36,000.
17. The War Cripples. Douglas C. McMurtrie. 7,000.

In all about 150,000 pamphlets have been circulated. Some of these papers have been used by syndicates conducting boiler-plate circulation, and have thus reached a reading public of close to 20,000,000.

Teachers College has published the following bulletins which have a war reference:

- Technical Education Bulletin No. 3. Economical Diet and Cookery in Time of Emergency, by Mary Swartz Rose, Cora M. Winchell, Bertha E. Shapleigh. April 21, 1917.



- Technical Education Bulletin No. 31. Simple lessons on the physical care of the body, by Josephine H. Kenyon. September 8, 1917.
- Technical Education Bulletin No. 33. How to plan meals in war time, by Mary Swartz Rose and others.
- Technical Education Bulletin No. 34. Ninety tested palatable and economical receipts. Department of Foods and Cookery.

The War Service Information series mentioned as the publications of the University Committee on Women's War Work form a third series of pamphlets which the University has issued in connection with the war.

12. *The Research Work of the University.* While the research work at the University has been and will be continued along lines begun before the declaration of war, there will doubtless be a redirecting of the chief subjects of investigation in the interest of National service. Applied Science and Political Science are both fields for very effective help at the present time. These Divisions might well afford to turn their entire attentions to problems which the war has forced us to solve.

13. *Educational Theory and the War.* Educationally, much may be learned from a study of teaching in war times. Instructors bear witness to the interest and enthusiasm shown by students in the emergency work. The immediate and practical bearing of their activity makes the effort expended satisfying. Men teaching in the naval and army training classes report that students who made but a mediocre showing in college have mastered with enthusiasm the new tasks set before them, even when these involved text-book study.

War needs have already given an immediately practical subject matter to several departments. In the Bacteriological laboratory of the College of Physicians and Surgeons many new disinfectants have been tested for the General Medical Board, and in the process a new technique for the testing of disinfectants has been developed. The School of Architecture took as a class problem the design and drawings for a semi-permanent extension to be built on the west end of St. Luke's Hospital. This war emergency extension will be erected according to these plans. The Department of Fine Arts, Teachers College, has used war posters as a class problem, and has produced

some very telling designs. The classes in cookery, Teachers College, tested a large number of recipes which have been published as an emergency bulletin.

14. *Honorary Degrees.* The degree-granting power of the University was exercised in a memorable way when on the afternoon of May 10 before an extraordinary convocation of the University, which 40,000 persons attended, the degree of Doctor of Laws was conferred upon Marshal Joffre, M. Viviani, Hon. Arthur James Balfour, and Lord Cunliffe, members of the French and British Missions.

#### B. THE UNIVERSITY'S WORK OF INSTRUCTION IN BRANCHES NOT PREVIOUSLY TAUGHT

##### MILITARY INSTRUCTION

When war became practically certain after diplomatic relations were severed, the students of the University were anxious to train for military service on land and sea. No courses in military science or practice were offered by the University. To provide emergency training the Eighth Corps, James Duane Livingston, '80, Chief, Major A. S. Dwight, '85 Mines, and Captain H. L. Satterlee, '83, Assistants, undertook to provide such instruction as would prepare students for the examination for the Officers' Reserve Corps of the Army and Navy. The following calendar gives a résumé of the work.

15. *Training for the Army.* (A). Undergraduates and graduate and professional students.

February 9. Alumni Federation Committee on Military Affairs appointed.

(See *Alumni News*, February 23, 1917.)

March 8. Mass Meeting of undergraduates decided on to support Officers' Training Corps.

March 12. Regular Drills begun in Gymnasium under direction of Major Dwight. Drills daily 3-6, except Saturday and Sunday.

March 13. Drills transferred to Twenty-second Regiment Armory. Captain Philip Mathews, Coast Artillery, U. S. A., in charge.

March 15. Cavalry Drill at Brooklyn Riding and Driving Academy begun under Major Cochran.

March 30. Lectures on Reserve Officers' Examination Material begun by Captain Mathews who is recalled from drill command.

April 2. Captains Hudson and Gifford and Lieutenant Hoyt in charge of drill.

- April 5. Quiz sections to review lectures started by Messrs. Hayden and Taylor and ten other instructors.
- April 10. Military Bureau starts.
- April 17. Drill companies given permanent roll and provision made for regularizing attendance for credit.
- April 19. Six hundred students in drill companies in celebration at Stadium of Battle of Lexington Anniversary. About 480 in uniform. Greatest number reached.
- April 20. Order issued that all Reserve Officers must go to training camp before receiving commissions.  
Captain Mathews stops lecturing.
- April 23. Captain Robinson and Captain Van Liew carry on the lectures until the end of semester.
- April 23. First men enroll for Plattsburg.
- April 24. Captain Robinson in charge of drills until end of semester.
- April 27. Camp Columbia announced as offering training for 170 men in army drill and elementary engineering.
- May 8. Farewell service at Chapel with West Point Choir for men going to Plattsburg.
- May 9. Guard of Honor to Envoys at City Hall.
- May 10. Guard at the University Convocation for Envoys.
- May 12. Three hundred Undergraduates and Alumni leave for Plattsburg, first series, Officers' Training Camps.
- May 16. Lieutenant R. Hodder-Williams of the Canadian forces engaged for Camp Columbia.
- May 29. National colors presented on South Field by Mr. H. H. Cammann.  
Battalion colors presented by the Society of Early Eighties.
- June 2. Fifty-nine men leave for Camp Columbia.
- July 9. Military Training Summer Session begins.
- July 11. Course of five weeks for military interpreters begun.
- July 14. Camp Columbia closes.
- July 30. Course of six weeks in stores handling in Quartermaster and Ordnance begun. These courses later repeated.
- August 17. Summer Session Military Training ends.
- August 27. About 800 Alumni and students go to camps in second series of Officers' Reserve Corps Training Camps.
- September 27. Drills begun for Columbia Corps.
- October 17. Drills begun for men under Slater Law of the State, compelling boys from sixteen to nineteen to drill one hour per week.
- December 3. P. and S. begins eight weeks' course for Neuro-Surgical Medical Officers.
- December 8. First Review of Columbia Corps on South Field. 300 men in uniform.
- January 2. The School of Military Cinematography established at the University with headquarters in Kent Hall.

Drills and lectures for the undergraduates were efficiently carried on. The men at Plattsburg reported that they were at a distinct advantage because of their work at the University. More undergraduates from Columbia were taken for the Plattsburg Camp than from any of the other colleges of the State.

The students of the School of Pharmacy drilled in the old Twenty-second Armory, Broadway and 68th Street, during the Spring Session.

From June 4 to July 14, fifty-eight men, all physically qualified for army service, were given military instruction at Camp Columbia, Morris, Connecticut. Captain (then Lieutenant) R. Hodder-Williams, M.C., Princess Patricia's Canadian Light Infantry, on leave by permission of the Canadian General Staff, was in command. (*See Alumni News, November 2, 1917.*) With him were associated Professor J. K. Finch, '06 S., Resident Director, who instructed in map reading and making, Professors Williams and Rogers, and Mr. J. A. Strong. Captain E. F. Robinson, 22nd N. Y. Engineers, instructed in musketry. The Camp was modelled on the Cadet Officers' Training School of the British Imperial Army. In addition to parade ground work, field work was added, consisting of musketry, map reading, entrenching, manœuvres and marches. Daily lectures supplemented the field and parade work. Thirty-two men trained at Camp Columbia made application for the second series, Reserve Officers' Training Camps. Reports from all quarters indicate that both in spirit and results attained the Camp was remarkably successful. (*See Alumni News, September 28, 1917.*)

At the last college faculty meeting for 1916-1917 the power to establish and direct work in military training was given to the Committee on Instruction.

Military training for the academic year 1917-1918 is under the command of Captain R. Hodder-Williams, M.C. Provision was made at the opening of the academic year in September for three sections of cadets, each to drill four hours a week in uniform. One of these sections meets on Tuesday and Thursday nights, and for their use South Field has been lighted by banks of reflectors on Hamilton and Livingston Halls. The

fee at first charged for the course was later abolished, while credit (3 points) was given to all who registered before October 13. The final registration date was October 17. The total number of men in the Corps is 290. (*See Alumni News, October 26, 1917.*)

In addition to the drills, the men are given a thorough course in map making and reading under Professor J. K. Finch, '06 S. (*See Alumni News, December 7, 1917.*)

The students of the Corps have shown great steadiness and pleasure in the military training, and at the first review on December 8, displayed real soldierly qualities in the midst of a blinding snowstorm.

In addition to the Columbia Corps, there is a body of about 150 men drilling two hours a week without uniform. The University provides this section for those liable for training under the Slater law. (*See Alumni News, October 26, 1917.*)

It is proposed to conduct a training camp for military service at Camp Columbia during the coming summer. It should be given with the object of training men who will probably be called to the National Army. The War Department does not recognize the training given at Columbia as qualifying civilians for admission to the series of Officers' Reserve Training Camps. Only ninety-three colleges in the country are so recognized: those at which regular Army Officers were stationed in September, 1917. Secretary Baker commended the work done at Camp Columbia last summer, and it is undoubtedly true that the six or eight weeks' training received there renders a man much more useful when called for service and much more likely to be cited for the Officers' Training Camps provided for those actually in the Army. The present plans call for a camp of 120 men, and require contributions of \$4,000 beyond the usual budget for Camp Columbia.

16. *Training for the Army.* (B) Training for Alumni.

February 9. Alumni Federation Committee on Military Affairs appointed.  
 April 3. Alumni under Major George G. Cochran, '84 M., begin drills in Gymnasium. (Tuesday, Wednesday and Friday, 8-10.) Work outdoors, Brooklyn, Saturday 3-6, Sunday 10-12.  
 May 1. (about). Plans for Summer Camp in Brooklyn for Alumni announced.



- May 10. Present at University Convocation for Allies' Envoys.
- May 15. (about). First use of camp for week end.
- May 29. National colors presented on South Field by Mr. H. H. Cammann. Battalion colors presented by the Society of Early Eighties.
- May 30. Major Cochran and Mr. Livingston request Governor Whitman to recognize the Columbia Training Corps as a State Organization.
- June 1. (about). Companies elect executive committees.
- June 12. Letter to members of corps proposing that two divisions be organized—one as a State Militia reserve, the other as training without enlistment.
- June 12. General meeting held in 301 Hamilton Hall attended by Alumni Corps, Trustees Bangs and Livingston, and representatives of the State Militia. Two factions in distinct opposition—those in favor of becoming a part of the troops organized for service in the state, and those desiring to continue the corps as an unattached training organization.
- June 15. (about). Major Cochran retires from command.
- June 23. Trustees Bangs and Livingston meet with representatives of the companies in East Hall. Steps taken to form a State Militia company.
- July 27. Captain Morro, in charge of the corps, urges men to become identified with the State Militia.
- July 31. Captain Morro suspends for the month of August all drills except those on Tuesday.
- August 7. The Columbia Battalion disbanded on motion of Ward Melville, '09, and a self-appointed Committee decided to ascertain the number of men desirous of joining the State Militia.

The Alumni drills, which were quite distinct from the undergraduate training, called out a large number of Alumni and their friends. Probably about 1,000 men were on the rolls, of these about 300 were Columbia alumni. The work was hampered by lack of a very definite company formation, and by an insufficient number of trained instructors. The effectiveness of the training was in part marred by the disagreement within the battalion as to its affiliation with the State Reserve Militia. Many felt that the organization should be a part of the State Guard, subject to state orders and equipped by the state. More, however, were of the opinion that the corps was useful for training, and were inclined to leave to the individual the decision as to what use he put that training. The establishment of the officers' training camps and the provision for armed forces by the selective draft combined to decrease the



enthusiasm of the battalion. In addition to the usual infantry drill, some of the alumni trained in signalling and topographical work and some drilled for cavalry service at the Brooklyn Riding and Driving Club.

The Alumni were splendidly represented at the first and second of the Officers' Training Camps. During the Winter Session some drilled with the night section of the Columbia Corps.

17. *Training for the Army.* (C) Special courses in Extension Teaching. A course for military interpreters in French and German was given at the University, July 11 to August 17. There were twenty registrations, and army examiners who passed on the candidates were very greatly pleased at the quality of work done. Most of the registrants were appointed interpreters, Sergeant Grade, in the United States Army.

At the request of the Quartermaster Corps and the Ordnance Department a course in stores and stores handling was given daily from July 3 to September 7. This was repeated once for the Quartermaster's Corps, and three times for the Ordnance. The last of these Ordnance courses began January 5. The work embraced military drill, army regulations and reports, and scientific management and transportation. Those taking the course were required to enlist in the Quartermaster's Corps or Ordnance Department, and though a few were given non-commissioned positions, most of the men entered the service as privates.

18. *Training for the Army.* (D) The Neuro-Surgical School of New York. On December 3 there started, at the College of Physicians and Surgeons, an eight weeks' course in Neuro-Surgery, which is intended for surgeons already commissioned in the Army. The work was undertaken at the request of the Surgeon General's Office.

19. Early in January the United States Government accepted an offer by the University of certain facilities for the establishment at Columbia of a United States School of Military Cinematography. The School was immediately organized with Captain Joseph D. Sears, '11, as Commandant. The students, numbering upwards of one hundred, receive instruc-

tion in both still and motion phases of land photography. The men to whom instruction is given are drawn largely from the National Army. Most of them have had previous experience in photography, and from the output of the School will be chosen most of the official war photographers. University laboratories were adjusted to meet the needs of the School. Strict military regulations are in force and the ground floor of Kent Hall is used as barracks.

20. *Training for the Navy.*

- March 19. Motor Boat Unit discussed.
- March 23. Meeting of men interested in Motor Boat patrol. (*See Alumni News, March 30, 1917, p. 633.*)
- March 23. Lecture by Lieutenant Commander Riggs on board Naval Militia boat 'Granite State'.
- March 26. Ph.D. Alumni Association presents set of signal flags.
- March 31. Boat for patrol work provided by Charles G. Meyers, '01. Used continuously to May 18.
- April 24. Dr. Geo. A. Soper, '99 Ph.D., appointed Director of Motor Boat Patrol.
- April 27. Twelve men enlist in Naval Reserve of Second, Newport, District.
- May 14. Group of enrolled Naval Reserve Officers visit University, and begin their training under Professor Lucke.
- May 18. Work of volunteer training for naval service ends.
- May 30. Lieutenant Commander Barnard makes arrangements with President Butler for use of the University plant and some of its officers for the instruction of enrolled officers of the Naval Reserve. Work to be carried out under the direction of Professor Lucke, with Captain W. B. Franklin, N. Y. N. M., of the Third New York Naval District, in command, and Lieutenant Commander J. H. Barnard, U. S. N. R. F., and Ensign A. G. Hatch, U. S. N., detailed for instructing. Men under instruction from 100 to 300, dependent on instructing staff. Training to be in piloting, coastwise navigation, signalling and gunnery for deck men; in engines, electrical auxiliaries and accessories for engine men. (*See Alumni News, September 28, 1917.*)
- July 10. Lieutenant Commander J. H. Barnard goes to Pelham Bay Camp, and Lieutenant L. D. Moss becomes acting head.
- July 16. College of Pharmacy begins training of Naval Hospital Corps. Course ends September 22.
- September 5. United States Navy Gas Engine School begins under Professor C. E. Lucke, Civilian Director.
- November 15. (about). Last of Naval Reserve men transferred to Pelham Bay Camp.

January 15. (about). Establishment of a Navy Aviation Engine School in connection with the United States Navy Gas Engine School (see above).

The interest and influence of George A. Soper, '99 Ph.D., are responsible for the instruction of the 150 students under the earlier work in naval training from March 19 to May 18. To the Department of Mechanical Engineering with the cooperation of Electrical Engineering should be given the credit for the teaching done in this period. Professors Lucke and Moss, Mr. Walter, and Mr. Lemmon were unflinching in their service as instructors. Professor Spiers, Dr. Freeburg, and Mr. Rockwood on the Arts Faculty rendered assistance on Mr. Meyers's boat and as Quiz masters.

Dr. Soper, during the period of volunteer training, published an article on the expansion of naval training. (*See Alumni News, April 13, 1917.*)

Columbia, because of her geographic position, her past and present connection with the Navy, and because of the large number of yachtsmen and sailors in the vicinity, is undoubtedly very favorably situated as a possible center of instruction in navigation, signalling, engine work, and allied subjects.

The training of the officers and enlisted men of the Naval Reserve in the New York Naval District was undertaken at the request of the Naval Reserve authorities, and enabled them to provide instruction for men while the new station at Pelham Bay was under construction. In the organization of this work, Professor C. E. Lucke performed a very valuable service. He and Assistant Professor H. L. Parr, of the Department of Mechanical Engineering, and Professor Batesman of Cooper Union, gave instruction on a volunteer basis throughout the summer. A considerable number of the members of the Department of Mechanical Engineering received commissions, and were detailed at the Columbia School, where for some months Senior Lieutenant L. D. Moss, formerly Assistant Professor in Mechanical Engineering, was commanding officer. (*See Alumni News, September 28, 1917.* 'U. S. Naval Reserves at Columbia'.) In all about 2,000 men received training at the University during the summer months.

The United States Navy Gas Engine School began on September 5 as a school for experienced engineers in the regular service. These men were sent to the University to take special training in the engine and auxiliaries used on the new 110-foot submarine chasers. The equipment of these boats is unlike any used in the Navy, and in training the men who will man the engine rooms the University is solving a new problem. The Navy Department has recently inspected the School, and gave most unstinted praise to it and to its civilian director, Professor C. E. Lucke. (*See Alumni News, November 16, 1917.*)

To the United States Navy Gas Engine School at the University was added early in 1918 an Aviation School to prepare engineers and mechanics for service at the Naval Flying Base Stations abroad. Professor Charles E. Lucke, the civilian director of the Gas Engine School, had charge of the instruction in the new branch, and in the laboratories of the Engineering Building were set up one or more of each of the types of aeroplane engines, including the Liberty motor in use in the United States Navy flying boats. The men from the School are prepared to go into foreign service, cooperating in the work of the submarine chasers and of the fleet.

The expansion in training men already in the Navy cannot be predicted, but the University is prepared to assume whatever responsibilities it may be asked to bear. In many ways, the training of men already in the service seems the most immediately effective use to which the skill of University instructors and the facilities of the laboratories can be put.

The Naval Hospital Corps found itself in June unable to train the large number of men needed to meet the increase in the Navy. The Columbia University College of Pharmacy was able to provide the needed instruction and from July 16 to September 22 had 300 men of the Regular Navy under training. The staff of instructors volunteered their services. Warm letters of appreciation have been received from the Chief Medical Officers of the Navy for the excellent work done by the College of Pharmacy. (*See Alumni News, November 23, 1917.*)

21. *Aviation.* About April 1, James Duane Livingston, '80, appointed Mr. Clarence Martin, '03, Chief of Aviation. Some

one hundred men enrolled and spent April 22 at Port Washington. The University was advised by Secretary Daniels that the establishment of a school was inadvisable and by General Squier, Chief Signal Officer, that no United States officer could be detailed for instruction. Plans for training in aviation were therefore abandoned on recommendation of the Executive Committee on May 2.

22. *The Merchant Marine.* The Nation needs officers for the new cargo and transport ships being built by the Emergency Fleet Corporation. It was with pleasure, therefore, that the University found itself able to render assistance in training men who intend to enter the Merchant Marine. It is doing this by giving classroom space, and the use of the pool, to the students of the New York State Nautical School, whose schoolship 'Newport' is tied up at the 129th Street Pier for the winter. This School is an old institution supported by State and Federal grants and administered by representatives of the most important shipping and commercial bodies of the State. The Ship is commanded by Captain Felix Riesenbergh, 'U. S. N. In return for the University's cooperation, the School's excellent course of training in Navigation, Theoretical and Practical Seamanship, has been opened to some eighteen of our own students, most of whom are on furlough from the Naval Reserve for the purpose of completing their college course. The University is thus able to provide exceptional Naval training for its own students, training which in every way equals that provided for Army service. (*See Alumni News, October 26, 1917.*)

### III

#### COOPERATION OF THE UNIVERSITY WITH WAR ENTERPRISES NOT PRIMARILY EDUCATIONAL

23. *Leave of Absence for National Service.* The University granted leave of absence of varying length to members of the teaching staff in order that they might enter some form of National Service. The leave has been granted with part salary (frequently the difference between the Government salary and



the normal University salary) or without salary. The list of those who have entered war work is given under 'Faculty' in the lists published in the *Alumni News*.

23. *Office of the Secretary of War.* In April, Frederick Paul Keppel, '98, Dean of Columbia College, went to Washington and has been in the office of Secretary Newton D. Baker from that time in the capacity of Confidential Secretary to the Secretary of War.

24. *The Office of the Adjutant General.* The Adjutant General's Office is taking a vocational census of the National Army and what was formerly the National Guard. Much of the work is done by the Scientific Staff of the Committee on Classification of Personnel of the Army, of which Professor E. L. Thorndike is chairman. (*See Alumni News, December 7, 1917.*)

On January 7, 1918, Mr. John J. Coss was called to Washington to take a position on the staff of this Committee.

25. *The Office of the Surgeon General.* Examinations by psychologists have been conducted in four of the National Army Cantonments to determine relative intellectual capacity. This work will probably be expanded. In the standardizing of the tests used both Professors R. L. Woodworth and E. L. Thorndike were active. (*See Alumni News, October 12 and December 7, 1917.*)

26. *Local Draft Boards.* Barnard College and then East Hall and the Deutsches Haus housed local draft boards, and Professors Johnston, Baldwin, Gottheil, F. G. Moore, and Jacoby have served on the Administrative Staff. Several members of the Law School Faculty are serving on the Legal Advisory Boards.

27. *The Council of National Defense.* Professor Henry C. Crampton, '93, was connected with the Council of National Defense from its beginning and during the summer months served on the Committee on Engineering and Education. Professor W. B. Pitkin was associated with the Council during the past summer as adviser on publicity for the Section on Cooperation with States. Miss Mary Nutting, of Teachers College, is Chairman of the Committee on Nursing under the General Medical Board.



28. *The National Research Council.* Major R. A. Millikan, '95 Ph.D., Professor of Physics at the University of Chicago, is Vice-Chairman of the Executive Committee of the National Research Council, and Chairman of the Physics Section. (See *Alumni News*, November 16, 1917.) Professor M. T. Bogert, '90, '94 Mines, of the Department of Chemistry, is Chairman of the Chemistry Section. (See *Alumni News*, October 19, 1917, p. 79.) Mr. Arthur MacMahon is on the staff of the States Relations Section of the Council. In addition many of the faculty are serving with the Council in administrative or research positions. (See *lists in the Alumni News.*)

29. *The Emergency Fleet Corporation.* Charles Piez, '89 Mines, is Vice-President of the Emergency Fleet Corporation, and is directly responsible for the progress made in building the new merchant marine. (See *Alumni News*, December 7, 1917.)

30. *Legislation.* In much of the important legislation of the last session of Congress the Legislative Drafting Bureau of the University has been active in an advisory capacity.

31. *The Columbia War Hospital.*

United States Army General Hospital No. 1.

One of the most important enterprises carried on with University cooperation is the Columbia War Hospital.

Early in April, Dr. J. Bentley Squier, '94 M., recently appointed Professor in Urology at the College of Physicians and Surgeons, and President of the New York County Medical Society, proposed that there be constructed at the Columbia Oval, Gun Hill Road, in the Borough of Bronx, a portable base hospital with a capacity of 500 beds. This proposal was approved by the Trustees at a meeting on April 2, 1917.

An Executive Committee composed of Dean Samuel W. Lambert, Dr. Adrian V. S. Lambert, Dr. J. Bentley Squier, Dr. W. H. Bishop, Dr. Francis Carter Wood, Mr. Frederick A. Goetze, Mr. Willard V. King, was appointed by President Butler. Mr. W. B. Osgood Field generously gave his time to act as Quartermaster during the construction of the hospital.

This Committee, in collaboration with Dr. Sidney R. Burnap, '09 M., and Mr. Walter Bloor, drew up plans for the hospital. Donations were obtained to the amount of approxi-

mately \$275,000, Mr. Daniel G. Reed generously giving \$175,000 through his friend Dr. Alexander Lambert. Mr. William H. Woodin, President of the American Car and Foundry Company, kindly volunteered to act as Treasurer, and placed his office force at the disposal of the Committee for this purpose.

The hospital was originally planned to offer teaching facilities and emergency medical service for the city of New York and to accommodate the sick of the Army and Navy stationed in the vicinity of New York, but it was shortly found that as this would be the only building immediately available for handling military patients in the city of New York, and as the War Department was anxious to keep all patients from the Army in a hospital of their own, proposals came from Washington to have the hospital placed at the disposal of the War Department. This seemed to the Committee a very much larger and more important function for the hospital than the one which they had originally planned, and with the approval of the Trustees, the buildings and the Gun Hill Road property were leased on July 18 to the Government for the period of the war at a nominal rental. (*See Alumni News, July, 1917.*)

The construction of the buildings, which cover some ten acres, was so far advanced that they were inspected by members of the American Medical Association on June 7. The whole plant was completed by the end of August, but even before completion was used as a temporary camp for the various Red Cross Units awaiting transports to carry them to France. As many as 400 nurses and physicians were using the hospital by the first of September.

Colonel E. R. Schreiner was delegated by the War Department to take charge of the institution, and the Executive Committee furnished a number of Columbia graduates, who accepted commissions, and served under Colonel Schreiner in the wards and laboratories of the institution. Later Colonel Schreiner was transferred, and Colonel D. S. Duval was placed in charge.

The property was formally turned over to the Government on October 3. (*See Alumni News, October 12, 1917.*) For

some months past it has been filled to capacity by patients from the large Army camps near New York. An addition of 1,500 beds is to be made in the near future.

32. *Hospital Supply Work.* When the Columbia War Hospital was begun the ladies of the Faculty under the chairmanship of Mrs. Butler undertook to furnish the linen, dressings, and supplies. The work was at first carried on at the Maison Française, but the rooms are at present located in the Deutsches Haus, and the Hospital is still receiving supplies from ladies of the Faculty.

33. *The Red Cross.*

(A) *Columbia University Ambulance Unit.* Under the chairmanship of Henry E. Montgomery, '88, the Alumni, Teachers College, and the Faculty subscribed \$44,171 for a complete ambulance unit of twenty cars, eight reserve cars, one two-ton truck and one three-quarter ton truck. The Unit is being used with the French Army. This fund was raised with only \$132 for expenses. (*See Alumni News, May 25 and October 19, 1917.*)

(B) *Columbia Ambulance Units.* On April 23, P. M. Wood, '17, began recruiting a Columbia Ambulance Unit. Eighty-seven men enlisted and went to Allentown, Pennsylvania, and later to Tobyhana, Pennsylvania, under Doctor, now Major, Rockwell. To this Unit the Barnard students gave \$450. This Unit is now in France.

(C) A Columbia Red Cross Auxiliary was established in the early spring as No. 34. It is said to be the first auxiliary established in a University.

(D) *Membership Campaign.* Barnard and Journalism students were active on the Campus, both in the spring and this Christmas, in securing membership pledges to the Red Cross.

(E) *Re-education Work for Cripples.* Professor E. T. Devine and Mr. Douglas C. McMurtrie, of the Columbia University Printing Office, assisted in the preparations made for the rehabilitation and re-education of wounded soldiers and sailors. Professor Devine went to France and Mr. McMurtrie was made Director. (*See Alumni News, December 21, 1917.*)

34. *The Y. M. C. A.* The various schools of the University contributed \$50,000 to the War fund of the Y. M. C. A. (*See*

*Alumni News*, November 30, 1917.) On or about January 1, Professors Erskine, Siceloff, Fansler, and Dr. Evans sailed for work with the Y. M. C. A. in France. Dr. George L. Meylan, Director of the Gymnasium, was on leave of absence for the entire year to assist in this very important work.

35. *Liberty Loan Committee.* Near the end of the subscription period for the first Liberty Loan an Intercollegiate Liberty Loan Committee of the Federal Reserve District Number Two was organized through the efforts of President Butler and Professor E. E. Agger. The Presidents of most of the large schools of this Federal Reserve District are on this Committee. President Butler is Chairman, and Professor Agger Executive Secretary. During the first week of October Professor Agger visited the collegiate institutions of the state to organize Bond Selling Committees among the students. At Columbia he was assisted by Professor Siceloff. The work of this Committee is financed by Professor W. T. Bush. The Committee will continue its work and expects to assist in the sale of small denomination saving certificates and later bond issues.

36. Columbia was represented on the Mayor's Committee of Women on National Defense by Dean Virginia C. Gildersleeve of Barnard, Miss E. J. Hutchinson of the Barnard Faculty, and Mrs. C. C. Rumsey of the Barnard Trustees. Under Dean Gildersleeve's leadership there was formed a Council of the women's organization in New York City to meet monthly for the purpose of organizing the special demand for women workers. An Educational Clearing House conducted by the Public Education Association under the advisory direction of an administrative board, and a Clearing House for volunteer service to be formed by the Mayor's Committee of Women, were two of the most important plans in which Dean Gildersleeve was interested. The former coordinated courses offered in preparation for war service. The latter operated in connection with the organizations in New York City which register women for volunteer service.













