



Columbia University
in the City of New York

ANNUAL REPORTS

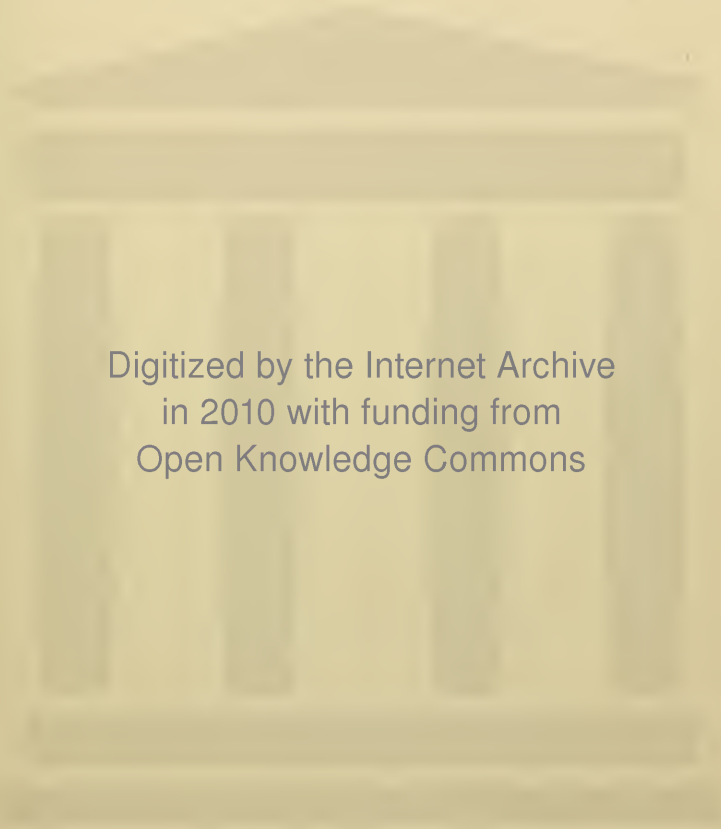
1914



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Columbia University
in the City of New York

ANNUAL REPORTS
OF THE
PRESIDENT AND TREASURER
TO THE
TRUSTEES

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1914

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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In conformity with the provisions of the Statutes, the President submits herewith his Annual Report on the work of the University for the year ending June 30, 1914. Accompanying this report are those submitted by the several Deans, Directors, and other chief administrative officers of the University, which contain not only a large amount of valuable information, but also important recommendations, that are commended to the attention of the Trustees and their appropriate committees.

Columbia University is, and for some time past has been, a rapidly growing and developing organism. It offers both to the observer and to those who are charged with its oversight and care all the problems and difficulties that are presented in one way or another by life itself. The University has its own peculiar problems of growth, of development, of adjustment, of nutrition, of disease, and even of partial or complete paralysis and death. Columbia illustrates to an extraordinary degree the principle of unity in variety. Beneath the superficial appearance of varied, and sometimes even conflicting, activities which it presents, there exists an essential

**The University
and its
Problem**

unity of purpose and of method. Where duplication of effort or overlapping still exists, it is because of some personal or traditional influence or characteristic which must be reckoned with. Nothing is more irrational than to measure the effectiveness of a university and the success of its work by the standards that are so easily applicable to mechanical processes, or even to a business conducted for gain. A university is precluded from being efficient in the mechanical or business sense by its essential character and by its necessary policies. A university is not at liberty to discharge or to displace servants simply because they are not the best of their kind. It must pay through a long course of years, sometimes very dearly, for errors of judgment or lack of foresight in making original appointments. No part of a university's purpose is more important than that of building up a loyal and devoted body of intellectual workers and artists who have a pride in their calling as well as a feeling of security in it. A good deal of what the business world would call incompetence may well be tolerated by a university to-day for the sake of recruiting the intellectual élite of to-morrow and firmly establishing its position and its influence in our democratic life. The man with the measuring rod, the tape line, and the impertinently inquisitive questionnaire is as great a nuisance about a university as a contagious disease would be. More than thirty years ago, when President Barnard was asked how many hours a year he devoted to the work of Columbia College, he replied by multiplying the number of hours in the day, after having carefully subtracted eight hours for sleep, by the number of days in the year and handed the figures

which represented the product to his questioner. Being a devoted student of mathematics and astronomy, he did not fail to take full account of the fact that when the question was asked him it was leap-year.

Columbia University declines to measure itself or to permit itself to be measured by quantitative standards. The greatest universities in the world are not necessarily those with the largest endowments or with the most beautiful and commodious grounds and buildings or with the greatest enrolment of students. They are those in which the process of man-making is going forward with greatest devotion and energy and with best results in the conduct of life, and those in which a trained zeal for truth constantly discovers itself in private and in public action alike. We have just now been treated to a shocking spectacle and one which may well cause us to wonder whether the influence of the higher education is even yet more than skin deep. Some of the most noted scholars and scientists of the world have, with the advent of the great war in Europe, apparently lost all sense of what is true, of what is honorable, and of what is becoming. On every side we find men of this type rushing like the bitterest and most untutored partisans to the defence of whatever policy or course of action the governments of their several countries have chosen to adopt. Some of them have even gone so far as to insult the great universities and learned societies in other lands than their own which have in years past and in happier days honored them by singling out their scientific and literary achievements for special marks of distinction. *Quis custodiet ipsos custodes?* If the scholars and scientists and the men of letters of the

world are to behave in this fashion, then what are we to expect of the uneducated and half-educated masses of the population throughout the world? It takes no small faith to face the situation which inquiries like these present and suggest. Scholarship alone is plainly useless as a guide to conduct. Science alone is in the same category. Literary achievement and literary reputation are no guarantee of common sense and ordinary decorum. It must be true, then, that the world-old problem remains. It is that of shaping and directing men's conduct. This is, after all, the end able fact that those among us who are supposed to be and aim of a university's existence and the only reason that can justify the labors and the sacrifices necessary to make a university possible. A university itself is, as an institution, very old indeed; its work, as we now plainly see, has only just begun. The enormous expansion of scientific interest during the past century and the widespread and apparently sincere expressions of devotion to scientific method have as yet produced no appreciable result either on the public mind or on the judgment and good sense of scientists themselves so soon as their eyes are lifted from the microscope and the test tube. We are confronted by the deplorable wisest and the best disciplined behave like the crudest and the most untrained under the pressure of national chauvinism or those discreditable emotions which war calls into full play. The dilemma which confronts us is either to give up the task of using knowledge and discipline as instruments for the elevation of mankind, or to seek for the cause of the present failure and to set to work with renewed and more intelligent vigor upon a long and difficult task. Colum-

bia University will not hesitate a moment in making its choice. No matter how disappointing the results of the world's best efforts may seem, and no matter how gloomy the immediate outlook, Columbia will continue to strive to do all that in its power lies to improve itself and all those whom its influence may directly or indirectly reach. It may some day be revealed to us that no small part of present-day discouragement and disappointment is due to the structure of government in those countries where the agents of government are not directly responsible to public opinion. It may perhaps be found to be true that the education of the public opinion of the mass has proceeded to a point far in advance of that occupied by the rulers of nations who are designated by heredity or chosen from a narrowly confined class. If this be true, a remedy is not far to seek.

In the last Annual Report, particular stress was laid upon the serious financial problem which is confronting the Trustees. So long as the present corporate debt remains, with its resulting heavy interest charge, the University must be not only seriously crippled, but positively embarrassed. During the year the Committee on Finance have given particular attention to the financial question as it now presents itself and is likely to present itself for some time to come. On June 1 last the committee called the attention of the Trustees to some very pertinent facts bearing upon the University's financial condition and prospects. It was pointed out that because of the annual deficit resulting from the cost of carrying on the University, the cor-

**Financial
Conditions**

porate debt was not being extinguished as rapidly as had been anticipated, while, on the other hand, the demand for increased expenditures and the need for adding to the teaching staff and for giving increased compensation to officers of instruction, grew greater year by year. The Committee on Finance, therefore, called for the utmost economy in making estimates and appropriations for the conduct of the University's work and in disbursing appropriations when once made. The following resolution, reported at the same time by the Committee on Finance, was unanimously adopted by the Trustees:

Resolved, That for the present it is the policy of the Trustees not to invite gifts of new buildings (except for the completion of University Hall) or new gifts for special purposes, but to secure funds the income of which shall be applicable to the general educational purposes of the University.

The policy of the University for the immediate future is definitely fixed by this action of the Trustees. No new work of any kind is to be undertaken and funds are not to be invited for carrying on any new work until the general income of the University shall have been so increased as to enable the Trustees to frame an annual budget that will provide for maintaining the work of the University without a deficit. The temptation to undertake a little new work here or a little new work there on the basis of a gift specially for such a purpose is very great; but experience shows that within a year or two work so begun must either be continued at the expense of the general income of the corporation or discontinued, and it is usually found most embarrassing to attempt its discontinuance. Re-

trenchment and concentration are to be the watch-words of the University's financial and educational policy until existing conditions are relieved.

An examination of the Treasurer's Report for the year will show how great is the University's need for a free working capital of approximately \$150,000 or \$200,000. In the plan for the amortization of the corporate debt as adopted in 1907, provision was made by the Finance Committee for a free working capital of \$100,000. This amount has, however, been more than wiped out by successive annual deficits, and as a result the Treasurer is compelled to borrow considerable sums from time to time in order that he may meet promptly the current obligations of the University. Such short-time borrowing involves, of course, an additional interest charge, which is an added drain upon the University's resources. The financial condition of the corporation will not be satisfactory until the annual budget can be made without an estimated deficiency in income, and until, in addition, adequate working capital is provided to make unnecessary the frequent short-time loans that are now resorted to as a matter of necessity.

The whole matter of academic fees needs careful study and the principles upon which these fees are now fixed require revision in order to bring them into accord with existing **Academic Fees** educational conditions. When the course of College study was single, definite, and the same for all students, a fixed annual fee was appropriate, but now that the program of studies is complex, varied and widely different for students of different tastes and

capacities, a fixed annual tuition fee is neither appropriate nor equitable. With the introduction, many years ago, of College instruction in the natural and experimental sciences, the practice grew up of requiring a special laboratory fee from students who followed these studies, in order to meet the additional cost of providing laboratory equipment and material. The tacit assumption was that such equipment and material lay outside the general provision of the University for its students and that therefore its cost must be assessed upon those who made use of such equipment and material. A similar course of reasoning would assess upon the students, in proportion to their use of the library, a library fee adequate to meet the cost of library administration and maintenance. At various times and in various ways other small fees have been added, until now the student is vexed by a number of minor payments, which in many cases are not anticipated or clearly understood. Meanwhile, the amount of instruction provided and the cost of giving that instruction have increased enormously, while except in the case of Applied Science, Architecture and Medicine, the fees charged for tuition have remained practically uniform for a generation. That the fee charged for tuition should be increased where it has not recently been raised seems obvious. Such increase would not affect unfavorably, if at all, the really needy student who has a good academic record, owing to the large provision which is made for the assistance of such students either by scholarships or otherwise.

The annual fee of \$250 charged to students in the Schools of Mines, Engineering and Chemistry, in the School of Architecture and in the School of Medicine is

sufficient to pay only a fraction of the cost of instructing those students; but it is a substantial increase over the fee formerly charged and probably represents the highest fee that can wisely be fixed at present. On the other hand, the tuition fee in Columbia College, which, paid on the point basis, averages about \$170 a year for each student, is too small. The tuition fee in the College was raised from \$100 to \$150 over thirty years ago, and the reason why, under the point system, the average is now \$170 is not that the fee itself has been increased, but because, under that system, the student may so adjust his studies as to shorten somewhat his period of College residence. In so doing he finds himself paying less than four times \$170 for his College tuition, since by pursuing additional subjects and paying a little more for them he may complete the requirements for the Bachelor's degree in less than four years. Inasmuch as the instruction in the Summer Session, in Extension Teaching, and in the School of Journalism all interlock with the instruction in Columbia College, any change made in the fee of College students must apply to students in the Summer Session, in Extension Teaching, and in the School of Journalism as well. In the graduate schools the fee is, at the moment, fixed upon the basis of courses and half-courses, but it could, with minor changes and with considerable advantage, be slightly increased and adjusted to the point system. The advantage of using the point or credit system in fixing a tuition fee is that the student pays for precisely what he takes and that the educational regulations of a given faculty may then be made on educational grounds only and without any reference

to the question of fee. The temptation to the student to take as few points as possible in order to pay the smallest possible fee is one which cannot be wholly done away with. The situation so created may be met, however, at least in great part, by faculty regulations as to the amount of work which a student must or may take, and by careful administration.

This whole question of tuition fees and the more extensive use of the point or credit system in computing such fees, together with the possibility of discontinuing all special laboratory fees, is now being carefully studied by the administrative officers of the University and it is hoped that their conclusions and recommendations may be laid before the Trustees in the near future.

Quite apart from the tuition fee, however, an annual university fee should be paid by every student registered in the University, in recognition of the privileges and benefits of such membership, and all special fees now paid for particular benefits and privileges should be abolished. The University as a whole offers manifest and varied advantages to those who place their names upon its rolls. These advantages have greatly increased in recent years both in number and in variety. In order to make provision for the health, the safety, the comfort and the pleasure of students, large additional expenditures have been undertaken which are a heavy charge upon the general income of the corporation. To distribute the cost of these improvements each year over the enrolled students in the form of a general university fee is the alternative to distributing them permanently over the teaching staff in the form of inadequate salaries. In the former case the

tax is a small one per capita and lasts but for the few years that the student is in residence; in the latter case, the tax is a very large one per capita and lasts during the entire lifetime of the members of the teaching staff. The principle of such a university fee has been recognized ever since the imposition, nearly twenty-five years ago, of the fee of \$5 for matriculation or registration. This fee should, of course, be absorbed into the proposed university fee, as should the fee of \$7 charged for the use of the gymnasium. Physical exercise and development are no longer considered a luxury for those students who can afford to pay for them, but they are recognized as a necessary part of the proper educational provision for the college and university student. There seems to be no more reason why a student should pay a special gymnasium fee or a special laboratory fee in chemistry or physics than a special fee for the use of the library or the grounds of the University. The one is as much a part of the proper general University provision as the other, and the use of both up to the limit of their capacity, under appropriate administrative regulations, may well be open to all duly enrolled members of the University.

If it be possible to fix an annual university membership fee to be paid by all students, and to readjust the tuition fees, putting them upon a point or credit basis and making them cover instruction in all subjects whether given with laboratory work or not, then there will remain no special fees whatever to be paid by students, except those which are punitive in character, and the graduation fee. The punitive fees, including the five dollar fee for late registration and the

five dollar fee for a special examination, need not be paid by any student who faithfully performs his academic duties. The graduation fee is appropriate enough, since it is paid only by those who leave the University with its formal credential, and not by the large and increasing body of those who come to Columbia for what it can offer to them as individuals but without reference to graduation from the College or any particular school.

It ought to be possible to readjust the fees in such a way as favorably to affect the general income of the corporation. Whether this be possible or not, however, these fees can certainly be readjusted so as to relieve the students of the annoyance of paying a number of small fees for various special privileges and to reduce the student's normal annual payment to his university membership fee and his tuition fee. Should he occupy a room in a residence hall, that, of course, would be a separate and additional charge which would stand upon its own basis.

Of all the changes and improvements that the last few years have brought about, few have been more welcome or more generally praised than the institution of a single Committee on Undergraduate Admissions and the results of the activity of that Committee. This Committee has held firmly and clearly in mind the two principles (1) that a candidate for admission is to be tested either by formal and stated examination or by an inspection of his record of work done at a degree-conferring institution, and (2) that the same standards and regulations are to be applied to the

Admission to
the University

entering student, no matter whether the application is for admission to the Freshman Class in Columbia or in Barnard College or for advanced standing in those colleges. Inasmuch as Columbia definitely adopted the plan, some years ago, of becoming familiar with the personality and school records of as many candidates for admission as possible and of giving weight to personality and school records in passing upon the results of the formal admission examination, it has been the aim of the Chairman of the Committee on Undergraduate Admissions to gain, by personal visits and inspection, as wide and as accurate a knowledge as possible of the work of the various secondary schools from which our College students chiefly come. He has done more than this, and has, in a surprisingly large number of cases, been able to gain personal knowledge of the candidates for admission themselves. To the effective work of this Committee and to the clear and consistent application of the principles which have been adopted to govern its work are to be attributed, perhaps as much as to any other single cause, the high grade of the College students and the increasing spirit of scholarship and devotion to duty that is found among them.

This principle of a single Committee on Undergraduate Admissions appears to be so sound and has worked so well that it may now perhaps be extended to cover admissions to the entire University. The conditions of admission to a given school or college in the University are fixed by its faculty in accordance with the provisions of the statutes. These conditions of admission having been once fixed, there would appear to be no reason why a single Committee on Ad-

missions could not administer them even more satisfactorily and fairly than is now the case, when these rules and regulations, frequently identical in form, are administered by separate faculty committees or administrative officers who are not in close touch with each other. It is a consequence of the present plan that a credential which might be given a certain weight in passing upon an application for admission to one part of the University will be quite differently estimated if the person holding it offers himself for admission to some other division of the University's work. In particular, the appraisal of college degrees and of records of work done in other colleges and universities should be consistent and uniform throughout the entire University. I recommend, therefore, that steps be taken to institute a single Committee on Admissions which shall take the place of all existing Committees on Admissions, whether to the entering class or to advanced standing both for work offered under the University corporation or in the allied institutions. In this way what has been formally described as the educational system of the University will be more completely unified and the work of admission better and more wisely administered.

Such a plan would have the additional advantage of freeing a certain number of officers of instruction from routine administrative tasks in connection with the admission of candidates and would put that work upon a small group of University officials chosen on account of their special knowledge and experience.

There is one particular in which the examination of candidates for admission is not sufficiently searching. Every candidate for admission to the University

should be examined as to his physical fitness to follow and to profit by a college or a university course. In Columbia College a certificate of good health is now required from each candidate for admission, but no similar provision is made elsewhere in the University. The University is expending each year out of the income of its endowment immense sums to supplement the fees paid for tuition, in order to provide the best possible facilities for college and university instruction. The University owes it to the public and to itself to see to it that these colossal expenditures are made only upon and in the interest of those who are really fit physically as well as mentally to take advantage of the opportunities which the University has to offer, and to make appropriate return to the community in the form of personal and social service. There is a careful physical examination insisted upon in the case of candidates for admission to the military and naval academies maintained by the government of the United States. Such an examination has not, however, been usual, and perhaps has not even as yet been instituted, in the so-called literary and scientific institutions of the land. It is a matter well worthy of earnest consideration whether Columbia University should not once more take the lead in formulating educational policy, and provide specifically that physical fitness as well as intellectual capacity shall hereafter be required of all candidates for admission to the University in any of its parts.

The seeds of an important movement toward increased University effectiveness and economy of men and resources are contained in the report of Dean Woodbridge. What he says as to the value of the work of the joint Committee of the Faculties of Political Science, Philosophy and Pure Science on Instruction is perfectly true; but the value of the observation is not so much as a record of what has been done as it is an indication of what more there is to do. Those of us who were concerned a generation ago in the formation and development of the three faculties that have controlled the advanced and research work of the University in other than professional and technical subjects are not unnaturally wedded to the plans of our own making; but the time has come to face squarely the question whether the University has not outgrown the forms of organization that were adequate a quarter century ago and whether it is not now desirable, while preserving for historic purposes such names and associations as may seem desirable, to constitute a single small body selected by the teaching staff as a whole and responsible to it, and to give it most of the power of legislation which the Faculties of Political Science, Philosophy and Pure Science now possess under the Statutes. It would, for example, be entirely practicable to select an Administrative Board of Graduate Study of fifteen members,—five to be chosen from and by each of the groups which now constitute the Faculties of Political Science, Philosophy and Pure Science—which Administrative Board should succeed to nearly all the present powers and duties of the Faculties. Under such con-

Organization for
Graduate Work

ditions the three Faculties named would need to meet but once or twice in each year, unless called together on some special occasion, and then for the general discussion of educational interests and problems and for the selection of those who were to represent them on the Administrative Board of Graduate Study for the academic year next following. If a step like this were taken it would reduce at once burdensome attendance upon meetings where chiefly routine business is transacted. It would permit the discontinuance of numberless committee meetings, and it would provide a basis for that effective, responsible control of policy which Dean Woodbridge so earnestly asks for. Under existing conditions, every piece of work dealing with legislation relating to the higher degrees and candidates therefor must be done over at least twice, and sometimes even five or six times, by bodies having either partial or concurrent jurisdiction. The present academic year ought to see this problem solved and satisfactory provision made for carrying out the recommendations and suggestions of Dean Woodbridge.

It has been frequently pointed out in these annual reports that the necessary tendency in the case of faculties having a large membership is to leave everything to administrative officers and committees and to reduce the faculty meeting to a mere formal and routine confirmation of what has been done or recommended. If an Administrative Board of not to exceed fifteen members were chosen annually to take over the present business of the so-called graduate faculties, it would be both large enough to be representative and small enough to invite and to promote close discussion of novel or doubtful subjects.

Much remains to be done to put the graduate student in right relation to his own personal work at the University and to the University as a whole. The graduate student brings with him to Columbia an undergraduate tradition, and he usually looks upon attendance on lectures and routine instruction as inseparable from his University work,—in fact, as its most essential element. He looks upon himself, and is too often looked upon and treated, as if he were merely an elongated undergraduate. As a matter of fact, he is and should be something quite different. Most of his time should be spent in private reading and study under the personal direction and criticism of those teachers whom he has chosen as guides and as friends. The lectures which he attends should be ancillary only to his own carefully organized work and should in no case be his main dependence in preparing himself for his advanced degree—or, if he be so fortunate as not to be a candidate for an advanced degree, in making the most of the rich opportunities that the University has to offer. The graduate student is old enough and mature enough to take a large part in his own education. He should see as much as possible of the professors of his choice and should be brought closely in touch with their personalities and their views of life as well as with their stores of scholarly knowledge and their skill in philosophical and scientific interpretation. He should, however, put the methods and the point of view of the undergraduate behind him and remember that he has now come to a stage of development where much initiative, much self-direction, and much self-criticism are justly expected of him. Too often

The Graduate
Student

the graduate student is grievously over-taught. He hears too many lectures, he spends too many hours in following the routine of fixed courses of instruction. What he should have is more close contact with rich and fine personalities and more inducement to self-direction and self-mastery. He should be made to feel that he has passed beyond the period of tutelage, and that he has joined a company of scholars as one of its junior members, with much to learn, no doubt, but yet to do his independent work as the companion and associate of his chosen advisers and guides.

An ever-present question in an institution of the higher learning is how to interest officers of instruction in the subject of education. They are certain to be interested each in his own particular branch of study, but much too few of them are interested in education itself. The consequence is that the teaching of many very famous men is distinctly poor; sometimes it is even worse. This results in part from the breakdown of the general educational process into a variety of highly specialized activities, and in part from the carelessness of college teachers as to everything which affects a student's manners, speech, conduct, and sense of proportion, provided only he gets hold of certain facts which the teacher desires to communicate. It is also due in large part to the bad tradition which so largely prevents the inspection and supervision of the work of young teachers by their elders. At one time the professor of mathematics in Columbia College made a practice of visiting the classroom of each one of his junior officers at least once in each week. He

observed the discipline, the order, and the general attitude of the class. He intervened in the instruction when he felt moved to do so. He made suggestions, and if necessary, after the exercise was over he gave private criticism to the junior instructor. In this way the younger man was helped by the experience and skill of his elder. To-day such a practice is almost unheard of, either in Columbia College or in any other college. With the exception of one or two departments in which better practices prevail, it is usual for even the youngest of instructors to be shut up in the classroom with a company of students and left to his own devices. The damage he may do in learning what teaching is all about is not infrequently irreparable, but no older or more experienced head is at hand to counsel and to direct him. In this way many men grow up to be poor teachers without knowing it. They are conscious of growing in scholarly power and in acquired knowledge and they readily confuse these facts with increase in teaching skill.

The late Colonel Francis W. Parker once dedicated a text-book "to all teachers who thoughtfully and thoroughly prepare every lesson." Herein lies the secret of really good teaching. The preparation of every lesson, however familiar its subject-matter, is the sure protection against mechanical routine and dry-as-dust lecturing. This applies equally to instruction by lecture, by laboratory work, or by classroom teaching and discussion. The first act of a really good college teacher is to explain to his class what it is proposed to accomplish by the particular course of instruction for which they are assembled, what methods are to be followed and

why, and also why a particular subject matter has been chosen. These opening explanations are as necessary to the intelligent student as is a chart to a sailor. The college student cannot be expected to guess correctly at the aim or purpose of a particular course of instruction or to find at once a satisfactory explanation of the subject matter that is presented to him for mastery. To throw a child into deep water as a first lesson in swimming is not intelligent and usually leads to disaster. The student should always be told, before setting out on one of these intellectual voyages of discovery, what haven is his goal and what route is to be taken to reach it. After this has been done, the good college teacher will have something to say of the literature of the subject, of those books that will be found most helpful and illuminating, and of how they are to be judged and estimated relatively to one another. He will then address himself to the task, not of lecturing or of quizzing, but of actual teaching. A college class that is being well taught as a group is alert and attentive and every member of the group is in full co-operation with the other members and with the teacher. Facts are being transformed into factors of knowledge, interpretations are being developed and made clear, and criticisms are being fairly and frankly dealt with, there being complete co-operation and participation between teacher and taught. It is not good college teaching when the instructor merely lectures to his class, much less so when he drones to them. It is not good class teaching when the instructor deals with one student at a time, leaving the rest of the group listless and inattentive and awaiting what is oddly called their "turn." In the

laboratories, the best teaching is now wholly individual. There is to be found what is known as constant elbow-touch between the instructor and each one of his students. Every student has his own particular task and he works diligently upon it, under certain fixed restrictions as to time and material, with a competent instructor at his elbow for guidance, for criticism, and for suggestion. As the student grows in maturity and power of self-direction, teaching naturally tends to become more and more individual until, in the advanced work of the university, the very best instruction in any subject closely resembles the elbow-touch teaching of the laboratory.

The two mistakes into which college teachers are most likely to fall are, first, that of failing to give the students such preliminary and introductory explanations as will serve as an adequate chart for the voyage to be undertaken; and second, that of confusing the logical with the psychological order in the presentation of facts. The really good teacher knows that the logical order is the result of mature reflection and close analysis of a large body of related phenomena, and he knows too that this comes late in the history of intellectual development. He knows also that the psychological order—the true order for the teacher to follow—is the one which is fixed by the intrinsic interest and practical significance of the phenomena in question. The good teacher will not try to force the logical order of facts or phenomena upon the immature student. He will present these facts or phenomena to him in their psychological order and so give him the material with which to understand, when his knowledge is sufficiently complete, the logi-

cal order and all that it means. The notion that one who is a master of a subject is thereby of necessity a good teacher of that subject is only less misleading and mischievous than the notion that a subject may be adequately and properly taught by one who has elaborate knowledge of the technique and machinery of teaching but whose hold on the subject-matter to be taught is very shaky indeed.

A matter that is closely related to poor teaching is found in the growing tendency of college and university departments to vocationalize all their instruction. A given department will plan all its courses of instruction solely from the point of view of the student who is going to specialize in that field. It is increasingly difficult to secure good courses of instruction for those who have the very proper desire to gain some real knowledge of a given topic without intending to become specialists in it. A university department is not well organized and is not doing its duty until it establishes and maintains at least one strong substantial university course designed primarily for students of maturity and power, which course will be an end in itself and will present to those who take it a general view of the subject-matter of a designated field of knowledge, its methods, its literature, and its results. It should be possible for an advanced student specializing in some other field to gain a general knowledge of physical problems and processes without becoming a physicist; or a general knowledge of chemical problems and processes without becoming a chemist; or a general knowledge of zoological problems and processes without becoming a zoologist; or a general knowledge of mathematical

problems and processes without becoming a mathematician. The reply that knowledge has become so highly specialized that no one can be found to give such courses of instruction is the saddest confession of incompetence and educational failure that can possibly be made. It ought not to be made except under cover of darkness.

It is worthy of note that while difficulties are found in providing general courses of instruction of the kind described to deal with a given and limited field of knowledge, there is apparently no particular difficulty in finding courses that in limpid and desultory fashion deal with everything in the heavens above, in the earth beneath and in the waters under the earth. Last year a graduate student who was about to leave an American University made the statement that he had attended four courses of instruction given by four different persons under the auspices of four distinct departments, and that he had heard substantially the same thing in all four. This is surely a type of academic freedom upon which some limitation, economic, temporal, ethical or intellectual, might well be placed.

The relations that now exist between Columbia College and the advanced work in law, in medicine, in engineering, in architecture, and in education are almost ideal. A College student is given opportunity to take up those specialized courses of instruction in preparation for practical life at a time when a satisfactory general foundation has been laid for the particular studies which these involve. It remains to provide more adequately than has yet been done for the large and in-

The College
and Practical
Life

creasing number of College students who have no intention of entering upon one of the so-called learned professions but who look forward to a business career. The time has come when Columbia College can and should offer to the Senior who wishes it a well-organized group of studies that will be as effective in preparation for business as are the studies in the professional schools for the careers to which they respectively lead. Of course, it will not be possible to make a successful business man through study of books, but it is not possible to make a successful lawyer or a successful physician by that method. This is no reason, however, why the future business man should not be trained and disciplined in those subjects of study which have a direct bearing upon the work in which he hopes to engage.

To accomplish this it will not be necessary to increase the complexity of the University organization or to found any new school or department. It will only be necessary for the Faculty of Columbia College to select and group together those courses of instruction in economics, in business law, in finance, in accounting, and in allied subjects already established in the University, which can be so organized and arranged as to make a strong appeal to the student who looks forward to business activity and to give him an excellent preparation for it. This is something to be undertaken in the immediate future with a view to answering effectively the objection, so often heard, that the American college, while accomplishing much in other directions, does nothing to prepare men of business for the work which lies before them or to

open their eyes to the larger responsibilities and opportunities of business men.

In this group of courses there should be included one to present and to emphasize ethical principles in their applications both to ordinary business dealings and to the relations which exist between business and public policy. A mind quickened and informed on these subjects and taught to seek for the ethical as well as for the commercial and financial implications of a business proposal, would be a mind well trained to bear severe business responsibility under present-day conditions. Columbia College is in position to confer a new benefit upon the public and to offer a new opportunity to its students by organizing promptly and effectively a group of studies of this kind and by offering them to the Senior as an alternative to a year of law, of medicine, of engineering, of architecture, or of teaching, and in lieu of a general selection of courses in letters and in science.

Columbia University has at its doors one of the greatest and most inviting laboratories in the world.

**New York City
as a Laboratory** New York City is a laboratory of almost unexampled magnitude and many-sidedness. Here are courts of every sort and kind for the observation and study of the student of law; here are hospitals and clinics without number for the observation and study of the student of medicine; here are engineering undertakings that cannot be matched, perhaps, anywhere in the world for the observation and study of the student of applied science; here are buildings of amazing variety and

type for the observation and study of the student of architecture; here are colleges and schools reaching directly hundreds of thousands of human beings for the observation and study of students of education; here are museums of art and of natural history as well as a zoological park and botanical garden of unusual excellence for the observation and study of students of these subjects; here is a complex and highly organized municipal government, a congeries of nationalities, a constant stream of inflowing immigration, for the observation and study of him who would know the social and political problems of to-day at first hand. An increasing proportion of the advanced and professional work of the University should be done in this laboratory. There should be co-operation at every possible point between the University teachers and the directors of this laboratory in its various departments and subdivisions, both official and unofficial. Here, as nowhere else in America, perhaps as nowhere else in the world, the advanced student may measure the working of different and opposing theories and may see the practical results of old and new tendencies and ideals. In this laboratory productive and inquiring scholarship can speedily test the results and proposals of these tendencies and ideals. Every year should see a larger number of graduate and professional students leaving the University filled with a new pride in the city of New York because they have come to know and to understand some one of the myriad admirable things that happen or are done there.

The provision thus far made for instruction in the Spanish language and literature is deplorably insufficient. Every year there is a demand from students, particularly of law and of engineering, but coming in part also from those who expect to enter business life, for more extensive and more practical instruction in the Spanish language. It will not be possible for the people of the United States to enter into close relation with the peoples of the other American republics until the Spanish language is more generally spoken and written by educated persons here, and until there is a fuller appreciation of the meaning and significance of the history and civilization of those American peoples which have developed out of Spain. It will not be enough to teach Spanish literature and to teach students to read Spanish. They must also be taught to speak it in order that in business and in social intercourse they may be able to use it with freedom as a medium of expression.

The same thing is true of the instruction in French and in German. Elaborate arguments are made by men of weight and of authority to the effect that the ability to speak French and to speak German is much less important than the ability to read those languages and the possession of some general knowledge of their literatures. This is a sadly perverted point of view. The man who is able to read a page of Taine, or perhaps of Anatole France, and who finds himself in a French business house or a French drawing-room without the ability to express his wants or his thought in a single well-formed and intelligible sentence, feels like a fool; and he deserves to feel like a fool. The

The Modern
Languages

man who cannot speak and write French and German does not know French and German, and it is sheer folly to suppose that this lack of ability to use a great educational instrument and a vitally important tool in business and social intercourse is compensated for by a more or less superficial knowledge of the classic literature of the French and German peoples or by the capacity to read a French or German book with more or less constant dependence upon the dictionary. Indeed, it would be highly advantageous if all instruction in the French, German, Spanish or Italian languages and literatures were conducted in those languages after the first year of college work in them.

The asphyxiation of Greek and Latin as school and college subjects which began a generation ago, was in no small part due to the industrious but misguided efforts of school and college teachers of those subjects. It would be in the highest degree deplorable if the modern European languages were to suffer a similar fate and for a like reason.

Both by the Department of International Law and by the School of Journalism, a sound beginning has been made in interesting students in international relations and affairs and in giving instruction concerning them.

Instruction in
International
Relations

The great war which is devastating and impoverishing Europe has taught millions of men who have never before given thought to the subject how interdependent the various nations of the earth really are. These international relations are only in part diplomatic, political and legal; they are in far larger part economic, social, ethical and intellectual. In seeking

out the facts which illustrate these interrelations and interdependences and in interpreting them, there is a new and hitherto little used field of instruction which is just now of peculiar interest and value to the American. If the world is to progress in harmony, in co-operation, and in peace, the leaders of opinion throughout the world must possess the international mind. They must not see an enemy in every neighbor, but rather a friend and a helper in a common cause. To bring this about implies a long and probably slow process of moral education. However long and however slow the process may prove to be, a beginning must be made, and Columbia has recently made this beginning definitely and earnestly and its efforts have met with a cordial response. The international aspect of every great question which arises should be fairly and fully presented, and, without dealing too much with the speculative aspects of a future internationalism, stress should constantly be laid upon the world's progress in interdependence. The instruction already offered on these important topics may well be strengthened as opportunity offers and as its good effects are manifest.

Under the stimulating leadership of the Chaplain and the voluntary committees of professors, alumni and students who are associated with him, the religious work and influence of Religious Activities University continue to grow. The Chapel services attract a somewhat larger attendance than heretofore, and the services held on Sunday afternoons generally call out a large congregation in which all parts of the University, including the alumni,

are usually represented. Under existing conditions, which include widespread religious indifference and often the open antagonism of influential persons, the task of the Chaplain and his associates is by no means an easy one. They are heartily to be congratulated upon the measure of success that is attending their earnest, well-directed and truly catholic efforts to awaken religious interest and to spread religious knowledge within the University membership.

During the year the Faculty of Fine Arts was discontinued at its own request, and, with the cordial concurrence of the National Academy of Design, the agreement entered into between that Academy and the University in 1906 was terminated. The reasons for this step were indicated in a report made to the Trustees by the Committee on Education under date of December 1, 1913. Following the recommendations of the Faculty of Fine Arts, the Committee proposed the discontinuance of that Faculty, the erection of the School of Architecture into an independent professional school of the University under the direction of an Administrative Board, and the creation of a Department of Fine Arts under the jurisdiction of the Faculty of Philosophy, to have direction of the graduate instruction in music and the fine arts. The field covered by the projected School of Design, which, however, had never been organized, was abandoned. By this action the University by no means gave up its plans for the development of instruction and research in the field of fine arts, but it provided for the reorganization of such work in ways that seemed more likely to be suc-

Fine Arts

cessful than those entered upon in 1906. Experience had proved that the three subjects of architecture, design and music had, from an academic point of view, little or nothing in common, and that in consequence the Faculty of Fine Arts as heretofore constituted had no business to transact. The School of Architecture is in reality an independent school with its own peculiar problems and its own definite educational function. The School of Design had never been more than a project. No demand for its courses had developed and there appeared to be no likelihood that such a demand would arise. The School of Music, in turn, was neither a technical nor a professional school. It had the dual aim of providing cultural courses in music for undergraduate students and advanced courses in musical theory and composition for those who were more mature. Its work, therefore, fell naturally under other faculties of the University, and to those faculties that work has now been committed. In proposing the steps that have been taken, the Faculty of Fine Arts recorded its earnest hope and wish that provision should be made as soon as practicable for courses of study in the history of art. By great good fortune a generous friend of the University has just made provision by will of an endowment for this specific purpose. Within a year or two, therefore, the University will be able to fill this long-existing gap in its plan of education and to offer to students systematic and definite courses of instruction in one of the most valuable and stimulating fields that an intelligent person can enter upon.

Following the resignation of the Librarian of the University on December 31 last, a Library Council was appointed by the Trustees, consisting of the President of the University and eight members of the teaching staff. Pending the appointment of a Librarian, the powers and duties of the Librarian were conferred upon this Library Council, of which the Assistant Librarian has acted as secretary and executive officer. Several months have been fruitfully spent in studying the details of library administration and in planning for the future conduct of the library work of the University. With the growth of the University and the multiplication of schools and departments, the problems of the Library have increased rapidly both in number, in variety and in complexity. The purpose of the Library Council is to become familiar with these problems, and, so far as possible, to indicate how they may best and most speedily be solved, before recommending the appointment of a permanent Librarian. The administration of a university library has, of course, much in common with the administration of a public library, but it also has many problems that are peculiarly its own. A university library is not merely a collection of books for the use of more or less casual readers, but it is also the working apparatus of a large body of diligent and highly specialized scholars. The library in all its parts is the laboratory of such scholars, and the books and manuscripts are their apparatus. To secure the best results there must be the closest possible contact between the library itself and those whose laboratory it is and the fullest knowledge on their part of what the library is doing and planning

to do. The Library Council, reflecting as it does the wishes and opinions of the great body of users of the Library, ought to be able to do more than any individual, however talented and experienced, could possibly do to bring the Library administration into close and sympathetic touch with those who are guiding the University's teaching and research. When this has been done and the lines of development clearly indicated, it will be time enough to consider the appointment of a permanent Librarian to whom the immediate direction of the work of the Library may thereafter be entrusted.

Nothing in our recent University history is more striking than the rapid growth in numbers of the students in Columbia College and their steady improvement in scholarship and in interest in scholarship. That the two facts are, to some extent at least, interdependent there is little reason to doubt, for the highly capable administration of the Dean and the very effective work of the Faculty Committee on Instruction have given to the work of Columbia College an excellence and a prestige that are quite remarkable. The growth of the graduate and professional schools has not only not interfered with the growth of the College, but has actually contributed to that growth. The secret of the success of the College in these later years is the careful personal attention that is given to every undergraduate. The College student at Columbia is kept in close touch with the Dean, with the University Medical Officer, and with his own personal adviser, and he is aided and assisted to make the most of his

Columbia
College

opportunity long before he is disciplined for not making the most of it. The institution of a Bachelor's degree with honors has been justified. The number of undergraduates who offer themselves for the honors courses is steadily increasing and the character of their work is such as to win high commendation from the officers of instruction who have them in charge. The very satisfactory relation in which the College stands to the University as a whole is amply demonstrated by the fact that of the 180 persons who were graduated from Columbia College in 1912-13, no fewer than 101 returned to the University for graduate, professional, or supplementary work in the following year.

Particular attention is directed to the discussion of student activities contained in the report of the Dean of Columbia College. The sterling good sense of his own attitude and that of the College Faculty in dealing with student activities is testified to by the increasingly good results that have been produced. To develop in the undergraduate a sense of responsibility for his own conduct and for the reputation of his College is one of the chief ends of sound and healthy academic discipline. The excellent work done by the Board of Student Representatives and the exceptionally high tone of the undergraduate body in general prove that the methods adopted are working well.

The outstanding event of the year in the life of these schools was the impressive celebration on May 28 and 29 last of the fiftieth anniversary of the founding of the School of Mines. This celebration, while rigidly academic in character, was highly suc-

cessful. For its organization and conduct the University is under obligations to the committee consisting of Trustees, of members of the Faculty and of alumni, which was appointed to have it in charge. This committee, in addition to admirable management of the celebration itself, provided, by the generosity and hard work of its own members, the funds necessary to meet the cost involved.

Schools of
Mines, Engi-
neering and
Chemistry

Dean Goetze dwells with well deserved satisfaction upon the presence during the year of eighteen officers of the United States Navy, who were selected from the Second Year Class of the Post Graduate Naval School at Annapolis for assignment to Columbia, in order to pursue advanced courses of instruction and research in mechanical and electrical engineering, in metallurgy, and in wireless telegraphy and telephony. That men of such maturity and with so definite an aim should have been assigned for work at Columbia University by the naval authorities is a high compliment and one which the entire University gratefully appreciates.

In Highway Engineering, also, progress is being made of a sort that has a direct application to important public interests. The movement for building good roads is now general throughout the United States, and the appropriations for this purpose are already large and steadily increasing. If the public funds are to be wisely and economically expended, and if the public interest is to be served in the best possible manner through road building, there must be at hand a competent and well-trained body of engineers who have special knowledge of road construc-

tion and all that it involves. We are very fortunate in having the co-operation in this work of many of those who are immediately interested in road building. The instruction offered and the research work carried on are receiving constant commendation for both their scientific and their practical character.

With the new requirements for admission to the Schools of Mines, Engineering and Chemistry, the number of students will naturally fall off, as was anticipated when the new policy was adopted. It will take some little time for students in colleges and in scientific schools to learn how to plan their work there so as to fit them adequately for the severe discipline of the advanced or graduate work of the Schools of Mines, Engineering and Chemistry. There is every reason to believe, however, that as the policy of the University in this regard becomes more widely known a sufficient number of thoroughly well-prepared students will be attracted to Columbia for advanced work in engineering fields.

The work of the School of Law was severely handicapped during the year by the illness of members of the Faculty, and particularly by the long and severe illness of the Dean. Happily, all those who have been in ill health have completely recovered and are this year carrying on their work with unabated vigor. The Dean of the Law School points out in his report how the rules relating to admission to the Bar in New York operate to the injury of the most important advance that has been made in higher education in America during the last generation,—namely, the

School of
Law

development of the so-called combined collegiate and professional school course. These rules operate as a discrimination in favor of those institutions of learning which have adopted one—and we believe the less wise—of two attitudes toward the relation in which college work should stand to professional study. In simple fairness, these rules should be speedily amended so as to recognize what is the prevailing American educational practice, and I believe also much the best practice, in regard to combining collegiate and professional courses of instruction.

The recent developments at the College of Physicians and Surgeons have all been highly advantageous. The corporate co-operation with the Presbyterian Hospital has made possible the provision of admirably organized clinical facilities, and the Managers of the Hospital have joined heartily in every step that has been suggested for the improvement of the organization of the clinical work.

School of
Medicine

Two important problems that remain unsolved at the Medical School are those relating to graduate instruction in Medicine and to the possible addition to the program of studies of a fifth year to be spent, not in the clinics or in the laboratories, but in the hospital. Both problems require for their wise solution no inconsiderable amount of ingenuity, and both probably involve financial considerations.

The Dean refers to the fact that the full development of the Medical School is, in the judgment of the Faculty, hampered because the student who has begun his college work elsewhere than at Columbia and

who enters the Medical School cannot offer his combined collegiate and professional course for a Bachelor's degree as he could have done had he taken his undergraduate work in Columbia College. That there is a real difficulty here has long been recognized, and the University Council has on various occasions discussed ways and means of meeting it. In view of the strong statement contained in the attached report of the Dean of the Medical School, it is incumbent upon the University Council and the Trustees to examine the whole question again with a view to working out a satisfactory solution of the problems involved.

What was two years ago an experiment is now an accomplished and highly instructive fact. The question whether there is a special training that is suitable for journalism has been satisfactorily answered in two short years. The School of Journalism already has developed a strong *esprit de corps* and its members do their work with an industry that is truly indefatigable. The Director in his report sets out in highly interesting fashion the detailed life and work of the School during the past year. His experience and observation lead him to point out certain unwelcome facts that should not escape the notice of those whose immediate concern is with other parts of the University. Among these unwelcome facts are: the very poor grasp on a modern European language on the part of those who profess to have studied this language for some time in school or in college or both; the shocking ignorance of classical and Biblical allu-

School of
Journalism

sions in English literature on the part of those who profess to know something of literary history and to have studied it; and the very limited vocabulary of those who have been receiving systematic instruction for a number of years and who are popularly supposed to have been led to read at least some of the great masters of English style. It is true that the professional school finds and exposes with relentless accuracy the weaknesses and defects in the school and college teaching that have preceded it; but it is little short of deplorable that there should be so much and so various evidence of the utter worthlessness, judged by lasting results, of a large part of the work done, or supposed to be done, in elementary school, in secondary school and in college.

The Summer Session is, in many ways, the most noteworthy success in the entire history of the University. It had its origin in a resolution adopted by the University Council on April 19, 1898, which in due time was followed by formal action of the Trustees authorizing the Summer Session taken on February 6, March 6 and May 1, 1899. The oversight and conduct of the Summer Session were entrusted to a Director and an Administrative Board, and with a view to preventing the new undertaking from becoming a charge upon the already overburdened University treasury, it was provided, from the beginning, that the cost of maintaining the Summer Session must be met either from its own income or from gifts received for the purpose.

The Summer Session was opened in the year 1900, and was a pronounced success from the start, as is

demonstrated by the registration in successive years, which has been as follows:

1900.....	417	1905.....	976	1910.....	2,629
1901.....	579	1906.....	1,008	1911.....	2,970
1902.....	643	1907.....	1,350	1912.....	3,602
1903.....	940	1908.....	1,498	1913.....	4,539
1904.....	914	1909.....	1,946	1914.....	5,590

In only one year, and that 1904, has the registration failed to show a marked increase. The growth of the attendance during the last five years has been little short of phenomenal.

The Summer Session was projected in order to accomplish several distinct ends, all of which have been gained. One of these ends was to make some provision for the use of the University buildings and equipment during what had been the unduly long holiday period of over three months. Another was to make it possible for officers of instruction who could not afford to remain without remunerative occupation during so large a part of the year, to gain additional compensation while doing work that lay within the University's proper scope, and that might well contribute to extend the University's influence. Still another end was to put a stop to the exceptionally bad practice of permitting and even encouraging students to remain idle during a quarter of the entire calendar year, when it would be greatly to their advantage, mentally, morally and physically, to be engaged in systematic study and in preparation for their life work.

But the chief end in view when the Summer Session was established was quite distinct from any of these. It was to demonstrate the essential

unity of the University and to provide one place in which that unity might manifest itself without the hampering limitations set by the traditions and regulations of the various colleges, schools and allied corporations included in the University's educational system, in order to prove not only the existence of the University's unity, but its obvious and manifold advantages. For this reason the Summer Session has been maintained from the beginning as a unit. No college, no school and no faculty shares jurisdiction over it, while each and every faculty in the exercise of its statutory power indicates for what work done in the Summer Session and to what extent it will give credit in preparation for the degree or degrees which are entrusted to its care. The result has been to develop an almost ideal educational organization. The conventional restrictions and limitations upon students are swept away, the need for discipline does not exist, and the entire attendance at the Summer Session is made up of those who come to it because they sincerely wish to gain some benefit from it. Moreover, dissipation of energy and attention are prevented by the regulations which strictly limit the number of courses of instruction that may be taken, and which provide for a daily exercise in every Summer Session course. This is in sharp contrast with the usual procedure during that portion of the academic year which begins in September and ends in June. During the latter period the student is permitted to carry on simultaneously as many as six or eight subjects of study, and he is expected to attend upon each of these once, twice, or perhaps three times a week. Under certain conditions and in regard to some subjects of study this

method has advantages which are well understood. The method of concentrating attention daily for six weeks upon two, or at most three, subjects of study, also has its advantages, and the Summer Session has made plain what these are. It would probably not be expedient to attempt to substitute one of these systems for the other, as each system serves well a particular purpose. On the other hand, it is a great source of strength to the University that a form of educational organization has been worked out which permits the use of both these widely different methods of education and which enables them to be compared and contrasted both by the same body of teachers and in no small part by the same body of students.

Moreover, the Summer Session has reproduced in a number of ways the freedom, spontaneity and general educational atmosphere which are recorded as having existed at the Bologna, the Paris and the Oxford of long ago. Use is made of music and of the drama, as well as of visits to points of historical and literary interest, to refine the feelings, to educate the taste and to broaden the knowledge of the students who flock to the Summer Session from all parts of the American continent.

It is not easy to restrain enthusiasm in recording what the Director and his associates have accomplished in the field of higher education generally, and for Columbia University in particular, by the wise and farseeing administration of the Summer Session. Students who are for the first time attracted to Columbia and to New York by the Summer Session, return in no inconsiderable number to enroll themselves in one of the undergraduate colleges, or in the

Schools of Law, Medicine, Engineering, Architecture, Education, Practical Arts, or as candidates for a higher degree under the Graduate Faculties. The Summer Session serves also as a recruiting place and a testing ground for officers of instruction from other institutions. It is a pleasure and a satisfaction for our own body of teachers to come to know intimately and well the scores of professors and instructors who join the University's staff for the Summer Session without severing their relationship to the college or university that they primarily serve.

If the great growth of the Summer Session had been brought about by offering merely popular instruction and by lowering academic standards and weakening academic tests, it would not be difficult to explain. By following such a policy it would probably be possible to attract in due time 50,000 for the Summer Session as well as 5,000. The Director and the Administrative Board have, however, followed the opposite policy. While they have presented courses of instruction that were useful and helpful to intelligent and ambitious persons generally, whatever their previous training might have been, academic credit and academic recognition have been rigidly confined to those who meet the full requirements of the various Faculties of the University, whether for admission to the entering class or for advanced standing.

There have been and are many other Summer Sessions at American institutions of higher learning, but it may be doubted whether anywhere else the Summer Session means so much to a university, or is so closely interrelated with every phase and aspect of its life, as is the case at Columbia.

Every year records new progress in the development of the University's policies in regard to placing as much as possible of its scholarly equipment and resources at the service of those who, by reason of their occupation or otherwise, are not able to enroll for the usual instruction offered by the various schools and colleges of the University. The Director of Extension Teaching has shown genuine educational statesmanship in working out his plans in this regard. He has found what the real needs of the community were and he has done his best to meet them. He has always counted upon and has been successful in securing the co-operation of the University Council and of the several faculties. He has been scrupulous in enforcing proper academic standards and has thus prevented Extension Teaching from falling into disrepute.

Extension
Teaching

The Institute of Arts and Sciences, which forms the non-academic division of Extension Teaching, has now completed its first year of work. No fewer than 1,248 persons were enrolled as members of the Institute, and the program offered them during the months from October to April included about 250 lectures, concerts, readings and recitals.

What the Director has to say in his report about choral music and about the courses in commerce deserves, and will certainly receive, careful attention.

A year has passed without the pressing needs of Barnard College having been in any way relieved. The steady growth of the College and the admirable instruction given have resulted in creating new em-

barrassments for the Trustees, owing to the lack of sufficient buildings. It cannot be too urgently repeated that Barnard College urgently needs and highly deserves the provision for which it is insistently asking, namely, funds with which to erect a new academic building and a suitable gymnasium, and funds to be added to the general endowment of the College. During the year the tuition fee has been raised from \$150 to \$200. This act requires no apology or defence. The student in narrow circumstances can be cared for, as heretofore, by the provision that has been made for scholarships, while the student who can afford to pay a larger proportion of the cost of her instruction will be asked to do so. College instruction is frequently held in low esteem for no other reason than because it can be had for a mere fraction of what it costs. In the case of Barnard College, as in that of Columbia, steps are constantly being taken to increase the means at hand for the personal care of the individual student and to develop in the student body as a whole the capacity for self-government and a sense of academic responsibility.

Although Teachers College and Barnard College have widely different educational tasks to perform, they resemble each other in one very important respect: both corporations need large additions to their endowment funds. Probably no educational institution in the world, other than one conducted for gain, receives so large a proportion of its income from tuition fees as does Teachers College. It would be a great relief and would meet many difficulties and embarrassments

in the development of educational policy if, in addition to their present income, the Trustees of Teachers College were in receipt of not less than \$100,000 a year from an endowment fund. It is true that the present is as poor a time as can well be imagined in which to bring forward such a proposal with any hope of early success; nevertheless, the lack of an endowment fund is so grave an embarrassment in shaping and controlling the policies of Teachers College that it cannot be too often or too earnestly emphasized.

The really capital work of the College of Pharmacy is more widely appreciated every year. The Trustees and the Faculty work in close harmony and co-operation, with the result that the College has been enjoying a prosperity far in excess of anything in its past history. The Dean and his colleagues co-operate constantly with the State authorities for the improvement of conditions relating to the practice of pharmacy, and the people of this State and of adjoining States are each year under a new debt to this wholly admirable and self-sacrificing organization.

College of
Pharmacy

Among the appendices to the Annual Report will be found the first report from the Director of the George Crocker Special Research Fund. Dr. Wood explains in detail the organization which has been adopted for administering the income of the fund and describes the building and equipment that have been provided for the research workers. He indicates also the first problems which have been chosen for research and

Crocker
Fund

the amount of progress which can be recorded in regard to each one of them.

The Treasurer's Report, pages 10-15, enumerates in detail the gifts that have been received during the year under review. The additions to
 Gifts the permanent funds of the University have amounted to \$795,583.13. Of these additions the largest are, the gift of \$250,000 from an anonymous donor to establish the Fine Arts Endowment Fund; of \$200,000 from Mrs. W. Bayard Cutting and her children to establish the W. Bayard Cutting Fund for the endowment of travelling fellowships; of \$175,000 from the estate of the late Joseph Pulitzer to be added to the Joseph Pulitzer Fund for the endowment of the School of Journalism; of \$100,000 from the estate of the late Francis P. Furnald and from Mrs. S. Ella Furnald jointly, toward the cost of the erection of Furnald Hall; of \$20,000 from an anonymous donor to establish a fund for church and choral music; and of \$11,425 from the estate of the late Susan E. Johnson Hudson to establish a scholarship fund in memory of the late John Visscher Wheeler of the Class of 1865. In addition, the sum of \$468,606.89 was received for designated purposes, all of which are indicated in detail in the Treasurer's Report.

In order to complete the statistical exhibits made in previous reports, there follows a summary of the gifts in money received during the past year by the several corporations included in the University:

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
For General Endowment..				\$500.00	\$500.00
For Special Funds.....	\$680,646.72	\$116,716.96	\$3,312.50	—	800,676.18
For Buildings and Grounds	114,936.41	5,010.82	177,625.00	—	297,572.23
For Immediate Use.....	377,892.70	2,147.50	15,860.00	—	395,900.20
	<u>\$1,173,475.83</u>	<u>\$123,875.28</u>	<u>\$196,797.50</u>	<u>\$500.00</u>	<u>\$1,494,648.61</u>

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
1901-11.....	16,468,448.74
1911-12.....	2,242,417.58
1912-13.....	1,605,935.33
1913-14.....	1,494,648.61
Total.....	<u>\$27,271,353.08</u>

During the year the University has suffered heavy loss by death both in its governing board and in the faculties. The following members of the University have died during the year:

Deaths of
University
Officers

Charles McBurney, M.D., Emeritus Professor of Surgery, on November 7, 1913, in his sixty-ninth year.

Arthur Edgar, Ph.D., Instructor in Chemistry, on November 11, 1913, in his thirtieth year.

William Kelly Simpson, M.D., Professor of Laryngology, on February 6, 1914, in his fifty-ninth year.

Charles S. Erb, a trustee of the College of Pharmacy since 1896, on February 10, 1914, in his forty-seventh year.

Rev. Edward B. Coe, D.D., a trustee of the University since 1896, and three times Chairman of the Committee on Education, on March 19, 1914, in his seventy-second year.

Rudolf Tombo, Jr., Ph.D., Associate Professor of the Germanic Languages and Literatures and Director of the Deutsches Haus, on May 21, 1914, in his thirty-ninth year.

Arthur W. Swann, M.D., Instructor in Clinical Medicine, on May 28, 1914, in his thirty-fifth year.

Each one of these men had served the University faithfully and well, some for a long period of years and some during the period of ardent and eager youth which was destined to constitute their entire life. We cannot too gratefully remember their services or dwell too affectionately upon the rich personal associations which they had with the University and its membership.

For purposes of record and comparison there follow the usual statistical exhibits as to the site, the teaching staff, the student-body and the degree conferred during the year:

The Site

	Sq. Ft.	Acres
A. 1. <i>At Morningside Heights</i>		
Green and Quadrangle.....	734,183.08	16.85
South Field.....	359,341.15	8.25
No. 407 West 117th Street.....	1,809.50	.0414
Maison Française.....	1,809.50	.0414
Residence of the Chaplain....	1,809.50	.0414
Residence of the Dean of College	1,809.50	.0414
Deutsches Haus.....	1,809.50	.0414
East Field (part).....	45,412.49	1.04
	<hr/>	<hr/>
	1,147,984.22	26.247
2. <i>At West 59th Street</i>	75,312.38	1.73
	<hr/>	<hr/>
	1,223,296.60	27.977
B. <i>Barnard College</i>	177,466.60	4.07
C. <i>Teachers College</i>		
1. <i>At 120th Street</i>	153,898.00	3.53

2. At Speyer School	4,916.66	.112
3. At Van Cortlandt Park	575,843.40	13.22
	<hr/>	<hr/>
	734,658.06	16.862
D. <i>College of Pharmacy</i>	7,516.85	1.72
	<hr/>	<hr/>
Grand Total in New York City	2,142,938.11	50.629
E. <i>Camp Columbia, Morris, Conn.</i>		585.3
F. <i>Farms for agricultural study and research at Fishkill, N. Y.:</i>		
The Columbia-Blodgett Farm	298.7 A	
The Columbia-Van Wyck Farm	141.9 A	
	<hr/>	1,025.9
Total		<hr/>
		1,076.52

The Teaching Staff	Columbia University	Barnard College	Teachers College	College of Pharmacy	Total	
					(Excluding Duplicates) 1913	(Excluding Duplicates) 1914
Professors	177	19	28	8	177	177
Associate Professors	41	11	5	2	36	41
Assistant Professors	95	10	22	1	84	95
Clinical Professors..	19	—	—	—	16	19
Associates	38	2	1	—	47	39
Instructors	162	27	64	4	224	230
Curators	3	—	—	—	3	3
Lecturers	27	6	21	—	45	48
Assistants	72	7	35	3	128	110
Clinical Assistants .	97	—	—	—	87	97
Total	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Administrative officers, not enumerated above as teachers	34	10	17	7	38	42
Emeritus officers	14	—	—	3	15	14
Total	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	779	92	193	28	900	915

The
Student
Body

The enrolment of students as compared with that for the year 1912-13 was as follows:

Under the University Corporation:		Gain	Loss
Columbia College.....	941	64	—
Mines, Engineering and Chemistry...	675	6	—
Law.....	467	—	11
Medicine.....	344	—	—
Political Science Philosophy, and Pure Science.....	1,727	157	—
Architecture.....	151	10	—
Music.....	19	3	—
Journalism.....	115	39	—
Summer Session (1913).....	4,539	937	—
	<hr/>	<hr/>	<hr/>
Total (excluding 628 duplicates)..	8,350	1,106	—
Barnard College.....	666	48	—
Teachers College.....	1,810	126	—
College of Pharmacy.....	448	34	—
	<hr/>	<hr/>	<hr/>
	11,274		
Less Double Registration.....	814		
	<hr/>	<hr/>	<hr/>
Net Total of Regular Students..	10,460	1,081	
Extension Teaching.....	2,813	985	
Evening Technical Classes (Teachers College).....	1,676	237	
	<hr/>	<hr/>	<hr/>
Grand Total (excluding duplicates in Extension Teaching) receiv- ing instruction.....	14,098		

The report of the Registrar sets out in detail the facts regarding the composition of the student-body, as well as the area from which it is drawn. During the academic year 1913-14, 1,494 degrees and 474 diplomas were conferred, as follows:

Degrees
Conferred

Columbia College :

Bachelor of Arts.....	95	
Bachelor of Arts with Medicine.....	4	
Bachelor of Science.....	73	
Bachelor of Science with Medicine	4	
	<hr/>	176

Barnard College :

Bachelor of Arts.....	113	
Bachelor of Science.....	7	
	<hr/>	120

Faculty of Law :

Bachelor of Laws.....		140
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Faculty of Medicine :

Doctor of Medicine		71
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Faculty of Applied Science :

Engineer of Mines.....	38	
Metallurgical Engineer.....	8	
Civil Engineer.....	27	
Electrical Engineer.....	8	
Mechanical Engineer.....	14	
Chemical Engineer.....	18	
Chemist.....	3	
	<hr/>	116

Faculty of Fine Arts :

Bachelor of Architecture.....	17	
Bachelor of Science in Architecture	1	
Certificate of Proficiency in Architecture	13	
	<hr/>	31

School of Journalism :

Bachelor of Literature.....		15
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College of Pharmacy :

Pharmaceutical Chemist.....	24	
Doctor of Pharmacy	7	
	<hr/>	31

*Faculties of Political Science, Philosophy and
Pure Science :*

Master of Arts	492	
Doctor of Philosophy.....	65	
Master of Laws.....	3	
	<hr/>	560
Honorary degrees.....		24

Faculty of Teachers College :

Bachelor of Science in Education.....	218	
Bachelor of Science in Practical Arts...	5	
Bachelor's Diploma.....	253	
Special Diploma.....	21	
Master's Diploma.....	174	
Doctor's Diploma.....	13	
		684
<hr/>		
Total degrees and diplomas granted....		1,968
Number of individuals receiving them..		1,532

College of Pharmacy :

Graduate in Pharmacy.....	136
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NICHOLAS MURRAY BUTLER,
President

November 2, 1914

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to present the following report with regard to Columbia College for the academic year ending June 30, 1914:

In earlier reports I have endeavored to present facts to show the special characteristics of Columbia College. Certain additional information may be of interest at the present time. Of these facts, the most significant are the high average of the intellectual qualities of our students and the vigorous intellectual pace which is typical of the University life as a whole. These qualities are reflected in the rapidly increasing number of students who are candidates for a degree with honors. In 1910 there were 25 of these students; the following year, 35; in 1912, 42; in 1913, 55; and 83 students have already announced their candidacy for 1914-15.

**Characteristic
Factors**

The striking number of our students who are looking forward to professional or other advanced study has also been pointed out. Of 180 graduates from the College in 1912-13, 101 registered for additional work in the University during the following year. The state of affairs as to opportunities for combined collegiate and professional courses for our students is in general satisfactory. The number, however, who are looking forward to Agriculture as a profession is increasing noticeably. Pending definite endowment, it will probably be wise for us to attempt only preliminary work in this field, advising students to complete their professional training else-

where. In Commerce, where the demand is also increasing, the University provides certain courses through Extension Teaching which the department of Economics desires to use as a nucleus for a program to be open to our regular students. The relation of these courses to the College program, however, has not yet been defined.

The importance to Columbia College of its student life must not be obscured by the fact that this life is not of the conventionally accepted type. The relations of our students one to another are conditioned by our presence in a city and in a university. The present discussion of student life in American colleges, though copious in amount, is in general of slight value, because of its vagueness. To be worth while the matter must be considered with respect to some particular type of institution. At any rate a division must be made between those institutions which succeed in interesting the mass of their students intellectually and in making them work—and I think it is fair to include Columbia among their number—and those which do not. There is no doubt as to the educational importance of student activities at both classes of institution, even though one may believe it to be obviously exaggerated in the latter class. It must not be forgotten that any education may be either good or bad. In general, this type of training is bad where it is imitative, and institutions in great cities have no need for certain activities which may be necessary to relieve the tedium of an isolated country town. It is bad when, as is often the case, the habits of carelessness to which American youth is particularly prone are fostered rather than discouraged, and bad when the time of the students is grossly wasted through faulty organization of the enterprise, a difficulty too frequently found in undergraduate dramatics and undergraduate journalism. Too close supervision on the part of the College authorities does not solve the problem, because spontaneity is of the essence of the value of these activities. An over-solicitous Faculty is like the bachelor uncle who thinks that he is guiding his nephews in their play, whereas he is really enjoying the toys him-

**Student
Activities**

self and the children are standing about, rather bored than otherwise. The real secret is the development of a spirit of responsibility, both corporate and individual, on the part of the students, and the recent co-operative organization among the fraternities here and the continued business-like work of the Student Board are both promising signs of the development of such a spirit at Columbia. In these matters it would be well for us to observe how such questions are being studied at other city universities throughout the country; even in a metropolis one must beware of provincialism. The University of Minnesota, for example, has made recently a careful study of its student life.

The educational progress of a university college requires the co-operative efforts of several factors whose co-operation cannot be taken for granted. What are these factors? They are, here, the broad and authoritative policy of the institution as vested in the Trustees, the general academic point of view as represented by the University Council, the administrative machinery of the University, the College Faculty in its technical sense, the organized departments of instruction, and the individual teachers. To discuss at length these factors is quite impossible within the limits of this report; but it may be of service to summarize their relation to Columbia College, considering at length only two or three particular aspects of that relation.

The College may well congratulate itself upon the attitude of the University at large toward it and its aims. The Trustees have given sympathetic consideration to its recommendations. They have invited personal conferences between its representatives and their Committee on Education. They have established a most important precedent by recent promotions of undergraduate teachers based frankly upon qualities not ordinarily supposed to be particularly appreciated in a university, skilled teaching and a human interest in students.

**University
Attitude**

Sufficient funds have been provided to insure what I believe to be the best machinery in any American college for

the intelligent admission of students, and our students share with others of the University unsurpassed physical surroundings, facilities for reading, for exercise and the care of health, the finding of employment, and for moral and religious influence. The professional faculties of the University have shown themselves anxious to co-operate with the College in the general interests of students, and the University Council has given us a free hand to work out our own particular problems.

The College Faculty is coming more and more to be composed of men who understand Columbia College as it is today, and who are primarily interested in its progress. A charitable and sympathetic attitude on the part of all members of the Faculty will be needed when the College comes to face a difficult situation the difficulties of which are becoming more and more evident. The degrees of Bachelor of Arts and Bachelor of Science as now constituted and prescribed do not represent what the students want, and what indeed their teachers and advisers want them to have. The units of student registration in collegiate subjects for 1913-14, omitting prescribed courses, were as follows:

**Degree
Requirements**

Classics	77
English and Modern Languages.....	785
History, Economics, and Politics.....	571
Laboratory Sciences.....about	320*
Mathematics	167
Philosophy and allied subjects.....	410
Miscellaneous	94

It will be easy to see the very widespread interest among the students in the Modern Letters and the Political Science groups. No specific recognition of these interests, however, is provided in our present degree-granting machinery, our only distinction being between the Classics and the Laboratory Sciences, and consequently many serious students, young men who emphatically are not merely looking for the path of least resistance, find some of our formal re-

*Here the prescription is indirect and can be estimated only.

quirements for an academic degree to be hindrances rather than helps in their quest for a sound education. As a matter of fact, however, we do not confer our degrees strictly upon the stated bases. I examined the records of all students to whom degrees were voted in 1913-14, 178 in all; and found that in the cases of 99 students the Registrar's records show that some modification from the stated requirements had been made, either by vote of the Committee on Instruction, or by the Dean upon the basis of a precedent approved by that committee. I am confident that this does not mean in a single case the lowering of academic standards—to give a random example of the modifications one may take the case of a mature Chinaman who was excused from the study of Chaucer in the English prescribed for an undergraduate degree. It does seem that the Faculty could profitably consider whether the existing requirements for a collegiate degree at Columbia might not be changed, particularly to meet the needs of those students whose dominant interests are in Political Science or Modern Letters.

In its former relations with the departments of instruction Columbia College expected perhaps too much, and certainly received too little. The situation has improved in both respects within the past few years. The College on its side has discovered certain things. For example, in dealing with Juniors and Seniors, instead of asking for the undivided time of distinguished and already overworked professors, it has found a device which gives its advanced students a chance to hear such men in their more elementary courses for graduates under conditions of collegiate discipline. This provides higher courses of a type which the independent college cannot think of offering to its students. In the elementary courses, instead of bemoaning the fact that many of the older professors are reluctant to give a share of their time to such work, the College has seen that under proper stimulus the departments will select and assign instructors of a type that can make up for relative inexperience by zeal, by a willingness to co-operate in the routine administration not always

**Relations with
Departments**

shared by their seniors, and by a certain freshness in point of view and a sympathy of outlook which are particularly valuable to young college students. In so far as possible, we permit our students to choose their own advisers, and accordingly they are invited at the end of each year to state their preferences as to an adviser for the year to come. The number of our best students who ask for instructors rather than for the older and better known men is interesting and significant.

It must be remembered that Columbia College is now so large that no one man can teach all the students in any one of the prescribed courses. He might *lecture* to them, but we prefer to have our students *taught* in small sections. In the conduct of these sections the best situation is as follows: Most of the sections are looked after by younger men, with their futures before them, who are made to feel that there is a future in undergraduate teaching, well done. The courses, however, are steadied by one or two of the older men, who take sections, not because they are forced to do so, but *con amore*. In nearly every department these men can be found—such men, for example, as the late Professor Tombo, none of whose countless friends felt the blow of his untimely death more keenly than did the many students to whom he had given elementary instruction in Columbia College.

I hope it will not be regarded as uncharitable to suggest that certain departments whose major interest is frankly in graduate work have discovered a pragmatic value in co-operating with the College Committee on Instruction, now that departmental recommendations for the University Budget are referred to the different committees on instruction for comment before being considered by the Trustees. These departments have observed, further, particularly since the development of the courses leading to a degree with honors, that Columbia College students, properly treated, provide an excellent source of supply for advanced work and research. At any rate the College has now little to complain of. It has not been felt necessary to follow the lead of Barnard College in providing, by

**Departmental
Relations**

formal assignment, for a special collegiate representative from each department. In most cases such a representative has developed, naturally and informally, within the department.

Where the conditions are not wholly satisfactory it is due, I think, to a lack of understanding rather than to a lack of sympathy. The relative closeness of the different departments to the needs of the College is reflected in an interesting way through the choices of subjects made by the candidates for honors. Those interested are advised to study an article upon these honors courses, by Mr. John J. Coss, of the Department of Philosophy, which will appear in the September issue of the *Columbia University Quarterly*.

The president of one of our largest American universities has stated that the best thing to do with the Freshman year of our American colleges would be to abolish it. The Committee on Instruction of **Freshman
Year** Columbia College is coming to the opposite conclusion, that the best thing to do is to emphasize it. The committee has already taken certain steps in this direction, and has others, more far reaching in their nature, in contemplation. On educational grounds a bridge is really needed between the close oversight of the school and the freedom of the university. We have at Columbia the initial advantage of unusual knowledge on the part of the Committee on Admissions as to the strong and weak points of entering students, and that committee has decided that for the future it will admit boys who apparently need to give uninterrupted time to their studies only upon condition that their parents will agree to keep them from fraternity membership and participation in time-consuming student activities, until they can show by mid-term that they have made a respectable start in their college work. The committee is also requiring a certificate of health from each candidate for admission. In many more cases than is generally recognized, failure in college is due primarily to a lack of the physical vigor necessary to carry the work satisfactorily.

Steps have already been taken to emphasize the advisability of residence in Hartley Hall for Freshmen, particularly in the

case of students whose homes are at a distance from the University, and we have the assurance of the co-operation of the Department of Buildings and Grounds in increasing the attractiveness and usefulness of university residence for such students.

In our highly complex academic situation one finds that usually the best way to make satisfactory progress is in so far as possible to concentrate one's efforts. Many a plan excellent in theory would fall of its own weight if put into universal operation, whereas most of the good to be obtained may be achieved if that operation be limited to the points where it is most needed and where it can be effectively used. At present practically all the disciplinary work that is necessary with us is in the case of first-year students. The number of students who "peter out" after a successful first year is negligible. The work of these entering students is almost wholly in the prescribed courses. Without unduly burdening the Registrar's office and the great mass of teachers, it should be possible to exercise a much closer supervision upon the attendance and performance in these prescribed courses than has been the case up to the present, and thereby to make them of more real value to the student. The departments conducting these courses are able and willing to furnish good men for the direct and indirect instruction of the students in them. Through the efforts of the Chairman of the Committee on Admissions, the Freshman programs have been classified and co-ordinated, and in so far as possible, each section of Freshmen will be given the same instructors in Philosophy, in Mathematics, and in English. A start has already been made by the men in charge of these sections toward co-operation in topics to be considered, assignments of work, and the like, which ought to enable the student early in his career to rid himself of the idea that learning comes in water-tight departmental compartments.

This co-operation should have one incidental result of importance. The students who are looking forward to the graduate courses in Engineering are rather likely to undervalue the preliminary work prescribed of them in the so-called lib-

eral subjects. There is a tendency on their part to regard these prescriptions as an excusable weakness on the part of a theoretically minded faculty, to be met with as little work and certainly with as little devotion of interest as possible. The same tendency is also observable in the case of students looking forward to medicine. A perfunctory following of courses in English, philosophy, foreign languages, and the like, would, of course, do all of these students more harm than good. The whole matter will clearly depend more on tradition than on anything else, and the plan of co-operation among Freshman teachers should help to establish the right tradition.

With the Freshman year emphasized as has been suggested, it would be possible for us to weed out, not only the incompetent and incorrigibly idle, but the mediocre and unpromising, and to do it not only firmly but intelligently, leaving as candidates for a degree a group of students of extraordinary academic possibilities. But all this depends upon our being able to deal with each student as an individual human being. In my last report the question of the possibility of limiting the number of students in Columbia College was considered. I am still of opinion that unless unexpected funds are made available, it will be impossible for us to do our work as it should be done unless such a limitation is made. Within five years the College has grown from 667 to 941, and the applications now in the hands of the Committee on Admissions would point to a still further increase in the coming year.

Respectfully submitted,

FREDERICK P. KEPPEL,

June 30, 1914.

Dean.

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to present the annual report for the Law School for the academic year ending June 30, 1914. The registration for the year was as follows:

Candidates for degree of Master of laws....	5
Third Year Class.....	129
Second Year Class.....	145
First Year Class.....	173
Non-matriculated students	45
Summer Session	99
Total	596
Less duplications	86
Grand total	510

Of the non-matriculated students, twenty-five held academic degrees entitling them to become regularly matriculated students, and twelve were graduates of other law schools. The remaining non-matriculated students met fully, and most of them more than met our entrance requirements for non-matriculated students.

The increased size of the school has led to a more rigid enforcement of all entrance requirements, and it is believed that a larger number of applicants were denied admission because of inadequate preparation than ever before in the history of

the school. A number of these students were induced to continue their general education before beginning their law study, and will doubtless enter this school or some other having equal entrance requirements. The number of College Seniors registered in the law school during the current year was twenty-six, a falling off of about fifty per cent. of the number so registered during the year 1912-13. It is believed that the failure of a larger number of College Seniors to exercise the law option is due to two causes. One is the more general understanding of the revised rules relating to admission to the Bar adopted by the Court of Appeals in 1911 and now in force, which provide that non-college graduates must pursue law study for four years, either in an approved law school or in an office, or partly in each, before admission to the Bar; whereas, college graduates may be admitted after three years of law study. Although College Seniors exercising the law option, who have also graduated from the Columbia Law School, are college graduates, and have successfully studied law for three years, they are not eligible for admission to the Bar—although they may be admitted to the Bar Examinations—for the reason that one year of their law study has preceded the actual award of their Bachelor's degree; whereas the rules for admission to the Bar require that whenever a candidate applies as a college graduate, the award of his college degree must precede all law study counted toward the three years of law study required of college graduates for admission to the Bar. Thus the rules for admission to the Bar nullify one of the main advantages hoped for from adopting the "combined course," namely, the combining of liberal with professional education in such manner as to prepare the student for beginning the practice of his profession earlier than would otherwise be possible. The result is that a number of College Seniors, who would otherwise exercise the professional option, finding that they cannot thereby hasten the beginning of their professional work, prefer to complete their regular college course before taking up law study.

College Seniors
Exercising the
Professional
Option

Another influence affecting the number of College Seniors exercising the law option is the co-operation of Dean Keppel with the Dean of the Law School, in advising College Seniors not to begin law study during the Senior Year unless their record for scholarship in the College has been decidedly good, and unless, in any event, they are willing to forego the usual extra-classroom activities which play so large a part in college life, but which have no place in the life and work of the average law student at Columbia.

In the spring of 1913 a definite program was inaugurated for raising the standard of the school by more exacting and uniform examination requirements. To make
Higher Standards examinations in law exacting, and uniformly exacting, is not easy, when an allowance is made for a natural difference in the attitude of individual instructors, where, as at Columbia, the desire not to interfere unduly with the freedom of action of the individual instructor is controlling. Nevertheless, real progress has been made, and it is hoped and believed that much more will be accomplished during the coming year by the free interchange of views and comparison of results at Faculty conferences, which are held at frequent intervals. The ends sought are, of course, not primarily the raising of standards for the purpose of making legal study extraordinarily difficult, but are rather the stimulation of zeal for thorough legal scholarship and the performance of a duty both to the school and to the legal profession, by eliminating the unfit.

In this connection a study of the registration in the fall of 1913 reveals some interesting facts, especially with reference to those members of the first and second year classes who failed to return to the school as second and third year students, respectively, in September, 1913. The total number of students not returning for registration in these classes was sixty-one, of which twenty-three were members of the previous year's second year class, and thirty-eight were members of the previous first year class.

The following is the result of an investigation of the reasons, so far as ascertainable, for their failure to return :

Total number of Second Year Class of 1912-13 not registered for 1913-14.....	23
Number receiving 2 or more F's.....	14
Number receiving 1 F in addition to the allowed number of D's.....	4
Number not taking examinations.....	3
Number not returning on account of illness.....	1
Number not returning for financial reasons.....	1
Total.....	23
Total number of First Year Class of 1912-13 not registered for 1913-14.....	38
Number receiving 2 or more F's.....	19
Number receiving 1 F in addition to the allowed number of D's.....	4
Number not taking examinations.....	2
Number not returning on account of illness.....	1
Number not returning for financial reasons.....	4
Number giving up study of law.....	5
College Seniors not returning for reasons not known.	3
Total.....	38

These statistics indicate that the policy of the Faculty in raising the standard of the school is having an immediate and appreciable effect, and has already resulted in a distinct improvement of the quality of the student body.

The so-called case system of instruction, rightly understood and applied by competent instructors, is unquestionably the best method of legal instruction for students of mature mind, who have a foundation of liberal education on which to build; but neither this nor any other method now in use, in my judgment, gives adequate attention to training the student in the use of law books or in original and independent investigation of legal subjects. Whatever the system employed, the student acquires his familiarity with legal principles either from study of selected cases or text books, supplemented by classroom instruction, in the course of which citations are noted for collateral reading. However well adapted this process may be for the elucidation of legal principles, the average student gains very little familiarity with legal digests, citations, collections of Statutes and general legal literature, and he has little practice in the examination of legal questions on his own

Methods of
Instruction

responsibility. The editors of the *Columbia Law Review* have this experience in the preparation of the notes of cases for the *Review*. That the experience is valuable educationally is undoubted. Its practical value is evidenced by the fact that we are unable to supply the demand from the best law offices for our graduates who have had *Law Review* training.

During the past year the first steps have been taken toward establishing a system by which all of the students in the school should have the benefit of training of this character. The plan is to assign from time to time, especially in the second and third year classes, topics on which they are required to prepare legal memoranda of such a character as to necessitate original investigation and examination of general legal literature and the study of reports and statutory law. It is obvious that with a school numbering five hundred or more this scheme cannot be carried into effect systematically without considerable more clerical assistance to members of the Faculty, for the examination and criticism of memoranda, than is available with our present appropriation. It is our purpose, therefore, to test the value of the plan so far as possible under existing conditions, and, if the results justify it, to seek the necessary financial support for carrying out the plan on a comprehensive scale. In this connection, we should take advantage of the opportunity now afforded to appoint to our vacant post of Law Librarian a man qualified by training and inclination to assist actively in this important work.

The importance to any educational institution of prompt and regular attendance upon all classroom exercises by both students and instructors cannot be over-estimated.

The Faculty No single factor has a more vital influence on the morale of a school. In this respect Columbia Law School in the past has been singularly fortunate. Our instructors have very generally escaped serious illness and, taken as a whole, have been punctilious in meeting all classroom engagements. It is, therefore, with regret that I report that during the past year four members of the Faculty have been necessarily absent for considerable periods because of serious illness. The unfortunate effect of

these absences upon the work and discipline of the school have been minimized, so far as possible, by the generous assistance freely given by other members of the Faculty, and by the assistance during the second half-year of Professor Gifford, of the Yale Law School, who gave the courses in Agency and Trusts to the Second Year class.

It is with great regret that I report the retirement of Professor Goodnow from the Faculties of Law and Political Science, to accept the presidency of Johns Hopkins University. For more than thirty years he has been identified with the work and growth of Columbia University as a teacher of law and as a distinguished writer on legal subjects. To him Columbia Law School is indebted for establishing on their present basis the courses in Constitutional Law, "Public Officers," Municipal Corporations, and Taxation, and for the ability and enthusiasm with which he has always aided in the solution of its problems. His courses in the Law School will be given next year by Professor Powell, who has given them so acceptably during the past year while Professor Goodnow was absent on his mission as legal adviser to the Chinese Government.

The only other change in the Faculty during the coming year will be that occasioned by the appointment as Professor of Law of Professor Ralph N. Gifford, Harvard A.B., LL.B., late Professor of Law at the Law School of Yale University. Professor Gifford's ability as a teacher is well known to Columbia students and to the Law Faculty. He has successfully presided over courses in the summer session for several years, and on three occasions he has acceptably given courses during the regular session of the Law School during the illness or absence of members of the Faculty.

The courses assigned to Professor Gifford during the coming year are Criminal Law, Agency and Evidence. He will also give the courses in law offered in the School of Journalism and the School of Mines, thus insuring the giving of these courses regularly by a member of the Law School Faculty, as has been desired both by those schools and by the Faculty of Law.

A word of caution should be spoken about courses in law of-

ferred to students as incidental to their training as engineers, journalists or other non-legal professional training. Undoubtedly all men of education would be better educated and better fitted to perform their duties as citizens if they had an intelligent non-technical knowledge of the nature of law, its sources, and in a general way, of the methods of its administration. The notion, however, that professional engineers or the members of other non-legal professions are better able to practice their profession or to protect themselves or their patrons, because they have a smattering of the rules of law imparted to them in a half-year course of lectures by a law professor, is utterly fallacious, and is as dangerous to the student and to those whom he may later serve professionally as would be a corresponding short time professional course in the practice of medicine.

The only notable changes in the curriculum will be the temporary omission of the course in Patent Law, owing to the retirement of Judge Holt, who had undertaken to give the course only during the remaining years of his service as a Federal judge, and the changes occasioned by finally carrying into effect the reorganization of the Property courses announced over a year ago. As a result of these changes, the course in Personal Property of two hours a week will be given during the first half of the First Year by Professor Kirchwey. The introductory course in Real Property will be given by Professor Abbott four hours a week during the first half of the First Year. The course will be continued by Professor Abbott two hours a week during the Second Year, particular attention being paid to Estates, Contingent and Future Interests, the law of Landlord and Tenant, and Conveyancing. The present second year course dealing with Boundaries, Easements, Covenants Running with the Land, and Incorporeal Hereditaments will be transferred to the third year and will be given by Professor Kirchwey two hours a week.

These changes have been adopted by the Faculty on the joint recommendations of Professor Abbott and Professor

Kirchwey with the confident expectation that they will result in a unification of the several courses concerned, and in a more logical and natural development of the subject.

The interest of the school in the program for more scientific drafting of legislation was evidenced, and renewed emphasis given to this movement by the appointment as Carpentier Lecturer for the year of Sir Courtenay Ilbert, G.C.B., Clerk of the House of Commons. His long experience, as in fact Parliamentary Counsel in matters of legislation has constituted him a recognized expert in legislative drafting, and his lectures delivered in October and November, now published in book form by the University Press, form an important contribution to the literature of the subject.

**Legislative
Drafting**

At the risk of the charge of undue repetition, I again call the attention of all those interested in the welfare of the legal profession to the importance, both to the State and to legal education, of correct methods, intelligently applied, of examination for admission to the Bar. It is idle to talk of law reform and improved law administration when we demoralize our Bar by the admission to it annually of an ever-increasing number of men who are without the education or the associations which tend to develop character, and whose training for their profession is too often tested by methods which ignore the teaching and experience of legal education.

**Bar
Examinations**

It is for legal education to set its own standards and to lead in this reform, rather than to accept as adequate, standards of admission to the Bar which disregard the great advance made in methods of training for the Bar by the leading law schools of the country during the last generation. That progress is being made is indicated by the fact that the principal topic of discussion before the Section of Legal Education at the meeting of the American Bar Association this autumn will be the rules and methods of examination for admission to the Bar, and that the New York City Bar Association has appointed a committee to investigate and report on the methods of examination for the Bar in this State.

The graduating class, following the custom so happily established by classes of recent years, has presented to the School a substantial addition to its collection of engravings of eminent lawyers. These, when suitably framed, will be distributed among the various lecture rooms in Kent Hall. It is greatly to be desired that from time to time further additions to our collections of portraits of distinguished jurists may be made by friends of the school for the adornment of our Library and lecture rooms.

Progress has been made in the effort begun by the Law School Alumni Association two years ago to increase substantially our library equipment. All told, \$13,230.69 has been raised for library purposes, in addition to the usual Library Appropriation for the Law Library. This sum is being judiciously expended in the purchase of material which will add to the permanent value of our collection and render it more serviceable to our student body.

I am pleased to report that the Faculty of Law at all times in the past year has been actuated by the spirit of loyal co-operation so essential to our continued progress and success.

Respectfully submitted,

HARLAN F. STONE,
Dean.

June 30, 1914.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to present the following report of the academic year at the College of Physicians and Surgeons ending June 30, 1914:

The attendance at the College during the year was 369 students, who may be divided into the following classes:

	Registration
Fourth Year	71
Third Year	87
Second Year	67
First Year	108
Special students, including graduates.....	36
	<hr/>
Total	369

The graduating class numbered 71, of whom three received their degrees the preceding fall. The percentage of the graduating class who had received a previous bachelor's degree was 77+ per cent., which is a somewhat higher standard than has been the case during the past four years.

There is now no medical school which adheres rigidly to the requirement of a baccalaureate degree for admission to its medical courses. The endeavor to raise the standard of medical education by demanding a bachelor's degree as a prerequisite had been adopted by a few schools, but all of them have receded in some degree from that extreme position. It was found in practice to be unwarranted and to require too much time for the preparation of the

**Standards of
Education in
Medicine**

majority of students. As has been pointed out in previous reports, this requirement finally broke down before the advancing popularity of the combined course which was inaugurated at Columbia in 1890 and which has been developed by so many of the State Universities of the Middle West. A number of schools, however, require of its candidates for the doctor's degree in medicine that they shall have received such a first degree prior to graduating as a doctor. This logical point of view is a corollary to the full development of the combined course of two years in general science and two years in medicine leading to a bachelor's degree.

Columbia University requires at the College of Physicians and Surgeons the entire substance of such an education. All its graduates in medicine have received four years in medicine and two years in general scientific training prior to their medical work. These graduates have fulfilled all the requirements of the six-year combined course for which Columbia offers the double degrees of bachelor of science and doctor of medicine. But the double degree is given only when the individual student has spent all of his six years in the Columbia schools. In other branches than that of medicine the bachelor's degree may be earned after two years of residence, the earlier credits being accepted from other universities.

The medical student is required to complete the work but is denied the academic reward, which he would value and which he has really earned. It is the opinion of the medical faculty that the full development of the school is hampered by this discrimination. Columbia was the pioneer in the development of the combined course, but Columbia has not continued in the line of its logical development. The better State Universities have shown the way, and it would seem right that a student who brings to Columbia a proper amount of credit for two years' work in another college should receive a bachelor's degree after completing the first two years of the curriculum at the College of Physicians and Surgeons. If Columbia would adopt such a plan it would be an easy matter to require of every applicant for admission to advanced standing in the medical school that he should have received

such a degree prior to entrance on his third year. Columbia would then be placed on the highest plane of requirements in medical education which it now seems will prevail in this country for many years to come.

During the past year there has been much discussion of the question of adding a fifth or hospital interne year to the medical curriculum. No practical solution has as yet been reached. The whole matter is being investigated by the Council on Medical Education of the American Medical Association, who are endeavoring to form a classification of the available hospitals in the United States prior to the formulation of some plan that can be generally adopted by all the schools in the country at once. As was pointed out in last year's report, it is difficult for so radical an extension of the curriculum to be introduced except by a complete co-operation between all the first class medical schools. The theoretical need of such a year is apparent to all teachers, but a possible application has not yet been presented by those conversant with the matter.

**A Fifth or
Hospital
Interne Year**

A very important improvement in the clinical organization of the College has been brought about at the Presbyterian Hospital during the year. Both the medical and the surgical divisions have been placed under the single control of the heads of those departments in the school. The College will secure, in consequence, a university clinic both in medicine and surgery second to none in its capacity for education and for clinical research. The organization of the personnel of each clinic has been placed on a university basis. Each clinic is a thoroughly equipped hospital unit and will have its clinical record rooms, its teaching laboratory, its departmental library, its research laboratories, its teaching lecture rooms, and its intimate connection through interlocking assistants with the pathological department, which has always been organized on a similar university basis. The alliance between the Presbyterian Hospital and Columbia University is solving in New York the most important problem in medical

**Organization of
the Presbyterian
Hospital**

education which confronts the medical schools of the United States to-day. The boards of trustees of the privately incorporated hospitals in the United States have been very slow to recognize what they owed to the public in relation to medical education. They hardly yet understand except in a few cases that their greatest usefulness can be fulfilled only in close co-operation with a teaching university. The Board of the Presbyterian Hospital were the pioneers in this city to enter this new field. During the past four years they have done much to help all the hospitals and medical schools of the country in solving the present day problem of how to make two separate corporations, one a university and one a hospital, work together for a common object and to the advantage of both.

It has been the duty of the College and of the Presbyterian Hospital to appoint during the past year new heads of department both in the practice of medicine and in **New** surgery. This has been done with a remarkable **Appointments** unanimity of opinion by both corporations, and in each case by the advancement of teachers already in the school. It was recorded in last year's report that Professor Blake, after ten years of service, had resigned as Professor of Surgery. It is a pleasure to record the appointment to this vacancy of Professor George E. Brewer, also for ten years Professor of Clinical Surgery in this College. Professor Brewer will bring to his department an enthusiasm and success in teaching and a skill in his specialty which ensure a further development of this department beyond the high plane it has always maintained.

In like manner Associate Professor Longcope was promoted to be Bard Professor of the Practice of Medicine and placed in charge of this department in the vacancy at the hospital and the school caused by the resignation of Professor Janeway. The College is to be congratulated that it had upon its staff the proper man to succeed his chief in so important a chair. Professor Longcope has served for four years as the immediate understudy to Professor Janeway, and under

his skillful oversight the medical clinic of this college should grow and develop without check.

A third head of department was appointed during the year. Professor C. G. Coakley was called from the New York University to fill the vacancy in the Department of Laryngology caused by the death of Professor Simpson. Columbia will gain in this addition to its staff a trained scientific specialist and a teacher whose reputation is already well known.

Late in the spring term Professor Janeway accepted a call to the head of the Department of Medicine at Johns Hopkins University. He felt constrained to undertake this new duty because of the unique opportunity there offered to put into practice the newest theories concerning the organization of a clinical teaching chair in one of the principal branches of medicine. All the details of the proposed reorganization are not available, but it is generally understood that the professors of the clinical branches of medicine and surgery shall be placed upon the same basis as the professors of scientific branches and shall not receive extra remuneration for their consultation work, but that the fees for such work shall be paid into the hospital treasury. This new experiment in medical education has received substantial financial backing, and it is credibly reported that the same plan will be tried at Yale and possibly at Washington University in St. Louis. Professor Janeway takes with him to his new home the hearty support and well wishes of the faculty of this school. His departure under the unusual conditions outlined above may well bring up the question whether every first class medical school, and Columbia in particular, should not adopt the same plan of organization as has been done at Johns Hopkins and at Yale. Several considerations would not seem to warrant such a conclusion. In the highly organized universities of Europe it has never been suggested that such a plan was wise and that, too, in spite of the fact that those universities are almost without exception supported by the State, and might therefore seem to be more jealous of a professor's time spent in outside work than would be the case when serving under

**New Idea in
Medical
Education**

an incorporated institution. It would seem also that the plan presupposed a condition in regard to the chairs of the scientific branches which does not really exist. It is believed that the professors of the scientific branches of pathology, of bacteriology, and of chemistry, for example, have always conducted a certain amount of consultation practice for which they have received fees apart from their salaries. It is believed that these scientists should continue so to do or that otherwise they will lose some of their most interesting experiences and suggestions for investigation. But the main objection to thus limiting the experience of a clinical worker seems to lie in the fact that it will really be a limitation both in his field of observation and in his opportunity for the stimulation of his imagination in experimental work. It cannot be doubted that no man can eliminate part of the practice of medicine from his studies without weakening his hold upon the whole of it. The error in this new experiment would seem to lie not so much in the possibility of securing at present proper incumbents to accept such limited professorships, for those now taking them have already been trained in all phases of medical practice. Professor Janeway, for example, will make a success of this experiment in education, for he has been trained in all branches of practice, both public and private, and also consultative. The new departure will seem at first, therefore, to be a great success. The error rather is to be found in the training of men for the future and in the development of a group of men of partial experience who will be the logical successors of the professorships of clinical branches, and it may well be questioned if time will not show the failure of this plan.

During the past year the College has lost two officers by death. On September 20, 1913, Prof. John G. Curtis died four years after retiring from his active work in the College. The following minute was unanimously adopted by the faculty to commemorate Professor Curtis's long and manifold services to the College to which he had devoted his whole active life:

Deaths

The Faculty of the College of Physicians and Surgeons records with sorrow the death of Dr. John Green Curtis, Emeritus Professor of Physiology, which occurred at his home in Chatham, Massachusetts, on September 20, 1913. For a period of forty-seven years, or nearly the whole of his adult life, Dr. Curtis was connected officially with the College. Immediately after his graduation from Harvard in 1866, he entered the College as a student at the age of twenty-two. During the last of his four undergraduate years he served as an interne in Bellevue Hospital. He received his degree of M.D. in 1870. Upon his graduation, and while still a hospital interne, he became an assistant demonstrator of anatomy in the College, and in the following year he was advanced to a demonstratorship. In 1873 he added to his duties a course of lectures on injuries and diseases of the blood vessels. But his predilections were for the science of physiology, and in 1875 he was transferred from the Department of Anatomy to an adjunct lectureship in physiology, supplementary to the professorship which was held by Dr. John G. Dalton. In the following year he was promoted to an adjunct professorship in the same subject. He took charge of certain parts of the course in physiology for medical students, and showed, in the words of Dr. Dalton, "eminent ability in the arrangement and application of experimental methods." In 1883 Dr. Dalton resigned from his chair and Dr. Curtis became his successor. At the same time he retired from the practice of medicine and thereafter gave his entire professional attention to the duties of his department. His active professorship he held for a period of twenty-six years, retiring to an emeritus professorship in 1909. When the removal of the College from 23d Street to 59th Street was projected, he realized that the opportunity had come to establish in the institution for the first time an adequate physiological laboratory, and he then began a series of visits abroad, in the course of which he became acquainted with the leading physiologists and laboratories of Great Britain and the Continent. He took as his chief models the physiological institutes of Germany, and sought successfully to introduce their spirit and methods into his own department. The income of the Swift Memorial Fund then became available, and with its aid he was able to begin the acquisition of the large and valuable equipment of apparatus which the College now possesses. Organizing his laboratory at first for purposes of demonstration and research, he later lent his influence to the establishment of a regular course in practical work for the undergraduate students.

Besides these activities in behalf of the Department of Physiology, Dr. Curtis served for the period of fourteen years from 1876 to 1890 as Secretary of the Faculty of Medicine. In those years it was the duty of the Secretary to act as adviser and adjudicator in many matters connected with administration, and in this capacity Dr. Curtis's relations with the College in general and with his colleagues and the student body became intimate. The records of the faculty meetings, written by his own hand during the whole period of his secretaryship, reveal his zealous participation in the affairs of the College, his unremitting devotion to its well-being, and the marked accuracy of detail, which characterized all his work. He played an active part in the removal of the College to its present site. He had much to do with the planning of both the new building, which represented the best American medical school architecture of the time, and the revision of the curriculum which accompanied the removal. He shared in the labor of extending the course at first from two to three, and later to four, years. In 1890 and 1891 he was prominent in bringing about the union of the College with the University. From 1898 to 1904 he represented the Faculty of Medicine on the University Council, and from 1903 to 1904 he served as Acting Dean of the College. In the Alumni Association of the College he served as a trustee, as a member of the Council and as president.

Besides these numerous official positions, Dr. Curtis was constantly called upon to serve upon committees, and his counsel was constantly sought on matters relating to the welfare of the College. No call of this kind was ever unheeded. The interests of the College were his chief interests and he was unstinted in his willingness to give unselfishly of his time and wisdom and energy that the College might benefit. His was a forceful personality, and he made an enduring impression upon his colleagues and pupils, an impression which was accompanied by a warm affection on their part toward him. In summarizing here what he accomplished during his many years of untiring labor, the Faculty of Medicine desires to place on formal record its profound and grateful appreciation of his varied and valuable services.

Prof. William Kelly Simpson, head of the Department of Laryngology, died February 6, 1914, after six months' absence due to illness. His work was best known as a teacher, and in his specialty he made himself one of the most popular instructors in the school.

A rearrangement of the departmental libraries for medicine and surgery has been made and both libraries are now housed in the Presbyterian Hospital, where special quarters have been fitted up for them. The Edward G. Janeway library furnishes a very complete collection of current medical literature and is sufficiently endowed to provide for its maintenance. A notable addition has been made to the surgical department by the acquisition of the medical libraries of Professor J. A. Blake, given by Professor Blake, and of the medical library of the late Professor Hartley, given by Mrs. Hartley. These two sets of books provide for this department a valuable collection of the history of surgery since the discovery of antiseptics as written in surgical periodical literature. Both libraries will be used for the training of the students in their final years of study.

Libraries

A growing interest in graduate work has been developed of late years in the medical schools of this country. Post Graduate instruction in medicine is of two kinds.

The more superficial form is represented by the short course of instruction of a few weeks' duration which attracts the practitioner from his home to refresh his experience and to learn the newest methods in some branch of medicine. Such courses of study are of value, but they are given best in a special department or a special school. The many post graduate schools of the larger cities supply this want quite effectively, and such duties could not be well conducted by a school principally interested in undergraduate instruction.

Post Graduate

Instruction

Graduate work in medicine on the basis of graduate work in other academic fields can scarcely be said to exist. The degree of Doctor has been applied to the ordinary work in course, and it would seem impossible to overthrow the custom of years and not to give the Doctor degree as the first degree in the medical course. Nevertheless some academic reward should be set for students who might apply themselves in medicine for a continuous period and for a more intensive course of graduate work than is done in the ordinary post graduate course described above. The College of Physicians

and Surgeons has made a beginning and has organized some courses of instruction which are of sufficient length and value to be ranked in this second and better class of graduate work. This is true of the clinical departments of diseases of children, of dermatology and syphilis, and should be done for every medical specialty. There are courses on the same plan in the departments of anatomy, bacteriology, biological chemistry and physiology. These laboratory courses are in part classified on the general group of pure science and are counted in certain cases toward the academic honor of Doctor of Philosophy. It would seem wise for Columbia to revive the degree of Doctor of Science in medicine as an academic degree to be given in course for the completion of a proper number of hours in purely medical work. Such an action would stimulate this school to offer more work in graduate courses on the same high standard as these already referred to.

One great demand of to-day is for a proper course of study to fit those completing it to fill the positions of sanitary experts and health officers in the many state and municipal departments which are being organized constantly. This question has been under discussion at Columbia for some time, and this is not the time or place for a presentation of the outlines of such a course. This College is ready and eager to participate in such a development, but when the details are fully prepared and working a proper academic reward must be given for the work done. Other institutions have devised the degree of Doctor of Public Health or Certified Sanitarian, but it would seem that a further application of the proposed degree of Doctor of Science would be a logical solution of this side of the problem.

In reporting on the work of the several departments the following facts should be noted.

The Department of Anatomy will lose the services of Professor A. M. Miller, who has been called to direct the Department of Anatomy at the Long Island College Hospital. Professor Miller has been a full time teacher. He has contributed important observa-

**Hygiene and
Public
Sanitation**

Anatomy

tions to anatomical science, and his transfer to another college will be felt by the school. During the year several pieces of research work have been completed by the research workers in Anatomy and published on the development of blood vessels and on the central nervous system.

In the Department of Bacteriology, a new course, open to the students of medicine, on the problems of immunity, was added to the elective options, and has proved a very important advance in our educational program. Research in bacteriology has been of a high grade. Both the character and the number of the papers published has marked a year of great activity.

Bacteriology

In the Department of Biological Chemistry research in the field of dental caries and of oral sepsis has been conducted on biochemical lines. A complete new staff has been secured to replace the former officers who have been called to posts of greater responsibility in other schools.

**Biological
Chemistry**

In the Department of Neurology the resignation of Professor J. Ramsay Hunt has been followed by the appointment of Professor Frederick Tilney as his successor. This change will result in a new alignment of the courses of instruction and will unite the work in clinical neurology to the study of the normal and pathological anatomy of the nervous system.

Neurology

The resignation and transfer of Professor Jobling to Vanderbilt University will be the occasion for the elevation of the instructors of the Department of Pathology to higher grades. A volume of papers will be published on several branches of research, especially on the ductless glands, on ferments and autoferments and on tetany. New courses of instruction in connection with clinical medicine have been given on nephritis and arteriosclerosis, on diseases of children and on special pathology. These courses have been well attended by graduate students.

Pathology

The Department of Physiology has become active in the development of post graduate instruction by the

organization of a course in clinical physiology and another course in which certain problems in evolution were studied from the standpoint of physiology. **Physiology** Research on the viscosity of the blood, on muscular physiology, on cardiographic work and on ventilation have been carried on.

The Department of Physiology is working in connection with a commission on ventilation of the State of New York. A number of universities are assisting in this work, and the results of the commission promise to prove an important contribution to the broad problem of ventilation. The work on the electric cardiograph has continued to be very active, and a number of valuable additions have been made to the apparatus. This important branch of study has linked the Department of Physiology to clinical medicine in a way which will add much to the efficiency of the research which is done in the department.

The reorganization of the Department of Medicine at the Presbyterian Hospital has already been referred to. **Practice of Medicine** The course in internal medicine for the undergraduate student is now a very thorough and continuous one during two years and a half.

During the year two members of the staff have been transferred to the public service in the city and state. Dr. Linsly R. Williams, Associate in Medicine, has been appointed to the important office of Deputy Commissioner of Health of the State of New York. Dr. Haven Emerson, Associate in Medicine, has been made Sanitary Superintendent of the City of New York, in which position he becomes acting Commissioner of Health in the absence of the Commissioner. These appointments serve to emphasize the growing necessity for the training of men in public sanitation, which has been referred to in this report.

Research in the scientific side of medicine has been conducted in connection with the work at the Presbyterian Hospital, and also in conjunction with the Departments of Pathology and Biological Chemistry. Diabetes, experimental nephritis and tetany were the principal subjects investigated.

The Department of Surgery has organized the undergraduate course in surgery upon a more logical sequence of subjects; it now covers parts of two and a half years of the curriculum. The work of the clinical clerks in the several hospitals has been standardized, and the results will be more uniform than ever before. Several members of the surgical staff have presented the special subjects in the lecture room, and the amount of practical work in minor surgery has also been increased.

Surgery

In general it can be asserted that the new curriculum, which has been in force only one year, has given an opportunity to the students for more individual and outside reading in connection with their required clinical experience than formerly was the case. A system of elective studies in the several branches of medicine is also being developed. It is safe to say that the course of study leading to the degree of Doctor of Medicine at the College of Physicians and Surgeons is on a better basis than ever before.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean.

June 30, 1914.

MINES, ENGINEERING, AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

Our activities during the past year have been devoted mainly to perfecting the programs of study of our new **New** advanced courses and in determining more definitely the scope of the subjects which comprise them. At the same time we were naturally interested in any features of the registration of our present four year course which would indicate a trend toward advanced engineering study at Columbia, and were encouraged by an increase in the percentage of students entering our Schools with first degrees from other institutions. These students, who entered with advanced standing, may be regarded as probably representing those who will enter our graduate courses. To this group should be added the eighteen officers of the United States Navy, selected from the Second Year class of the Post Graduate School at Annapolis, who were assigned to Columbia for the year to pursue advanced courses in mechanical and electrical engineering, metallurgy and wireless telegraphy and telephony. The result of our experience with this group of naval engineers during the past year has been so satisfactory that the Navy Department has decided to continue the plan and has notified us that they will send their entire class of eighteen officers to Columbia again next year.

Too much cannot be said for the efficient and unselfish devotion of those of our instructing staff who have brought about this very satisfactory result, one which augurs so well for the success of our advanced engineering courses.

The advanced work in highway engineering has likewise been conducted during the past two years with such efficiency and success as to attract during the past year some fifty-three students from the following sources: State Highway Departments, 9; County Highway Departments, 1; Municipal Highway Departments, 14; Public Service Commissions, 3; University Faculties, 3; Contractors' Organization, 10; Engineering, Research and Chemical Departments of companies manufacturing road and paving materials, 11; Engineering Departments of companies manufacturing road and paving machinery, 2. This shows a co-operation with State and Municipal Departments and with educational institutions and industrial organizations which is extremely gratifying as an indication of our increasing usefulness to the country in a field of engineering which has so important a bearing upon national progress.

**Highway
Engineering**

Notwithstanding these encouraging signs from outside the University, we regret that we have to report that the number of students coming up through the new B.S. course in the College is far below our expectations. While a satisfactory number of students entered upon this course when two years ago it was inaugurated, mainly for the purpose of preparing students for admission to our advanced engineering courses, only a small number will be qualified to enter the First Year of our advanced courses in September, 1915. This may be due to the difficulty experienced by the College student in keeping within the limitations of a somewhat arduous prescribed course. This situation is, however, now under control, and from present indications the number of students who will enter the College with the intention of finally entering Engineering will be very satisfactory.

Registration

At the request of the President, consideration has been given by our Committee on Instruction during the past year to the question of granting a higher degree under the Faculty of Applied Science, preferably that of Master of Science, to those students who, like the naval officers and those registered for advanced work in

**Higher
Degree**

highway engineering, do not pursue the full program of studies leading to the professional engineering degrees. Inasmuch as this policy will affect to some extent one of the other graduate faculties, it has not been feasible to get the matter in satisfactory shape for presentation to the Trustees. It is hoped, however, that this may be possible during the coming year, so that the administration and guidance of those advanced students whose work falls entirely within the field of engineering will come under the Faculty of Applied Science, where it can best be fostered and where it would appear most naturally to belong.

Additional appropriations and gifts made it possible during the past year to increase the equipment and facilities in many of our laboratories. The generous gift of **Gifts** J. Parke Channing, '83 Mines, to our Department of Metallurgy, which was mentioned in a previous report, has made it possible to enlarge the non-ferrous laboratory by a rearrangement of the equipment and the installation of a complete metallurgical plant, and greatly to increase and perfect the facilities of the metallographic laboratory, so as to make it one of the best in the country for both instruction and research in this important branch of metallurgy.

The gift of Mrs. Helen Hartley Jenkins, also previously mentioned, has been used to install a high-power radio outfit for instruction and research in wireless telegraphy and telephony. This laboratory has not only been of great service in the instruction of our naval officers, but has already contributed toward important progress in the field of radio work, which will be brought to the attention of the public in the near future.

Satisfactory research work has also been conducted in our materials' testing laboratory with the aid of the income from the William R. Peters, Jr., Research Fund, and it is expected that the results of this productive work will be published in due course of time.

Additional equipment has been placed in the ore dressing laboratories of the Department of Mining, in the experimental laboratories of the Department of Mechanical Engineering and in the laboratories of the Department of Electrical Engineer-

ing and Engineering Chemistry, all of which will be of assistance in connection with our advanced engineering courses. While we have been doing what we can in this direction within our limited means, we are in urgent need of a generous endowment which will enable us to provide even more adequate laboratory and library facilities for the students who will attend our advanced courses.

**Endowment
Needed**

A change of policy in regard to Camp Columbia has been effected by removing the administration of the field work in surveying from the Department of Civil Engineering and placing it under the jurisdiction of the Director of the Summer Session. This was done for the purpose of opening up the exceptional facilities for outdoor engineering instruction at Camp Columbia to students of other institutions in addition to our own, along the lines which have been followed so successfully in the Summer Session of the University. The fine Columbia spirit of comradeship which has come from our students working shoulder to shoulder and day by day in the open at Camp Columbia has always been regarded as one of the best influences in our engineering course, and it is confidently hoped that this will be in no wise affected by the change in administration.

**Camp
Columbia**

On May 28, 1914, the alumni of the School of Mines gathered from far and near to attend the celebration of the fiftieth anniversary of the founding of the School.

This took the form of a reception to our alumni and friends and a convocation, at which addresses were made by the President of the University, by Mr. T. A. Rickard, of London, and Mr. Hennen Jennings, of Washington. At the same time honorary degrees were granted to a number of the alumni of the old School of Mines who had distinguished themselves by marked ability and accomplishment in their chosen professions.

**Fiftieth
Anniversary**

The convocation was followed by the inauguration of the Charles F. Chandler Lectureship, founded by the alumni on the occasion of the retirement of Professor Chandler from active service. The lecturer was Dr. Leo H. Baekeland, who

was presented with the first Chandler Medal. The members of the Society of Older Graduates of Columbia, many of whom were students in the School of Mines, then presented a memorial tablet, which was placed in the entrance to the School of Mines building and which is inscribed as follows:

SCHOOL OF MINES

1864-1914

*In commemoration of the founding of
the School of Mines and in honor of*

FREDERICK A. P. BARNARD

President

Thomas Egleston	J. Howard Van Amringe
Francis L. Vinton	Charles A. Joy
Charles F. Chandler	William G. Peck
John S. Newberry	Ogden N. Rood

Our Early Teachers

This Tablet is Erected by

The Society of Older Graduates
of Columbia

The celebration was brought to a close by a banquet, at which alumni and friends of the University glorified the old School of Mines and its importance and success in the field of technical education. The effect of the entire celebration was to stimulate and to increase the feeling of responsibility on the part of those who are carrying on the work handed down to us by the pioneers in the old School of Mines.

Respectfully submitted,

FREDERICK A. GOETZE,
Dean.

June 30, 1914.

FACULTY OF FINE ARTS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

As Dean of the Faculty of Fine Arts I have the honor to submit the following report for the year ending June 30, 1914. At a meeting of the Faculty held December 12, 1913, the following resolutions were adopted:

1. *Resolved*, that the present Faculty of Fine Arts be dissolved.
2. *Resolved*, that the School of Architecture be created a professional school of the University under the direction of an administrative board.
3. *Resolved*, that a department of fine arts be created under the Faculty of Philosophy to have direction of the School of Music and of graduate courses in architecture, music, and the fine arts.
4. *Resolved*, that it is the sense of this Faculty that provision should be made as soon as practicable for courses of study in the history of art.

These resolutions secured the concurrence of the University Council at its meeting of December 16, 1913, and were approved by the Trustees at their meeting held January 5, 1914. This action has been carried through to the advantage of the departments and schools represented in the Faculty and without detriment to the work of the University.

Respectfully submitted,

FREDERICK J. E. WOODBRIDGE,
Dean.

June 30, 1914.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

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, 1914:

There has been no legislation affecting the requirements for degrees. With the advice of the Joint Committee on Instruction, the following resolutions were introduced at the November meeting of the faculties:

Legislation

1. *Resolved*, that beginning with the academic year 1914-15 the present regulations governing the award of the degree of Doctor of Philosophy be abolished, except in so far as they affect candidates for the degree already matriculated under them; and that there be substituted for them the following general provision:

After the completion of at least one year of residence devoted to graduate study in this university or elsewhere, students may present themselves for examination in any two of the subjects of graduate instruction. The satisfaction of this examination, together with a demonstration of ability to read French and German or such other languages as may be accepted, will entitle them to become candidates for the degree of Doctor of Philosophy. This degree will be conferred on examination after at least one additional year of residence in this University devoted to study and research under the direction of a single department and to the preparation of a dissertation, which shall be printed.

2. *Resolved*, that the Dean together with the Committees on Instruction of the Faculties of Political Science, Philosophy

and Pure Science be and hereby are empowered to frame and put into effect such rules as from time to time may be found necessary for the proper administration of the foregoing general provision.

As these resolutions did not reach final action, except in the Faculty of Philosophy, they are still under consideration by the Joint Committee on Instruction. It is expected that they will be submitted to the faculties in a revised form during the coming year.

The Faculty of Fine Arts, on its own motion, in which the University Council concurred, and which was then approved by the Trustees, has been dissolved. This was accomplished to the advantage of the **Fine Arts** schools and departments represented in the faculty and without detriment to the work of the University. Yet it served to emphasize the need in the University of a well-equipped department of fine arts. This need was pointed out in the resolutions adopted by the Faculty at its final meeting. The matter has, however, not yet been brought to a conclusion. The project deserves the support of a benefactor of the University, but even now, without additional funds, much can be done to realize it. There are courses in the fine arts now given in the University which can be grouped together as a departmental offering. I have begun an examination of this possibility, and hope soon to report upon it definitely.

The number of degrees conferred at Commencement shows a slight falling off from the number of the preceding year, in spite of an increase of 244 in the registration of matriculated students. There were **Degrees Awarded** 492 awards of the degree of Master of Arts, as against 503 in 1913, and 65 of the degree of Doctor of Philosophy, as against 67. The number of matriculated students was 2,324, as against 2,080 for the preceding year. The full import of these figures cannot be ascertained without a detailed study of the distribution of matriculated students in the various departments, and of the time spent in attaining a degree. It appears to be clear, however, that the number

of degrees conferred is not excessive, in view of the total registration.

The distribution of the 492 recipients of the degree of Master of Arts is shown in Table XVII of the Registrar's report.

Master of Arts The table indicates that the greater number (fully three-fourths) of candidates for the degree are pursuing as subjects of major interest the subjects taught in the secondary schools. This indication is confirmed by a study of the registration in detail. From my conversations with students, I have learned that the majority of them are seeking the degree in order better to prepare themselves for teaching in secondary schools or to secure better positions. It would appear, therefore, that the degree of Master of Arts is rapidly becoming a professional degree for teachers, and losing whatever significance it may have had as an advanced academic degree. Some students still seek it for the latter significance, but the majority of them are students registered primarily in the professional schools of the University or in allied professional schools. A few seek it in order to become equipped for positions in research laboratories. These facts naturally suggest the advisability of an early consideration of the status of the degree and of its relation to the work of the various faculties of the University.

Joint Committee on Instruction and the Budget In response to a request from the President the Joint Committee on Instruction was asked at the beginning of the year to study the needs of graduate work in the University and to make a report which might supplement the recommendations made by the departments for the budget of 1914-15. The program of graduate studies, the library and laboratory equipment of the departments, the requests for additional equipment, and the recommendations affecting the teaching staff, were examined. The findings of the Committee were embodied in a letter to the President setting forth what the Committee believed to be the relative importance of the recommendations of the departments. I cannot speak too highly of the work of the Committee in

this matter. It not only furnished the President and the Trustees with a critical digest of departmental recommendations, but it also evoked from the members of the Committee a hearty co-operative effort to see the problems of graduate work from the point of view of the University as a whole. The administrative procedure involved has now been formally adopted by the University Council and the several faculties. This step marks an important advance in the direction of greater efficiency, economy and co-operation.

The organization of graduate instruction in the University under three faculties and a council has not been the result of a matured educational policy. This is clearly shown by its history. The faculties originated successively in the initiative and enterprise of a few energetic scholars, and the University Council was, in its early years, as Dean Keppel has aptly said, "little more than an upper house for the non-professional faculties." Our organization has thus been historical and political, rather than scientific. It is a high tribute to the devotion, industry and co-operative willingness of our instructors and departments that so complex a scheme has worked so well. And just because it has worked so well and has evoked the unselfish devotion of our ablest scholars, it has become a thing to inspire loyalty and to resist amendment. Yet it is a fair question whether the administrative burden which this complex organization involves is not costing the University too much.

In this connection I wish to quote from a letter which the Chairman of the Committee on Instruction of the Faculty of Pure Science has addressed me on this subject:

"It appears to me that the present organization of the graduate work of the University is most wasteful of the time of the professors engaged in graduate work. If this be true, *one of the most important resources* of the University is being wasted. . . . Under the present organization of the graduate work we have the following administrative officers:

- 1 Dean of the Graduate Faculties.
- 3 Secretaries of the Graduate Faculties.

**Administrative
Responsibility**

- 3 Chairmen of the Committees on Instruction.
- 12 other members of the Committees on Instruction.
- 6 elected representatives to the University Council.

"It appears, therefore, that twenty-five members of the Graduate Faculties are through appointment or election assigned to perform administrative duties. The amount of administrative work demanded of some of these teachers is hardly appreciated by the rest of the University. To cite my own case as an example, I may mention that during the last few years I have been compelled to attend the regular and special meetings of the:

University Faculty of Pure Science.
 University Council.
 Executive Committee of the University Council.
 Committee on Instruction of the Faculty of Pure Science.
Joint Committee of the Committees on Instruction.

"Almost all the more important questions considered by the Committee on Instruction of the Faculty of Pure Science have been considered again by the Joint Committee of the Committees on Instruction. It appears to me that the present arrangement of three separate committees on instruction, which simultaneously engage in independent consideration of important problems and then come together to repeat again the arguments already made in the separate committees, is most wasteful of the time of all concerned."

This is not an extreme case. Indeed, it represents inadequately the administrative duties not only of him who presents it, but also of others equally burdened. These men are often heads of departments, have seats in other faculties, and serve on other standing committees. Nor is this all. In order that the duties falling to them may be efficiently discharged, it has become necessary to organize the various departments to that end. As a result there are very few professors engaged in graduate work who are not also in some respect administrative officers of the University. In my own interest I should add that the administrative obligations which consequently fall to my office are such as no one can meet with content or enthusiasm. That they are met with little friction

and disaster is due to my secretary's patience, efficiency and tact.

It would be incomprehensible to me that a body of scholars, scientifically trained and giving their lives to the promotion of science, should submit to this burden, if I did not know that our organization is sanctified by history and self-sacrifice. Men have formed it and used it for a purpose they valued. It is bound up with their obligations, their loyalties and their friendships. It would be a spiritual loss to them to let it go. But the University has a future. Its work, even in the matter of organization, is not yet done. It has a duty, constantly to see to it that its instinctive conservatism shall not perpetuate academic traditions, either scholarly or administrative, when these stand in the way of progress and opportunity. We face the question: Is it wise to let the inertia of our organization continue to waste our time and the time of those who are yearly added to our number, imposing upon the conscientious the alternative between devotion to science and devotion to routine? I speak from knowledge. The administrative demands made upon officers of instruction involve a serious interruption of their investigations, a dissipation of their energies and a reduction of their efficiency as teachers.

If this state of affairs were necessary, or if it were irremediable, it would be a waste of emotion to bemoan it. The simplification of our organization requires neither genius nor subtlety. It requires only a willingness and a determination to simplify it. If the faculties would limit their legislation to the formulation of educational policy, and would turn over the entire administration of that policy to a single responsible committee, the work of administration could at once be reduced by at least one-half. In other words, the first thing to be done is to substitute a really responsible administration of principles for the present purely clerical administration of checks and approvals according to faculty rules which cannot be changed except by concurrent action of the faculties and the University Council. It is of first importance that the administration be really responsible. It should be subject to vote of confidence by the faculties. It should be able to resign

with effect, so that opposition to it will be a responsible opposition. It is my hope that the Joint Committee on Instruction will, in the near future, make this subject a matter for study and recommendation.

The educational side of our organization also deserves consideration. Here, too, we appear to be bound by a tradition; only it is not a local tradition, but one characteristic of American universities generally. It is that the primary function of a university is to confer degrees, and that its entire organization should consequently be directed mainly to that end. This tradition controls the requirements for admission to the university, the status of students, the divisions of knowledge, the subject-matter of courses of instruction, the methods of instruction, and the scholarly responsibilities of both students and teachers. Degrees have not been regarded as university prizes to be attained only by those who have attained distinction, but as awards which every entering student will receive after the completion of an approved curriculum. Students who are irregular, or who do not wish to conform to the discipline required for a degree, or who have not fulfilled the preliminary requirements of candidacy, are unwelcome and often rejected. Such an organization may be proper where routine is essential for the purpose in hand. As a university policy it has been administered with effective results, as every one familiar with it can testify. Yet I firmly believe that it cripples the university and holds it back from an important opportunity.

It cripples the university because it restricts the freedom of both student and teacher. Students are often compelled by the degree requirements to limit their courses to certain departments and to complete a curriculum which is made for them. They are frequently obliged to do work prescribed in connection with a course of lectures or abandon the course. They are prevented from attending certain lectures on the ground that their previous preparation does not qualify them to be auditors. They often are so occupied with the assigned work of their courses that they have no time for independent study. They pass out of the university, having been confined

to a corner of it and having missed the opportunity of hearing many of its greatest men. The university has not been for them a place of intellectual freedom. And as for the teacher, he is subject on his part to what the situation of the student implies. He must approve or disapprove in advance what the student proposes to study. He must teach the student, which too frequently means that he must see that the student does certain tasks, reads certain books, or writes certain papers. He must report on the standing of the students who elect his courses, and that compels him to restrict their number if his reports are to be sound, or to secure an assistant to make the reports if the number is large. He must see that his department of instruction offers enough courses to keep students electing it fully occupied. He often ends by making a programme of studies, and not a contribution to knowledge, because he has sacrificed his own intellectual freedom to the responsibility involved in treating every student under him as a candidate for a degree.

The university is also held back from an opportunity. The great business of public instruction and of directly shaping public opinion has either been entirely neglected by our universities, or inadequately provided for through extension departments, which have rarely received unqualified approval or support from the university proper. But this great business is the university's great opportunity. The university should be a place to which resort not only those who seek degrees, but also those who seek enlightenment, encouragement and inspiration. There should be found the youngster who needs instruction, the men and women of society, those busied with affairs, the writer, the publicist, the statesman, the men of the professions, the inquisitive wanderer, who may find in the university the best which its organized effort in pursuit of the best can afford. With such a clientele the university would be stimulated to achieve what it never can achieve simply by helping the immature to secure degrees. This opportunity is peculiarly the opportunity of a university situated in the nation's metropolis. To it is given the chance to be the center

of the city's intellectual life and the source of its constant renewing.

To attain intellectual freedom and to seize a great opportunity are, evidently, not simply matters of university organization. Yet organization has much to do with them. The question invites discussion: Should we not radically alter our policy? Or one might less ambitiously ask: Should we not distinguish in fact what we now distinguish in theory, between university residence and candidacy for a degree? This should involve, as I see it, several consequences. Admission to residence should be granted on the most liberal conditions possible and in accord with the public demand upon the university. These conditions should affect all students equally, and no discrimination should be made in favor of candidates for a degree. There should be no non-matriculated students in the first instance, but all should be simply university students. From this number candidates for a degree should proceed on their own initiative, and should be subjected to such preliminary requirements and subsequent discipline as the university might impose, provided that the freedom of residence were not restricted. When admitted to residence a student should be allowed to attend any course of lectures which the University offers without any other obligation therefor beyond the payment of the fee attached to it. Residence should thus mean simply attendance on courses and should involve no "credit" for work done. Candidates for a degree should have a minimum residence requirement, but should not be restricted in discharging it to any specific courses or departments. They should have, in addition, a scholastic requirement which they might discharge either by independent work or by attending the research, seminar or laboratory courses of the university and completing the investigations which these courses demanded of them. These courses, in comparison with the lecture courses of the university, should be few in number; they should be exacting, intensive and open only to candidates for a degree and to other students properly qualified to pursue them. Such an organization would open the doors of the university to the public; it would give students freedom to hear whom

they choose; it would require of candidates for a degree the completion of a definite piece of work and not an accumulation of academic credits for courses; it would thus intensify the research work of the university and advance the scholarly standard of students sharing in that work; it would give the lecturer as large an audience as he could command, and free the teacher from teaching any but the willing and the interested.

The organization I am suggesting is not designed primarily for undergraduate work, nor for professional work, nor even for graduate work; it is designed for what I conceive to be the work of a university. At present, as I have said, university organization is controlled by the idea that the primary function of a university is to confer degrees. A different idea controls my suggestions. I have a desire to see the university, first, an institution for public instruction, and, secondly, an institution for the conferring of degrees. I have a desire to see it, first, the leader and moulder of public opinion, and, secondly, a place where young men and women are disciplined in the ways of knowledge and the professions. The university has too long been content to be a preparatory school for future careers. Its real business was expressed centuries ago in the words which Francis Bacon heard in Solomon's House, the university of New Atlantis: "The end of our foundation is the knowledge of causes, and secret motions of things; and the enlarging of the bounds of human empire, to the effecting of all things possible."

Respectfully submitted,

FREDERICK J. E. WOODBRIDGE,
Dean.

June 30, 1914.

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to submit the second annual report of the Director of the School of Journalism.

The first year of the School (1912-13) opened with 67 men and 12 women, taking the course prescribed for the degree of Bachelor of Literature in Journalism. The second year had a registry of 108 men and 29 women. The opening of the third year (1914-15) showed 131 men and 35 women. The comparative registry of the first two years, for the entire year, and of the third year at the beginning of the Academic Year, was as follows, the figures including all men and women taking the course for the degree of Bachelor of Literature in Journalism:

	1912-13					
	Matriculated		Non-Matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
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
	55	22	24	15	79	37

	1913-14					
	Matriculated		Non-Matriculated		Total	
	Entered	Left	Entered	Left	Entered	Left
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
	109	26	20	8	129	44

	1914-15		Total Entered
	Matriculated Entered	Non-Matriculated Entered	
First Year.....	53	8	61
Second Year.....	42	4	46
Third Year.....	32		32
Fourth Year.....	27		27
	<hr/> 154	<hr/> 12	<hr/> 166

The Fourth Year class, graduated at the close of the year 6 had taken the Third Year of the School and 10 entered for the Fourth Year, on advanced standing, after having received the degree of B.A. from ten different colleges. One of these had taken the "combined course" of five years at Columbia. The class opened the Academic Year 1913-14 with 28 members, of whom 20 were from other colleges, with a Bachelor's degree. Of the 8 who had taken the Third Year of the School 2 failed to receive its degrees. Of 20 who had a college degree only 10 completed the year and received a degree. This large proportion of those who failed to complete the year was principally due to lack in writing. It is a familiar experience in every large newspaper office that men enter the City Room with a high school or college education, discharge the routine duties of a reporter and fail in doing written work that justifies promotion. They turn out mechanical reports, and cannot catch the possibilities of an event or the "news" of an occurrence. Such men drop out of newspaper offices, or never rise above the record of commonplace events. The incapacity to write with vigor and effect should not and does not exclude a man from acquiring a college degree; but a school of journalism can no more give a man its degree than a law school can present for the degree of B.L.L. a man who lacks the "legal mind." This limitation is not always recognized by law schools, and it is not easy to refuse the degree of a school of journalism to a painstaking, industrious man. Life would be easier for all if dull men were never ambitious and able men never lacked industry and ambition, but it is the duty of a professional school to be as rigorous in its tests as professional life.

The mortality is far greater in secular professional schools than in colleges, and with reason. The tests in the former approximate, or should approximate, those of professional life in which, secular and religious, many are called and few are chosen.

Aside from those with the lack of training in writing and incapacity for vigorous and convincing expression, there were those who left before the completion of the year to secure advantageous professional positions, but the chief reasons for a failure to complete the course prescribed for a degree was not only want of ability as a writer, but a lack of close and rigorous training in history, economics and other subjects required by the newspaper man if he is to do his most useful work. Exactly as a medical school tests college training in chemistry and biology and a technical school college training in mathematics, physics and chemistry, so a school of journalism tests, and should test, college training in the economics of society. These courses in college have hitherto had no subsequent tests. In time, schools of journalism must have their own tests in these vital studies as medical schools have found requisite and necessary in chemistry and biology. The School of Journalism already does this in the modern languages, French and German, of which it requires one, and the results show either a singular incapacity in students to receive and retain a bare reading knowledge in these tongues or a singular incapacity in colleges to impart this knowledge.

The growth of the School of Journalism is in part due to
 to an increased number of those who come
Growth to obtain the training of the writer, to fit
 themselves for work in other professions
 and to obtain there liberal education, with the specific
 proficiency in gathering facts and recording them to be ac-
 quired in the professional courses of the School. The four
 years of the School, exclusive of strictly professional courses,
 carry studies very nearly equivalent to a college course of sixty
 hours, carefully selected with a view to a knowledge of affairs
 and a comprehensive acquaintance with the history and struc-

ture of society. These are supplemented by courses in reporting and a drill in writing, professional in character, intended to make a student's work salable in the open field and growing market of the newspaper. This combination of studies brought close to the life that now is and made at every point as closely as possible correlative with the world without, combined with the constant use of the direct and vivid methods of periodical literature in the daily, weekly and monthly, has exercised a most unusual and stimulating effect. Instead of being isolated from the moving life of the great city in which he lives, as too often with those in a city institution, the student finds himself from the First Year of the School brought in manifold contact with it, early called upon to express and record its aspects and events in writing.

The exclusion, among students admitted by examination, of any with even a single entrance condition, gives a picked group. None among them has to give time to making up past deficiencies. How much this affects the work of a First Year, teacher and taught well know. Those who in most higher institutions enter such a year without conditions and a full and adequate preparation, carry through life a vivid memory of the time given to drill properly preparatory, depriving them of the advance in the First Year which is their just due.

**Working Out
of Entrance
Requirements**

Students admitted to the First Year as non-matriculantes, without an examination, have a technical preparation less complete; but they have all had a year or more of newspaper experience, their minds are mature, life has taught them its serious lessons and they are for the most part spending their own money, which insures application.

This gives spirit and attention to the prescribed work. It summarily excludes those who enter for any purpose but the advantages and opportunities of the School. If the class which entered for the First Year in October, 1912, lost half its number, the half left was fully equal to a course calling for hard and constant work. The experience with this class led to a more exacting selection in admitting the First Year class in

September, 1913, and of this class only 12 out of 58, or 20 per cent., failed to enter the Second Year.

As the course is prescribed, though out of the 68 hours of study 55 hours are those usually open to college students, the conditions of the School require the same rigorous tests in admitting to advanced standing as at entrance. The student with two years of college work can be admitted only to the Second Year of the School, and so on up. Even a college degree does not necessarily admit to the Fourth Year. The work taken may not be that deemed necessary alike for the newspaper man and the writer, both of whom call for a foundation of solid knowledge of those studies which acquaint a man with the past and present of the society whose working the journalist expresses and guides, and the writer amuses, instructs and inspires. Young men and women attracted to "literature" too often imagine that verbal dexterity and much writing, which too often makes mad, is a wise and judicious preparation for the newspaper office or a literary career. The school of the officer might as well confine its chief efforts to equitation, fencing and the target. These the officer doubtless needs, but they make a hollow and inept leader of men, unless arduous labor and the student's stern ardor have been lavished on military sciences. The result is inevitable disappointment among those who think that at college they have been fitting themselves for "journalism" by miscellaneous rapid composition, and come to the School to find that it places sound knowledge above easy facility in writing, and will not accept the latter as a substitute for the former. As all the history of literature shows, the greater the writer, the more assiduous his devotion to the knowledge of his period, and the few foremost of the poets who rule the world from their urns have all been men of an amazing, an encyclopedic knowledge in the life and learning of their day.

At one point, the experience of the first two years, brief as it is, has satisfied the School that for the writer courses in Greek and Latin can be unhesitatingly accepted for the preliminary units required in the languages in preparation. Those who have taken these courses in abundance under ade-

quate training have learned the arts of the writer, they understand the meaning and the limitations of style and they are apt in self-criticism, because because they have unconsciously acquired the language of of letters. A student entering the School can study the classics for two years. Such students are encouraged. Those who take the combined College and School course in five years are urged to take Latin and Greek. The latter language of letters. A student entering the School can study the classics for two years. Such students are encouraged. Those who take the combined College and School course in five years are urged to take Latin and Greek. The latter language in particular is accepted as the best of all training for the professional writer. More, within the limits of the School as to time and the present condition of our secondary Schools, cannot be done. Nor will the American newspaper be all it should be until more time can be applied in our schools of journalism to studies which give breadth of horizon, the sense of elevation and of vision and a mastery over the technique of expression considered as an art.

**Greek and
Latin for
Entrance**

The experience of the past two years has made it clear to all who teach the writing courses in the School that it was necessary to give this perception by contact with the great models of style. If approach through the classics is denied, it must be secured in some other fashion, and in English instead of another tongue. The work of the writer, as much in journalism as in literature, is an art. It is not enough, so far as the journalist is concerned, to equip him with knowledge, to give him a trained conception of the society of which he is a part, and to send him out knowing the history of his calling, its development, its principles and its ethics, the history of the day, in which he must work, with knowledge of the foundations from which it has come.

**Courses in
Writing**

The professional course in precise writing and lecture reporting in the Third Year (Journalism 35-36) has, therefore, been changed to a course (English J-35-36) which gives spe-

cial attention to the Authorized Version of the Bible (1611) and to the principal plays of Shakespeare, with the careful reading of other authors of value to the writer. This is essentially a reading course. It is intended to train the writer by the imitation and the inspiration of the greater models, as important in the teaching of the arts as direct study and practice are in purely technical methods. Every contact with these students, who must write successfully or they fail in their chosen calling, has impressed the teaching staff of the School with the absence of a working personal knowledge of the fountains of English style. This is true of all from the First Year up, and it is particularly true of college graduates who enter the Fourth Year provided with a degree which is supposed to be a guarantee of liberal culture. With the disuse of the classics and the departure of systematic Bible reading and study, the loftier and more enduring monuments of English verse and prose are unfamiliar, allusions to their characters and utterances are not understood, and the cadence, the force, the beauty and majesty of their prose and verse are unknown and unappreciated. English literature down to thirty years ago presupposed an acquaintance with its own monuments and with the narratives of the Hebrew and Hellenic classics in translation, if not in their original. This acquaintance lost, there are pages and pages of every great English author of the first rank, jargon to a man who understands neither classical nor Biblical allusion. The literature of English-speaking folk is thronged with Biblical allusions, and the language of King James' version of the Bible has become, for both branches of the English-speaking folk, the familiar vehicle for all noble, elevated expression in the deeper emotions and the supreme moments of life. The journalist who is without a command of this vocabulary and is not by ear guided by its cadence, the fashion of its sentences and the manner of its speech, has missed the precise equipment needed for his work to be not only understood of the people, but able to arouse those familiar trains of more significant thought which awaken serious purpose and lead to deep resolve. To secure this power the Authorized Version has been made the

subject of study and reading in the course just added to the School. It is through such efforts that the chief difficulty of the School must be surmounted.

The man who thinks this acquaintance with the greater letters can be acquired by using manuals of mythology, perusing fragments and extracts from great works, or studying annotated texts and guideboard notes painfully saying of "the steed of Hippocrene," "This is a horse with wings," has let the same mind be in him as was present in the erudite Frenchman who saw no need of reading the Iliad or Odyssey now that M. Lempriere has gathered all the information and the legends in these epics in a convenient and comprehensive dictionary. The difficulty of securing style in the college student of to-day has hung the mourning harp of English on the willows of every stream which tries to irrigate the young student's style and lead these green-leaved shoots to bud, blossom and fruit.

No small part of this difficulty lies in the absence of familiar acquaintance with the landmarks of letters, and no art has ever flourished in any community which did not have before its craftsmen the models of some one of the greater arts. The writer can no more develop without this aid and atmosphere than any other artist, for he, too, is an artist and shares the conditions of all the arts of expression.

The Third Year class on learning, at the end of the first semester, that this course in reading was to be provided a year later, asked for it in the last half of the year, surrendering a writing course, though such are always dear to the young writer. The First Year class, awakened in their interest in philosophic problems by Dr. Pitkin's teaching, asked for extra work at this point, without credit—no usual demand from the members of an undergraduate class. The year was full of evidence that the studies of the School meet an interest both serious and vivid. Nothing in adolescence equals in joy the play of the mind.

Experience of the past two years has shown it is possible technically to train the writer by arranging a course in the First Year through which men are brought to a common clarity and grammatical accuracy of expression. In the Second Year

they are taught to write the longer articles of the newspaper, the supplement article, the special review, a summary of news, or of current topics demanding inquiry, and the proper handling and criticism of the short story, and other various forms of literary writing which form so large a part of the newspaper of the day. In the Third Year the student acquires a newspaper style, together with drill in financial writing, with its manifold opportunities for teaching accuracy, and in the Fourth Year learns the task of the reporter and the more rigorous requirements of style. When this work is done it still remains necessary to awake the perspective of the art of the writer and to secure its successful practice. It is this necessity of training in an art, not merely in a calling or profession, which constitutes the final and serious problem of the School of Journalism. Its work is greatly aided by the circumstances that by the mere nature of its being and purpose the School attracts writers. Its atmosphere is full of interest in the work of composition in all its forms. Men seeking to write verse and many showing proficiency in the lighter rhymes of the day are present in its number out of all proportion more than in any institution of education whose primary purpose is not, as in this School, to train men so to write that their writing can furnish a livelihood. It would be idle to imagine that the training of an art can be either easily accomplished or its achievement readily acquired. It will probably be long before the best way is discovered or the most efficient method secured. The tendency in such a school is to require much writing; from 1,500 to 2,000 words a week is done in the first year, from 3,000 to 4,000 per week in the second year, and from 4,000 to 6,000 in the third year, and an amount twice this is no unusual task in the fourth year. This gives facility, and trains the writer to think with pen in hand, to express himself with readiness and to be equal to a broader canvass than in the newspaper.

The risk is that this will be accomplished with lack of attention to style, with want either of appreciation or knowledge of the more effective examples in the news-

paper of the power of style. Nowhere does success depend so much upon the way a thing is said as in the newspaper. The most part of that which a newspaper has to say, in opinion and in criticism, in the report of current events, in current polemic and in expressing emotion, is the passing property of the flowing hour caught from the moving tides of many waters. Unless this is said so as to be at once lucid and effective, no one in the haste of newspaper reading will either understand or be affected by it. Capacity for writing, in the best sense of both these words, must, therefore, be secured in the School of Journalism, or it is a failure. Less writing but better writing must be its aim, and the policy of the School is moving in that direction after a not unnatural tendency to seek by much writing to overcome the many difficulties which harass and inspire those who are for writing and who come to the School with the limited training of the high school. The limitation of the training which the public secondary schools give is not, in general, due to a lack of either effort or industry on the part of those who teach, but to the large number in every city high school who have really learned their English mainly in our public schools and have nothing in their daily life which awakens unconscious familiarity with a wide range of words not in common use, though commonly understood, a familiarity which is a necessary prerequisite for the writer of any tongue. The number of these words is not large. The entire English Bible only uses 9,000 separate words, but the work of the School in the first half-year of the First Year, plainly shows how limited is the vocabulary of the usual American home, and how little there is in the surroundings of the pupil to awaken any consciousness of the riches of the tongue to which he is born, because of the imperfect probate of his inheritance in his own home. The whole range of his emotions is but too often expressed by two or three adjectives, and his more graphic utterances are limited to the newly coined phrase of the hour used for every exigency and applied to the expression of every emotion. Language is of the ear. The book alone can never teach it. The social life of a school of journalism becomes, therefore, of the utmost importance. Con-

verse breeds vocabulary. Every man of weight and diction strikes out new suggestions to other men by his utterance. The teaching itself must be full of the upper register of a great tongue, of its heights and its depths. Those who lead and guide the utterance of the recitation room and pass upon the phrase and diction used in an answer to examination papers must bear in mind and heart the germinant fact that style is as necessary as accuracy, and treat slovenly phrases and careless orthography and punctuation as fatal. The writer in his training must never flag in his standards, and never halt in his advance.

Since the work of the professional school in journalism requires, in addition to the mastery of studies, the mastery of one of the arts, this not only increases the difficulty of instruction, but adds to the responsibilities of a decision in passing on the proficiency of students. If the School is to do its full work, it is not sufficient that it shall simply accept those who by diligence, industry and a methodical memory have the body of knowledge deemed necessary for the journalist, but it requires yet more that there shall be some aptitude for the art, on which success in journalism must necessarily be based. Journalists there are who succeed on the side of management without the capacity to express themselves in writing, but these are few. In general, the newspaper man who endeavors to do newspaper work without capacity as a writer labors under a handicap which no training can remove.

In the second year of the life of the School of Journalism it has had the advantage of its own library. This has furnished

a reading-room, which has immediately become the intellectual center of the School.

Library It includes a collection of daily papers, which furnish the laboratory work of the School. A selection of 97 periodicals in number, including particularly those of a professional character. The library has also the files of :

New York Times, 1856-58, 1863 to date.

New York World, 1869 to date.

New York Tribune, 1869-97, 1913 to date.

New York Evening Sun, 1913 to date.

New York Evening Post, 1913 to date.

Chicago Record Herald, 1913 to date.

Philadelphia Press, 1882 to date.

London Times, 1834 to date.

Augsbürg Allgemeine Zeitung, 1803-1908.

In the library, so far as books are concerned, the first place must be given to books of reference. These are used through the entire work of the School in two of the courses, and special study is made of books of reference. Reports are made on them, description is required, and acquaintance with their content tables secured. The use of books of reference as part of the required reading has rendered necessary more duplication of these works than is customarily the case. Outside of works of reference, there is present the required reading of the School, a group of works in various fields, such as aid inquiry and knowledge of the current conditions of countries and the slate of the art in various fields. There is, in addition, a strong list of geographical works, ending with guide-books, which number 129. The literature of the past thirty years is fully represented, and complete works of the leading novelists of to-day are present to an extent unusual in an academic library. There are few complete sets anywhere of the works of Shaw, Wells, Galsworthy and Bennett.

The hope noted in the report a year ago that the library would become the center of the School, leading to wide outside reading, particularly in the case of men of the reading habit, by introducing them to the books of their own day, has been fully justified. In the present Fourth Year class, which has had the benefit of the library during its Third Year, man after man has spoken of the books in the School library as the most important source of the education he had acquired, learning from his own reading more than from teaching, as is fit for the writing man. It has been noticeable that the First Year class, a year ago, now the present Second Year class, turned to the free use of books, outside of "required reading," to a most unusual extent. The aspect of books of the day on the subject of the day in all fields, renewed, as far as possible, each year, has stimulated reading, and led to the precious habit

of browsing among books. Nothing could be more useful in a School of Journalism. The School at this point owes much to the administration of Miss Keller, the branch librarian, and to her consideration and her sympathetic attention in directing the student with the will to read books most likely to prove useful to him.

The course in American History in the Second Year has been given during the past year upon the plan decided upon a year ago. The course begins with Washington's first administration, the previous period being summarized in three or four lectures. The development of the Constitution had already been covered by the class in the course on politics. The work done upon colonial history in the high school in preparatory study is accepted as sufficient, as it is in other fields of elementary study. The period down to President Garfield was dealt with in the first semester, and the second semester, with the exception of the first week or two, was devoted to the last thirty-four years, studied not chronologically, but by subjects. This required of Mr. Kendrick, who has charge of the classes, the compilation of required reading from original sources of information for the use of the class. The members of the class found themselves reading upon events with which they were already familiar, full of the interest which always marks study when it deals with what is of vital consequence to the active life of the student.

The class in economics in the Second Year had its second semester devoted to various economic problems now in operation, the first semester going to the general study of theory and the second to current problems and financial institutions and operations. The work done in the field of history has rendered extremely difficult the adjustment of credits granted to students who enter upon advanced standing. The teaching of history is necessarily intensive in the School of Journalism, and those who have taken courses in our colleges are, unfortunately, often found to be inadequately prepared. This has also proved to be the case in French and German.

The kinetoscope installed last year has been in constant use in the writing courses. It has furnished an opportunity to test the accuracy of the pupils by using such films as those of President Wilson's inauguration and the funeral of Calmette, the editor of *Figaro*. In description it has given subjects which could not otherwise have been secured for delineation. The course in current history has been supplemented by films on the war in Mexico and Europe, care being taken in all cases that the films exhibited were bona fide representations. The Economic Department has used the kinetoscope to present to classes in the School of Journalism and in College films illustrating the great manufacturing processes, such as steel manufacturing and the production of food. It is the opinion of Mr. Haig, the instructor of Economics, that better results are secured in this way than by a visit to works, as the instructor is able to explain the operation in progress more lucidly, attention can be concentrated, and the important process can be shown more completely. The Department of Chemistry has gathered its classes in order to see films upon various industries, the first being the potash process. The films of "David Copperfield," all based upon the actual localities used by Dickens, furnish an instance of the way in which a course in English literature can be supplemented.

The School during the past year has occupied the building provided by the gift of \$500,000 by Joseph Pulitzer. The sense of corporate union and professional enthusiasm which existed in the first year of the School, though its members were scattered through a number of buildings, has been greatly quickened by a daily contact, which brings the whole School in mutual touch. The professional school in the United States has done as much to create a sense of mutual responsibility among its members of the calling for which it trains its graduates as to advance the intellectual equipment and technical knowledge of its matriculates. In Law, nearly all the framework of legal societies and associations by which the professional honor

Kinetoscope

**Professional
Service**

of the bar is fostered and protected has acquired its authority since the graduates of professional schools comprised a majority of the legal profession. This has been true even of a calling which, more than any other, owing to its relations to the courts, has been under the inspiration of a specific and acknowledged responsibility of the State. The Inns of Court in London have done far more to quicken by contact and acquaintance the professional spirit than directly to teach law. The whole movement in this country, safeguarding the practice of medicine by laws requiring examination and a State license, was only possible after the graduates of medical schools were in an overwhelming majority of those who were recognized as having a right to be considered qualified physicians of the community. This is equally true of architecture and other callings, now acquiring a professional status. In the newspaper, schools of journalism will have a similar influence. Their graduates will come to their work with a mutual acquaintance in the School and the sense of professional relation and responsibilities which professional education has first planted and then developed.

As in other pursuits, as these graduates grow in number and in the importance of the position they hold, they will require, as has been the case in medicine and in law, a more rigorous professional training. This renders the personal pride, the professional enthusiasm and the mutual acquaintance and contact of the newspaper man during his training in a school of journalism of the very highest importance. It is better that he should take himself too seriously than too lightly. It is indispensable to foster everything which leads the journalist to look on himself as having special duties to discharge in the community, to quicken a high personal desire to serve it, and above all to awaken joy in a rigorous preparation. This can only be developed by a school of journalism, which, instead of making entrance easy, makes it difficult by imposing higher tests than elsewhere exist, and at every step exacts more labor and enforces higher standards. The result of this effort has been that in all the classes there has been an instant sense in

teacher and taught of a brisk intellectual life due to the circumstances that no one sat on the benches who had not demonstrated his ability either by entering without a condition or by making good in some newspaper office.

The language test imposed by the School in French and German, one in which a majority of the School generally fail at their first attempt, has been passed by all but a few of the First Year class entering a year ago. More important, however, than scholaristic tests is this sense of a picked group entering on a calling of the first importance in the eyes of the community and devoutly believed by those who belong to it to be more important to the State under free institutions than any other.

Language
Test

In the two years—a short period in the life of an institution of learning with generations of usefulness before it—there has come a corporate enthusiasm and just pride not often found. It is possible, though I hesitate to advance this view in the face of a general undergraduate opinion to the contrary, shared by many who teach, that the influence on men of a rigid exclusion of all who treat the intellectual life with carelessness, with neglect, or with inadequate powers, might do as much to arouse “college spirit” as athletics and a devotion to the things of the body, to its conflicts, to its efforts, to its matches, its trophies and its triumphs. What are these to the battles of the mind? It is, at all events, true that the School of Journalism at Columbia University has built up an intellectual enthusiasm. All the members of the School are astir over its studies, its library, its social contact; and its life so far has subordinated “outside activities,” whether social or athletic, to the one aim of maintaining a constant attention to studies, charged with labor, and requiring assiduous industry of all who secure the degree. Those who do not do this leave, or are left.

Spirit of the
School

This has undoubtedly been quickened and stimulated by the deciding factor that each finds himself in a School which no one enters unless he is interested in writing, and is himself

perpetually employed in expressing in the written word all that he has learned in the classroom. Add to this a constant contact with the life, the institutions, the events and the opportunities of a great city, constantly used in studies in the work of the first two years, together with courses in history, American and European, and in other fields which emphasize the present and assume the knowledge of the past has been acquired by having a vivid knowledge of the life of the present, which the past has created and, creating, becomes the coral reef on which the living colony rises to the upper air, and it will be seen that the result, already outlined, has depended, not merely on high entrance requirements, but on maintaining a vivid intellectual life. In it there is no room for the laggard, the indifferent, or the man who has other interests.

The future development of the School is certain to be affected, as is its present work, by the rapid extension of the work of the writer in the United States.

**Future
Development**

The daily and weekly periodical overshadowed the field a generation ago. Magazines were few and technical journals not numerous. The professional writer of advertisements did not appear until 1880. The "house journal" of great corporations was almost unknown. "National Advertising" did not appear on any large scale until 1890. Before this date not over two or three magazines had a circulation of over 500,000. Circulations of a million are to-day twice as numerous.

The result of all this has widened the work of the writer. Every department store and every establishment turning out any article with a country-wide market, from a health food sold in five-cent packages to automobiles, has to have its trained advertising writers and managers. The great utility corporations find it necessary to put their case before the people through men equal to the work and to spend liberally for publication and publicity. The pay for fiction has grown from five to tenfold in the past twenty-five years. Instances exist in which the author's return from the serial and book publication of a novel has been larger than the publishers. The

moving-picture play has opened a new demand. Technical journals have multiplied and have doubled the salaries once paid.

These significant changes in the task of the writer cannot and will not change the policy of the School. It exists to "make better journalists, who will make better newspapers, which will serve the public better." This is the center and core of its work. But when it does this thoroughly, it prepares men and women for all other forms of writing. The training for sound, informed and efficient writers will develop every faculty used in all these varied fields. Their presence adds to the opportunities of the graduate of the School. If, as this autumn, a great war, by reducing the space allotted to local news, has curtailed the newspaper need for reporters, these other tasks are open to the trained writer.

These conditions which extend the demand for the writer will require new courses, specialized studies, and a liberal range of selection, within carefully guarded limits, for the student. The University already furnishes these needs in its courses in advertising, in accounting, and in business. Some of these are already taken by members of the School, and the number of such options will increase.

The increase in the numbers of the School has added to the task of teaching. Where writing goes on in every course, large numbers mean a larger toil over manuscripts. The increased labors have been met with zealous interest by those conducting the instruction of the School. Throughout the past year the enthusiasm of teachers and taught has been the note of the School. To the constant and sustained efforts of all those teaching in the School, the School owes all its progress and all its usefulness, and the work of the Director has been small by the labors of his colleagues. Neither their work nor his could have coördinated with the general scheme of academic training or had system, precision and efficiency without the constant and self-denying labor of the Associate Director, Dr. John W. Cunliffe.

I am glad to add that a School from which little was antici-

pated in athletics has proved most active in Intra-School matches, in spite of relatively small numbers, presenting as large a list of matches as any one unit using South Field.

Respectfully submitted,

TALCOTT WILLIAMS,
Director.

June 30, 1914.

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

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 1913-14.

The number of students primarily registered under our Faculty has been 684, an increase of 46 as compared with last year. The enrollment in our four regular classes has been as follows:

	1912-1913	1913-1914
Seniors	106*	97†
Juniors	144	147
Sophomores	155	132
Freshmen	184	252
	<hr/> 569	<hr/> 628

Besides these, we have had 22 matriculated special students and 34 non-matriculated special students, as compared with 16 and 33 in these groups last year.

The number of students coming to us from other schools of the University has continued to decrease slightly. We have had 129 from Teachers College, as against 136 last year; and 43 from the Graduate Faculties, as compared with 45 last year. We have also had one student from the New York School of Philanthropy. Our total registration has been 36 more than last year, amounting in all to 857.

*Including 20 students registered in the School of Education for the professional diploma.

†Including 18 students registered in the School of Education for the professional diploma.

During the year we have recommended to the University for the degree of Bachelor of Arts 113 students, and for that of Bachelor of Science 7 students. Eight candidates received the degree *cum laude*, and one *magna cum laude*.

The most striking feature of our registration figures is the increase of nearly 37% in the size of the Freshman class.

Restriction of Admissions Until we secure additional buildings we cannot permit our classes to grow at this rate. The Committee on Admissions has, therefore, been devising plans for limiting to about 200 the number of new Freshmen to be registered next September. By carefully considering not only the marks in the entrance examinations, but also the school records, health certificates, testimonials regarding character and personality, and, whenever possible, personal interviews with the candidates, we hope to be able to select from the applicants those best qualified to profit from a college education.

Some part of the increase in the Freshman class, though by no means all, has been due to the establishment by the State of New York of the new State Scholarships, of which 750 were awarded this year, and of which there will ultimately be 3,000. Each scholarship entitles the holder to receive from the State \$100 a year for four years, to be applied towards the expenses of a college education in any recognized college of the State. This year we have had registered in Barnard 71 of these State Scholars. Though three of them have been dropped because of their poor work in our courses, and one suspended, on the whole their records have been decidedly creditable.

The establishment of the 3,000 State Scholarships has affected a problem which our Trustees have from time to time seriously considered,—the increase of our tuition fee. For twenty-five years this fee has remained at the same figure,—\$150 annually. In the meantime the price of almost everything else has greatly increased, and the cost of living has risen to such an extent that it is necessary for the College to pay to its instructors much larger salaries than would have sufficed

some years ago. It costs us at present to teach each student about \$280 a year, if we count merely the current running expenses. We ought to be expending considerably over \$300 per student, in order to make our salaries adequate and our staff sufficiently large. Our endowment has never been great enough to meet the difference between the cost of instruction and the price of tuition. Even the additional million dollars which we are trying to secure would not suffice to raise salaries adequately and to care for increasing numbers.

Under these circumstances, it has seemed for some time that we ought to ask the students to make a larger contribution towards the cost of instruction. Other colleges have led the way. Bryn Mawr and Radcliffe, the institutions most like Barnard, already charge \$200 for tuition. Wellesley charges \$175. In Columbia College, where the fee is calculated on the basis of points of instruction taken, the amount paid by each student averages about \$175.

The proposal that Barnard should raise its fee to \$200 has been met, in past years, by only one strong objection,—that the increase would shut out many deserving students who could not afford the additional \$50. This objection has been largely nullified by the establishment of the State Scholarships, each of which provides double the sum to be added to our fee. If, besides this State aid, our own scholarships are considerably increased, so that any really able and deserving girl may receive from the College either the whole or part of the tuition fee, according to her needs, we can raise the charge with very little fear that any desirable student will be shut out for lack of money. On the other hand, the increase will empower us to exact the full fee of \$200 from those who are well able to afford it, and we shall thereby be enabled to teach all our students more efficiently and to pay our officers a better "living wage."

With all these considerations in mind, our Board of Trustees voted this spring to increase to \$200 the regular tuition fee for all students entering after July 1, 1915. This gave over a year's notice to candidates for admission. The increase

will not, of course, affect any student already registered in Barnard or entering during the year 1914-15.

The Trustees are to consider in the autumn methods of increasing our scholarship provision, and also the possibility of adjusting dormitory fees so that the total cost for resident students will not be made greater than the present rather high figure.

There have been no new members holding seats on the Faculty during the past year; but Professor Charles A. Beard has for the first time given the course in Politics at Barnard, and Professor Franklin T. Baker has come from the Faculty of the School of Education to give a course in American Literature. Professors Nelson G. McCrea, Edward Kasner and Wilhelm A. Braun have been absent on leave during the second semester.

Next year there will be two new members of the Faculty,—Dr. Henri F. Muller, promoted from Instructor to Assistant Professor of Romance Languages and Literatures, and Dr. Harry L. Hollingworth, promoted from Instructor to Assistant Professor of Psychology. We look forward also to welcoming back as Associate in History our former Dean, Mrs. Emily James Putnam, who will give during the first semester a course on "Greek and Roman Theories of Life and Conduct."

Our alumnæ have been gratified by the addition of another of their number to the Board of Trustees in the person of Mrs. Ogden M. Reid (Helen Rogers), who was graduated in the class of 1903.

During the year there have been several improvements in Faculty organization and procedure, tending to secure greater interest and efficiency on the part of individual instructors, and especially better co-operation between the departments. Finding that the formal Faculty meetings do not afford sufficient opportunity for the discussion of our Barnard problems, we have begun to hold informal conferences, at which any officer teaching in Barnard, above the rank of Assistant, is free to express his views. The discussions at these sessions have been inter-

esting and valuable, and have already helped considerably to bring about closer acquaintance and co-operation between the various departments. The ideas developed in this informal way are later brought up through the appropriate committees for formal action at the regular Faculty meetings.

One interesting result of these conferences has been the adoption of a plan intended to secure a high standard of English and of good form in all written work done by students, not merely in that which **Good English** they submit in courses in English composition.

In any subject papers notably deficient in style or in form are, after an opportunity for rewriting, to be rejected. Students markedly weak in this respect are to be reported to the Committee on Instruction, and no one so reported is to receive her degree until she has satisfied the Committee that she has remedied this deficiency.

Somewhat similar plans are already followed in several other colleges. It is possible to operate such rules successfully only if all instructors feel interest and responsibility, and if there is helpful coöperation between the various departments and the Committee on Instruction. It will be interesting to see whether our new system proves at all effective in curing the habits of slovenly English and careless form into which college students so frequently fall.

An important Faculty problem has been that of departmental organization. It is highly desirable for Barnard that each university department with which we are concerned should be definitely and effectively organized. Only in this way can we secure **Departmental Organization** smooth and efficient co-operation with Teachers College, the Summer Session, the Department of Extension Teaching, the School of Journalism and the Graduate Faculties. Moreover, a close departmental connection is very valuable for us in enabling our instructors to profit by association with the many scholars teaching the same subjects in other parts of Columbia University. It is of great aid also in keeping the quality of our work and personnel up to the highest university standard.

On the other hand, it is vitally necessary that there should be, in each university department with which we are connected, a definite group of instructors primarily and deeply interested in Barnard, doing most of their teaching here, in close relations with the Barnard students, familiar with the Barnard problems, and feeling the responsibility for the planning and conducting, subject to the Faculty jurisdiction, of the Barnard courses in their subject.

Most of our departments have been gradually developing an effective organization along these lines. During the past year considerable improvement has been made. In accordance with the recommendations of the University Council, which declared that this was a matter for Faculty action, the Barnard Faculty passed in October resolutions providing for the organization of a Barnard Section, with a regular Chairman, in those University departments with which we are especially concerned, and also for the close co-operation of the Barnard Section with the rest of the department. Following further advice of the Council, the administration adopted this year the plan of asking for Budget recommendations, not only from the departments, but also from the Faculty and from the Committee on Instruction. This procedure should help to preserve a better balance among the various departments and to emphasize the duty of the Faculty to plan for the well-proportioned development of the curriculum as a whole, giving to the various subjects their due weight. In our large and complex university system the proper adjustment of departmental and Faculty organization is no easy problem, but we seem to be making some progress towards its solution.

To aid the Faculty in keeping in close touch with the Freshmen and to provide some definite personal guidance for our many new students, we extended our Adviser system last fall by providing official Advisers for Freshmen. Nineteen of the women instructors volunteered to act in this capacity. At the opening of the year about ten or a dozen Freshmen were assigned by the Dean to each of these Advisers, who tried to get into close and friendly

**Freshman
Advisers**

touch with their charges as soon as possible and to guide them through some of the complications of college life. Several times during the year this group of Advisers met in conference with the Dean, to discuss not only individual cases, but also the difficulties of the Freshman year in general, and possible improvements in our care of the younger students

Our student organizations, which occupied so much of our attention last year, are passing through a period of transition and uncertainty. It is not yet possible to say definitely what the effect will be of the rule passed by the Faculty last year, requiring our fraternity chapters to refrain, for three years, from electing new members. The Faculty voted, at the same time, to encourage among the students new forms of social organization; but the undergraduates, taking a different attitude, decided last fall not to organize any new social clubs during the year.

**Student
Organizations**

We have begun to operate the new Charter System, whereby no organization or club, except the Undergraduate Association, may exist in Barnard College unless chartered, for a limited period, by Student Council, with the approval of the Faculty Committee on Student Organizations. The system seems to be a sound one, but it is too soon to determine how successfully it will work.

A new Dramatic Association has been organized, to control all our college plays except those given by the French and German societies and by the Seniors in their final week. The association has had a very successful year, and promises to be of considerable value in guiding college dramatics, always a puzzling though popular feature of student life.

Our most characteristic and original Barnard festivity, the Greek Games, has grown naturally and spontaneously for the past eleven years, until it has now developed into a really beautiful and inspiring festival. During the past year it has attracted rather wide and favorable notice because of its unusual combination of the intellectual, the athletic and the æsthetic, and as a somewhat striking illustration of the educational value of student festivities at their best.

The total gifts actually paid in during the year amount to \$123,875.28. Of this, \$45,312.49 came from the estate of the late Joseph Pulitzer, and is to be used for founding additional scholarships in memory of his daughter Lucille. Barnard will probably receive about \$50,000 more from this source.

About \$70,000 of the money paid in was for the Quarter Century Fund. The largest single contribution was Mrs. E. H. Harriman's generous gift of \$50,000, the income of which is to be used for the support of work in Physical Education or to meet a deficit in running expenses. Notable also is the gift of \$10,000 from Mrs. Clinton Ogilvie to establish the Clinton Ogilvie Memorial Fund, and that of \$5,000 from Mrs. C. B. Crocker, which is to be added to the principal of the Henrietta Carpenter Fund.

The campaign for the Quarter Century Fund received a cheering impetus last fall, when the General Education Board promised \$200,000 towards our endowment, on condition that we raise \$1,000,000 in all for this purpose by June 15, 1915. Besides this, we need an equal amount for additional buildings, but with these the gift of the General Education Board is not concerned.

So far there has been paid in or definitely pledged towards our Fund about \$550,000. The alumnae have shown great energy and enthusiasm during the past winter. The exceptionally successful operatic benefit which they organized netted over \$6,000 for the Fund. Besides this great central effort, the class committees in all the alumnae classes and so-called "territorial committees," organized in various suburban districts, have worked very effectively. The undergraduates also have continued their enthusiastic efforts.

In spite of the "hard times" in the business world, which make the raising of money an especially difficult task at present, the Trustee Committee, under the chairmanship of Mr. George A. Plimpton, hope to make, by next November, considerable progress towards the \$2,000,000 fund of which Barnard is in such dire need.

The formal celebration of the twenty-fifth anniversary of the founding of the College the Trustees are planning to hold on Thursday, November 5. There will probably be an educational exhibit illustrating the history of the education of women. There will be formal exercises in the Columbia University Gymnasium, at which distinguished speakers will make addresses, and to which all alumnae, students, officers and friends of Barnard will be invited. In the evening there will be a large subscription dinner at a downtown hotel, with a considerable number of short speeches, all from women.

Twenty-fifth
Anniversary

During the first quarter century of its existence Barnard College has made rather notable progress and achieved some success not undeserving of praise. Even so, it has not yet taken full advantage of its remarkable opportunity. It will not be merely the achievements of the College during the past twenty-five years that we shall commemorate next November, but, even more, the significance of its founding in the progress of women's education in this country, and the importance of its future development at this vital center of educational influence. We shall hope to mark our celebration by raising funds sufficient to pay our teaching staff and to provide healthful and comfortable buildings in which to care for our students, but it is even more important that we should commemorate the occasion by taking stock of our intellectual and spiritual progress and condition, and gaining from this contemplation new light and fresh inspiration for better work and better service during the quarter century that is now beginning.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

Dean.

June 30, 1914.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

The total enrollment of matriculated students in the College during the academic year has been 1803; 335 in the School of Practical Arts and 1468 in the School of Education; additional matriculated students in the Summer Session, not in attendance during the regular academic year, 623; non-matriculated students and special classes, 1676; pupils of the Horace Mann and Speyer Schools, 1311—a grand total of 5413. In the School of Education 391 graduate students and 948 professional students were candidates for a diploma and 129 were unclassified students. In the School of Practical Arts there were enrolled, in the freshman class, 145; sophomores, 131; juniors, 41; seniors, 6; and 12 unclassified students. In addition to this primary registration, 171 graduate students from the University Faculties, 2 from the School of Journalism, 59 from Columbia College and 191 from Barnard College elected courses in Teachers College. The number of college graduates registered in Teachers College was 534 and 243 others had a partial college course. There were also 676 normal school graduates. Our resident students came from 48 States and Territories and 19 foreign countries. They represent 177 colleges and universities of the United States, 59 institutions in foreign countries, 118 normal and training schools, 81 technical schools. Of the resident students in the School of Education 79 were candidates for the degree of Doctor of Philosophy, 312 were candidates for the degree of Master of Arts, 764 were candidates for the degree of Bache-

lor of Science in Education and 29 for the degree of Bachelor of Arts.

The colleges and universities which sent us the largest number of students stand in the following order: Hunter College, 48; Columbia, 47; College of the City of New York, 26; Barnard, 26; Vassar, 18; University of Chicago, 17; Cornell, 15; Wellesley, 14; Adelphi, 14; Smith, 12; New York University, 12; University of California, 12; University of Minnesota, 12; Harvard, 11; University of Indiana, 11; University of Michigan, 10; Colgate, 9; Mt. Holyoke, 9; University of Pennsylvania, 9; Peabody, 8. Four institutions (one foreign) are represented by 7 students each; 5 by 6 students each; 3 by 5 students each; 18 (1 foreign) by 4 students each; 18 (1 foreign) by 3 students each; 47 (8 foreign) by 2 students each; 120 (48 foreign) by 1 student each.

The normal schools with the largest representation are the following: Trenton, N. J., 25; Manhattan Training School, 24; Oswego, N. Y., 18; Albany, N. Y., 17; Potsdam, N. Y., 14; Ypsilanti, Mich., 13; Buffalo, N. Y., 13; Brooklyn, N. Y., 12; Geneseo, N. Y., 11; Cortland, N. Y., 10; Newark, N. J., 10; Normal, Ill., 10; Oneonta, N. Y., 9; New Paltz, N. Y., 8; Bridgewater, Mass., 8. Three normal schools are represented by 7 students each; 3 by 6 each; 8 by 5 each; 7 by 4 each; 12 by 3 each; 29 by 2 each; 41 by 1 student each.

Leave of absence was granted for the first half-year to Professors Suzzallo, Farrington and Norsworthy, and for the second half-year to Professors McMurry, Strayer and Nutting. After fifteen years as Faculty superintendent of the Horace Mann Schools and professor of Educational Administration, Dr. Samuel T. Dutton has been granted leave of absence for the year 1914-15, and at the expiration of his leave he will retire from the service of the College. It is the first break in the circle of those who joined the faculty at the beginning of my administration, but the pain of separation is tempered by the memory of devoted service and the knowledge that his rare professional ability will still be used in the cause of education and philanthropy. Professor Farrington has resigned his seat in

the Faculty of Education to accept a professorship in Yale University, but we shall continue to have his valuable services for part time during the ensuing year. The following assistant professors have been added to the Faculty of Practical Arts: Annie M. Goodrich in Nursing and Health, Mary Theodora Whitley, Ph.D., in Education, Jean Broadhurst, Ph.D., in Biology, Harold Brown Keyes, M.D., in Physical Education, Jesse Feiring Williams, A.B., in Physical Education, Clifford D. Carpenter, A.B., in Chemistry, and Cora Marguerite Winchell, B.S., in Household Arts Education.

The year has been marked by more than the usual increase in the student body. Particularly is this true in the number of college graduates and of technical students.

Students When the announcement was made more than a year ago of the proposed change in the School of Education, there were upward of four hundred students who would be excluded from admission. The immediate effect was that nearly half of that number did not return last fall, although no restrictions were contemplated at the time. Nevertheless, their places were taken by students of higher academic rank, and the total enrollment was increased. The outlook for the ensuing year is problematical, but under normal conditions I do not look for any serious diminution in attendance.

Summer Session The summer session is the greatest cause of anxiety. At the present writing (1914) there are nearly four thousand students taking classes in Teachers College, the equivalent of three thousand full-time students. In preparation for a heavy enrollment, we opened many classrooms in the Horace Mann School not previously used for College classes, but despite all our care to relieve the pressure the facilities of the institution were strained to the utmost. Next year more classes will be scheduled in the evening, thus making certain rooms, mostly studios and laboratories, available for three groups each day. Beyond this step I can see no possible arrangement whereby we can make larger use of our plant. The policy of limiting classes, already enforced in a few departments, will neces-

sarily become the rule throughout the College. I dread the day when such a rule must be enforced because, simple as it seems, we have found it extremely difficult of enforcement. It works hardship on students because not all who apply in advance can carry out their plans, and many late applicants cannot secure the instruction they most need. Every such disappointment or maladjustment is a distinct loss, both to the student and the College.

The most significant change in policy adopted by the Faculty of Education in many years pertains to the granting of diplomas. Hitherto, Teachers College diplomas have been granted in course to all who **Curriculum** have completed the requirement for a degree. By recent legislation the diplomas will in future be granted only to those holders of academic degrees who demonstrate their professional fitness in some particular field. The formal announcement of the change is as follows:

"Teachers College provides in the School of Education both for research in Education and for professional training. The degrees granted indicate primarily the quantity of work done; the diplomas certify to its professional aim. Students may pursue curricula leading to a higher degree without regard to professional ends, or they may elect to specialize in administration, supervision, and the theory and practice of teaching with a view to professional service. In either case the requirements for the degrees may be met, but diplomas will be granted only to those who, besides qualifying for a degree, give promise of superior professional ability as evidenced by their personality, character and technical training.

"Each student is required at matriculation to state his major interest and in the election of courses to secure the approval of his adviser. There is no prescribed curriculum, or fixed combination of courses, required for any diploma. The previous training of the student, his experience in teaching and his future needs govern the adviser in his recommendations. It is expected, however, that the characteristic courses offered in any department, particularly courses on the theory and practice of teaching, supervision, and administration, will be elected by a candidate for a diploma as part of his curriculum. The guiding rule is that the student should first determine the career which he wishes to pursue and then seek the assistance of a faculty adviser in making up his curriculum.

"The award of the Teachers College diploma depends in each individual case upon the Faculty's estimate of the candidate's professional

fitness for the office sought, such as Teacher of Latin in High Schools, Primary Supervisor, Superintendent of Schools, etc. The responsibility for demonstrating fitness rests upon the candidate. To this end the curriculum should be selected with care and advantage should be taken of the facilities offered by the College and its Schools and by practical work in the schools of New York City, and its vicinity. For reasons of weight the Faculty may decide to withhold a diploma for some time after the degree has been conferred until the candidate has had the opportunity to show his ability in school work. A student without experience in teaching may secure a diploma as High School Teacher in one year, but in other fields either experience in teaching, or a longer period of study, or both, are necessary."

It appears that our cordial relations with the graduate faculties of the University are in some danger of disturbance from the change to graduate standing of the School of Education. The difficulty arises from the restriction of our courses in school administration and methods of teaching to students matriculated in Teachers College. This restriction has been in force from the time Teachers College entered the University system, but of late years it has been relaxed in favor of certain graduate students in other departments on the theory that their superior scholarship, greater maturity or experience in teaching qualified them to pursue certain professional courses ordinarily closed to undergraduates. Now that the School of Education is put on a graduate basis, it becomes necessary either to admit all graduate students or to restrict certain courses to Teachers College students. The trouble arises chiefly between the academic departments of the University and our departments of Secondary Education. Some University professors are disposed to think that what a high school teacher most needs is a knowledge of the subject, and if anything else is desirable it does not go beyond a course in methods of teaching, which would ordinarily not occupy more than one-fourth of a student's time for one year. Our faculty insists on some knowledge of the history and principles of education and of educational psychology as prerequisite to graduate work in Education, and it expects of every student in the courses in School Administration and Methods of Teaching some prac-

tical work in the lower schools. Unless the department controls a student's time, and is responsible for his curriculum, there can be no assurance that satisfactory results will be attained. It is the desire to direct a student's interests and thereby develop his professional spirit that has led Teachers College to insist upon the matriculation of those who would enter its strictest professional courses. Laxity in the enforcement of this policy with graduate students might easily break down our whole scheme for the training of secondary teachers. It will doubtless happen in the future, however, as in the past, that some graduate students in University departments are adequately fitted to enter any course whatever in Teachers College. When such students are recommended to me by the departments concerned, I shall take pleasure in admitting them, but any serious modification of the rule must await the action of Faculty and Trustees.

The arrangements for the separation of the sexes in the six upper classes of the Horace Mann School and the location of the boys in their new home at 246th Street have gone on steadily throughout the year. A revised curriculum has been adopted for the girls' school which will permit the stressing of the fine arts, household arts and physical training to a greater extent than has hitherto been possible for those who are not preparing for college. The schoolhouse for the boys is progressing favorably and will doubtless be ready and equipped in time for the opening in September. The problems of organization and readjustment have been many and searching. The way in which they have been met by principals and teachers merits special approbation and thankful acknowledgment.

The Speyer School has had the most successful year in its history. Never before has the College made so great use of it and at no time has the public been so deeply interested in its work. Everything in print pertaining to its management, curriculum and experimental work has been eagerly sought and gone into many editions. It seems like an unfortunate time to consider any curtailment of its activities, but I suspect that in the near

**Horace
Mann
Schools**

**Speyer
School**

future we shall be forced to reckon the cost of its maintenance over against the opportunities that are gradually being opened to us in the public schools of New York City and surrounding towns. When our new Horace Mann Schools are well settled on the new basis and our co-operation is welcomed in the public schools of New York and vicinity, as now seems assured, we may safely consider what course to pursue. Up to the present time we have had no alternative; if we wanted a chance for experimentation we had to provide it. In future we hope to have the opportunity to study real problems under actual school conditions.

The Bureau of Publications has been active during the year under review. Its success is attested by the fact that it has conducted its business without support from the College treasury and has made a profit of \$1,428.39, thus increasing the surplus in the publication fund to \$10,771.31. The publications of the year are as follows:

Teachers College Record:

- September, 1913: Formal English Grammar as a Discipline, by Thomas H. Briggs, Ph.D.
- November, 1913: The Measurement of Achievement in Drawing, by Professor E. L. Thorndike.
- January, 1914: Experimental Studies in Kindergarten Theory and Practice, edited by Professor Patty S. Hill.
- March, 1914: Geography in Normal and Secondary Schools, papers by Professor Richard E. Dodge and Miss Clara B. Kirchwey.
- May, 1914: Open-Air Schools, by Mrs. Siegfried M. H. Upton.

Contributions to Education:

1. The Support of Schools in Colonial New York by the Society for the Propagation of the Gospel in Foreign Parts, by William Webb Kemp, Ph.D.
2. Practice in the Case of School Children, by Thomas Joseph Kirby, Ph.D.
3. Spelling Ability: Its Measurement and Distribution, by B. R. Buckingham, Ph.D.
4. The Influence of Reconstruction on Education in the South, by Edgar Wallace Knight, Ph.D.

5. Rural Schools in Canada, their Organization, Administration and Supervision, by James Collins Miller, Ph.D.
6. School Costs and School Accounting, by J. Howard Hutchinson, Ph.D.

Other Publications:

1. The Psychology of Learning, Vol. II of Educational Psychology, by Edward L. Thorndike.
2. Mental Work and Fatigue and Individual Differences and their Causes, Vol. III of Educational Psychology, by Edward L. Thorndike.
3. School Health Administration, by Louis W. Rapeer, Ph.D., and The Administration of School Medical Inspection—A Tentative Standard Plan.
4. Worship in the Sunday School: A Study in the Theory and Practice of Worship, by Hugh Hartshorne, B.D., Ph.D.

Reprint editions:

1. The Question as a Measure of Efficiency in Instruction: A Critical Study of Class-Room Practice, by Romiett Stevens, Ph.D. (Third impression.)
2. The Curriculum of the Horace Mann Elementary School; reprinted from March and May, 1913, numbers of Teachers College Record.
3. A Scale for the Measurement of Quality in English Composition by Young Children, by Milo B. Hillegas, Ph.D., reprinted from September, 1912, Teachers College Record.
4. Handwriting, by Edward L. Thorndike. (Second impression.)
5. Industrial Education, by Dean James E. Russell and Frederick G. Bonser, Ph.D. (Second impression.)
6. Thorndike Handwriting Scale in chart form.

Teachers College Bulletin—Fifth Series:

1. Announcement, Department of Nursing and Health, 1913-1914.
2. Floor Plans of Household Arts Building.
3. Catalogue of New Publications, 1913-1914.
4. Alumni Bulletin XIII.
5. Dean's Report, 1913.
6. Address List for Equipment and Supplies for Household Arts (Technical Education Bulletin No. 20; reprint of No. 12, with revisions).
7. Outline of a Course in Elementary Clothing and Handwork, by Ruth Penfield Sill (Technical Education Bulletin No. 21).
8. Some Attempts to Standardize Oven Temperatures for Cookery Processes, by May B. Van Arsdale (Technical Education Bulletin No. 22).

9. Alumni Bulletin XIV.
10. Announcement of Opportunities for Graduate Work in School of Education, 1914-1915.
11. Opportunities for Graduate Work in Secondary Education offered by Teachers College, 1914-1915.
12. Food for School Boys and Girls, by Mary Swartz Rose, Ph.D. (Technical Education Bulletin No. 23).
13. Announcement of Degrees and Diplomas Conferred, 1912-1913; Fellows and Scholars, Register of Students, 1913-1914.
14. Announcement of School of Education, Teachers College, 1914-1915.
15. Announcement of School of Practical Arts, Teachers College, 1914-1915.
16. Alumni Bulletin XV.
17. Afternoon, Evening, Saturday and Special Classes, Announcement, 1914-1915.
18. Complete catalogue of publications of Bureau of Publications, Teachers College.
19. Announcement of Department of Nursing and Health, 1914-1915.

The growth of the library and the demands upon it are beyond our ability to meet. The total number of bound volumes, exclusive of those belonging to the University, is 57,932, of which 2,613 have been added during the year. The strain is best shown in the number of readers who make constant use of the library. Five years ago the circulation of books for home use was 34,709; last year it was 70,612. During the same period the circulation of reference works has increased from 39,030 to 97,973. Conditions during the summer session are hardest to bear. Notwithstanding the opening of a large classroom (needed for instruction during the year) and the use of the Horace Mann reading-room, it was hardly possible to find a vacant chair from early morning till late at night. It is needless to say that such conditions are well nigh intolerable, imposing on the library staff, students and teachers alike inconveniences to which they should not be expected to submit. But I can see no relief until some generous patron sees fit to give us a new building.

The appointment committee has been diligent in its duties. Every year brings an increase in the number of students seeking positions and particularly of school officers looking for teachers. The burden of correspondence is very heavy and the expense of maintenance is correspondingly great. It is a burden, however, from which there is no escape. Those who want teachers insist on getting the judgment of those members of the faculty who are in the best position to judge. If each officer were to attempt to meet these requests personally it would entail a serious loss of time and energy, much more than either he or the institution could afford to bear. From the standpoint of professional service to the public nothing that we do is of more practical worth than the bringing together of those who have positions to fill and those fitted to fill them.

Appointment
Committee

The following table shows the nature of the calls upon the Committee and the number of appointments reported:

	<i>Inquiries</i>	<i>Appointments</i>
Superintendents	20	17
Colleges	260	161
Normal Schools	294	96
Secondary Schools	682	188
Elementary Schools	252	79
Kindergartens	28	27
Domestic Art	153	72
Domestic Science	340	156
Fine Arts	102	43
Industrial Arts	149	41
Physical Education	183	22
Nursing and Health.....	209	17

All told, the year under review has been exceptionally fortunate in all phases of our educational work. The spirit of teachers and students has been above all criticism. Difficulties, due to lack of room and inadequate facilities, have been cheerfully met, and in large measure overcome. It is an earnest of successful co-operation in future until we are enabled to meet our responsibilities in proper fashion.

Respectfully submitted,

JAMES E. RUSSELL,

Dean.

June 30, 1914.

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to submit below my report for the academic year 1913-1914.

The dominating influence of the year has been the enormous registration in our freshman class and the very large total attendance of students. When our present building was erected, it was clearly foreseen that attendance at this metropolitan school must in time attain great proportions, and our plans were made in view of such prospective development. There were some who did not share in this expectation, and who looked upon our ample accommodations as representing a wasteful policy, but this policy has been fully justified during the past year. Early in the summer of 1913, it became apparent that the adequacy of our accommodations was to be tested and great interest was created, on the part of both faculty and trustees, in the result. Our teaching staff was enlarged and additional equipment was installed. The faculty made a thorough study of the situation and prepared, not merely to maintain all standards, but to mark the occasion by an all-around improvement in the educational work of the school. Upon the assembling of the classes, the student body was successfully enlisted as a partner in our plans. They were told that more and better work was to be required and more rigid examination tests applied. Their response was immediate and satisfactory. The average attendance of the year has been the best ever recorded here, and an enthusiastic *esprit de corps*

was maintained through the year. Our large class-sections have been handled as smoothly, albeit with some additional effort on the part of the faculty, as those of other years, and all examinations have been highly successful.

At the time of writing, it is apparent that the coming session will show, in addition to a second year class of the same proportions as last year's entering class, another great increase in matriculation. For the present, these increases will cause no inconvenience to faculty or students, but it is evident that the limit of our accommodations will soon be reached, and we are already considering plans for some material addition to our plant.

Attendance upon our University Course, now extended to three years, receives a slight temporary check, but it is felt that the great benefits of the change, and its educational necessity, will ere long be so generally appreciated as to induce a healthy growth in this department of our work. An outline of this course was submitted at the recent meeting of the State Pharmacy Council, and was unanimously approved, although it was not deemed wise to adopt it as obligatory, since ours is probably the only school in the State that is suitably equipped for its maintenance. The financial status of the other schools of the State is so rapidly improving that it is reasonable to hope that at no distant day New York may rank as high in the more advanced lines of pharmaceutical instruction as she has long done in the elementary department. Meantime, the craze for the possession of unearned degrees, infallible evidence of professional crudity, continues to rage in a portion of the pharmaceutical field. The great success of one of the largest schools of pharmacy in the country, which confers the Doctor's Degree on very insufficient grounds, has this year induced an institution in a neighboring State to offer this degree on the payment of seventy-five dollars and nominal attendance on one day a week for one short term, by matriculants who have been unsuccessful at pharmacy schools, by "graduates" of correspondence courses, and even by those who have never pursued any professional courses whatever. A large

number of these fledgelings have this season advertised the titles thus secured throughout our city. Doubtless our Educational Department will in due course suppress this particular form of fraud, but in the meantime it must serve to mark the still unenviable professional status of pharmacy.

One of the important events of the year is the publication of the second edition of the National Pharmaceutical Syllabus, designed to serve as a general guide to instruction by pharmacy schools and to examination by the Board. This work is destined to play an important rôle in the development of the pharmaceutical curriculum. Building from the top downward has been the besetting sin of pharmaceutical education in this country. Pharmaceutical assaying and chemical analysis without an adequate foundation in physics and chemistry, materia medica without a previous training in the use of the microscope, toxicology without physiology; these have been the vain endeavors of the average teacher and student, the country over. By the strenuous labors during several years of twenty-one of the leading men in all departments of professional work, this Syllabus has been put forward as an indication of the irreducible minimum for a sound course of study in professional pharmacy. While none expects that a majority of the schools or boards will at once attain nearly to its provisions, it is expected to exert a persistent and irresistible influence in shaping future development. It has already been adopted by a number of educational and administrative bodies besides those of the State of New York.

At a meeting of the State Pharmacy Council held at Saratoga on June 21st last, a number of important acts were performed, besides the adoption of this Syllabus. Hereafter, no student will be matriculated in this State for any courses of study in pharmacy who is deficient in any portion of the entrance requirements, nor will any be advanced to a higher class with any conditions pending against him. Attendance upon ninety per cent. of the entire course, in each year and in each subject, will be required. Two-thirds of the three-year course leading

**Pharmaceutical
Syllabus**

**State
Pharmacy
Council**

to the degree of Ph.Ch. will comprise the work of the two-year course for the Ph.G. degree; one-half of the remaining third must be in chemistry, the remainder optional with the respective school. It was also resolved that no farther advance, either in entrance requirements or length of course shall be made at present. The several schools undertook a consideration of the minimum requirement as to equipment of pharmacy schools, with a view to their adoption at the next meeting of the Council.

One of the pleasantest facts that I have to report is a most generous provision by Mr. Albert Plaut, Chairman of our Committee on Instruction, for the annual payment of a prize of five hundred dollars to that B.S. in Phar. who exhibits during his course of study the greatest taste and aptitude for original research, the money to be expended in a year of foreign study.

Plaut
Prize

The financial condition of our school is satisfactory. In addition to the expenditure of large sums for equipment and considerable additions to the salary schedule, we have materially reduced our mortgage and still maintain an ample working fund.

Respectfully submitted,

H. H. RUSBY,

Dean

June 30, 1914.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SESSION OF 1914

To the President of the University,

SIR:

It is my privilege to present herewith a report of the fifteenth Summer Session of Columbia University, which opened July 6 and closed August 14. The question of the determination of the date of the Summer Session is one of considerable interest and importance. The time of opening and closing is determined by the day of the week on which, in any year, the Fourth of July falls, and by the necessity of bringing the termination of the Session on Friday, so that students may have an opportunity of leaving the city before the close of the week. The occurrence of the holiday often interrupts in a serious manner the days of registration, and due consideration must always be given to those who find their journey to the University interfered with by the closing of offices and the cessation of business which mark the Fourth of July. It has been the custom when any difficulty arises, because of the interruption occasioned by the holiday, to make the first academic week one of six days, including the Saturday as a day of regular recitations. The Administrative Board has endeavored as far as possible to keep the Summer Session within the limits of the first week of July and the second week in August, taking care to secure thirty days of recitations and one day of examinations. This matter is here referred to as the dates of the Summer Session, and are of great importance to the students and to the force of instructors.

Preparations for the Summer Session are begun as early as November of the preceding year. Due consideration is always given to the number attending in the preceding Session and to the evident preference of the students for subjects and courses. Thought is given to the best plan of development which the ever-increasing numbers encourage and in fact determine. The Summer Session of 1913 was marked by an extraordinary enrollment, and, in consequence, the preparations for the summer of 1914 were on a larger scale than of other years. The question has been asked if it is customary for the Summer Session to provide for a regular increase in registration which, in the present summer, amounts to over 1,000. In other words, does the Administrative Board anticipate always a large increase in the number of students? In reply to this it may be said that the history of the Summer Session has always justified a decided addition to the program of studies because of an increase regularly expected and as regularly realized. The number of students has been cared for by an increase in the number of subjects and in the number of courses and by the addition of evening classes, and no difficulty has been experienced in arranging for special sections where any particular class has been over crowded.

In the Summer Session of 1914 two additional courses were offered in agriculture; three in chemistry; five in classical philology; one in economics; three in English; two in geography; three in German; three in history; one in law; six in medicine; one in mathematics; one in metallurgy; three in philosophy; three in physiology; three in politics and public law; one in psychology; two in Romance languages; two in stenography and typewriting; one in zoology.

In the Department of Education a number of additional courses were offered this year beyond the summer of 1913: history of education, 1; educational administration, 2; administrative psychology, 1; elementary education, 5; kindergarten, 1; English, 2; mathematics, 1; modern languages, 1; physical education, 4; physical science, 1; music, 1; household

arts education, 1; cookery, 2; textiles and clothing, 2; household economics, 2; industrial arts education, 1; vocational guidance, 1. In education the following courses were offered for the first time: history of education with reference to the problems of elementary education; rural sociology; vocational education in Europe; supervision of instruction in normal and training schools; vocational guidance; plays and games for young children; high school English; geography for rural schools; man and his geographic environment; teaching of applied mathematics; school play and festival; personal hygiene; teaching of physical science in elementary schools; household economics; teaching of agriculture in secondary schools; industrial arts for exceptional and deficient children; advanced courses in cooking.

Particular attention was given to the development of courses which would be of service to students in the field of commerce, and courses were offered in bookkeeping, accounting, economics, commercial law, English, geography, arithmetic, stenography and typewriting, and were classified under the heading "Commerce," so as to interest teachers in this subject who are calling for courses which will enable them to make progress as do students in other subjects. In our educational system teachers in the schools of commerce have rarely had the opportunity of collegiate work in this subject, and the Summer Session will aid greatly in remedying this weakness by offering courses of which teachers who are busy during the winter may be able to take advantage.

Attention should be called to the increase in the number of courses offered in the evening, which were arranged for the benefit of students who could not attend during the day and also for the Summer Session students who prefer to take their courses in the evening rather than in the daytime. One course was offered in bookkeeping; one in elementary business arithmetic; two in economics; five in English; one in French; two in German; two in mathematics; one in mineralogy; one in sociology; one in stenography and typewriting; one in penmanship; making a total of thirteen courses, with an attendance of 321, as against seven, with an attendance of 163 last year.

The spirit with which this program of subjects and courses was received is indicated by the election on the part of the students, which must be regarded as an important but not infallible guide for the formation of plans for the coming Summer Session. The election of courses for any summer is determined by many and varying influences. For the Summer Session of 1914 there are certain facts of registration which are of importance, although that importance should not be exaggerated. The extraordinary increases in the total individual registrations are found in the department of elementary education, physical education and English. That in elementary education is due to some extent to rearrangement of courses, but must be attributed also to the extended program offered in that field. The testimony of the statistics may be summed up in the general statement that, with very few exceptions, all the subjects offered in the Summer Session show a reasonable and normal increase, the marked decrease being in geology, history of education and mechanics. Gratifying increases are found in psychology, politics, medicine, mathematics, history, and in physiology, where the number has risen from 20 to 100. A noticeable feature of the registration is the large increase in attendance of non-matriculated students, a tendency which has marked the history of recent Summer Sessions. It is also worthy of mention that the change in Teachers' College to a Graduate School has not interfered with the extraordinary registration which this school always maintains. It is another evidence of the general movement in education which shows an increase in the desire for training without special regard for securing diplomas and degrees.

The comparative number of non-matriculated students is greater by two per cent. than in the preceding year. Every school of the University is represented by a larger number of matriculants than in 1913, with the exception of the Schools of Mines, Engineering, and Chemistry, which show a loss of 28, due to the new scheme of study, and the School of Law, where a loss of six is felt in a registration of matriculants of 93. The loss in the registration in this department may be due

to the late filing of the examination reports of the preceding year.

The variation in the character of the student body from year to year is shown by the classification of students according to teaching positions. Whereas, for the past four years the percentage of teachers has been decreasing and the number of students not engaged in teaching increasing, this summer shows a slight increase in the percentage of teachers and a small decrease in the number of those not engaged in teaching. The statistics of last year indicated an increase in the non-teaching students of four per cent. This summer shows a decrease of one per cent. This can hardly be regarded as a decided check in the tendency referred to.

Students come from almost every State in the Union and the delegation from certain States is exceedingly large, in fact, much larger than in 1913. Thus, there is an increase of 22 from Connecticut in a registration of 95; 47 from Massachusetts in a registration of 185; 100 from New Jersey in 436; 481 from New York in 2,127; 40 from Pennsylvania in 379; 17 from the District of Columbia in 65; 62 from Georgia in 150; 25 from Maryland in 177; 35 from South Carolina in 86; 22 from West Virginia in 43; 30 from Illinois in 86; 25 from Kansas in 57; 36 from Ohio in 279; 28 from Wisconsin in 62; 10 from Washington in 21; 21 from Iowa in 70.

Graduate students this summer number 1,149, against 899 in 1913 and 731 in 1912, so that the increase this year is 250, against an increase of 166 in 1913. The service which the Graduate School is rendering to education through the Summer Session in graduate education is most marked.

The total registration was 5,590, as against 4,539 in 1913. To care for this great body of students the University appointed 291 instructors of whom 232 were men and 59 women. There were 89 assistants of whom 41 were men and 48 women. There were offered by this body of instructors 536 courses. In 1913 248 instructors and 54 assistants offered 441 courses. Of the force of instructors 85 were not members of the staff, but were mainly selected from sister institutions. In 1912 this number was 60 and in 1913 was 63. Again, the Director takes

pleasure in stating that a larger number of the teaching force of Columbia University were found in the staff of the Summer Session of 1914 than in any previous year. Participation in the Summer Session instruction is entirely voluntary and has been largely due to loyalty to the University.

Daily chapel exercises were maintained during the Summer Session and were attended by audiences which numbered, on the average, 150, although the hour had been changed to eight o'clock. These services were under the direction of Chaplain Raymond C.

**Religious
Services**

Knox and were addressed by many of the instructors. At the Sunday services held at 4.10 in the afternoon the University preachers were Rev. Raymond C. Knox, Chaplain of the University, Rev. Hugh Black of Union Seminary and Rev. J. Stuart Holden of St. Paul's Church, Portland Square, London, England. On Sunday evening informal religious exercises were held on the Green and consisted of singing and brief addresses. The audiences numbered upward of 600 people. The vigorous, inspiring conduct of these various religious exercises forms a delightful feature of the Summer Session.

The health of the students has been carefully watched over by the University Medical Officer, Dr. William H. McCastline, who, with the assistance of a trained nurse, held office hours for consultation in Earl Hall during the day. The importance of the ser-

**Medical
Attendance**

vice of the University Medical Officer can hardly be exaggerated. It is his duty to warn students as to over-estimating their strength and to prevent them from taking too heavy a burden of study during the summer, or to direct them to relinquish the thought of entering upon work in the summer. It is his part, also, to care for the general health of the students throughout the University and to prevent serious outbreak of disease by watchful anticipation. The anxiety of friends and relatives is largely diminished by the knowledge that a skilful medical officer, appointed by the University, is at hand for the care of those who are at a great distance from their homes. Mention should also be made just at this point of the care which the University takes of the students

who have come under its educational direction. Careful directions are printed in the announcement as to the best means of reaching the University. In many instances, escorts are sent to meet trains and steamers. Offices are established at the University so that railway officials may meet students and advise them as to securing tickets and accommodations.

The present Summer Session has witnessed the transfer to the care of the Administrative Board of the Summer Session of Camp Columbia, which is located at Morris, Conn. At this Camp for a number of years the Schools of Mines, Engineering, and Chemistry have offered part of their prescribed work in astronomy and civil engineering and the Camp has existed for this purpose. With the deliberate intention of increasing the usefulness of this part of the University's summer work, and to broaden its offering so as to serve other departments and to open up its opportunities, the Trustees have added Camp Columbia to the general Summer Session. Courses will be offered for matriculated students of the University and for others who are suitably equipped in subjects which are found appropriate, as it is believed that there is an opportunity of great service for those who desire to spend their summer in study in a delightful section of New England. The resident director of the Camp for the summer of 1914 was Mr. J. Kip Finch, Assistant to the Director of the Summer Session. Courses were offered in geodesy and surveying with a staff of three instructors under the direction of the professor of astronomy; the usual courses in civil engineering were given with a staff of one instructor and seven assistants; a course in plane surveying and one in limnology were offered for the first time.

Considerable improvement has been made in the condition of the Camp during the past spring and summer. Through the generosity of a gentleman particularly interested in the Camp, a boathouse and a laboratory for the course in limnology were built. It was possible also to install electric light, and this added greatly to the comfort and safety of the students. A number of other improvements are being made which

event of wet weather, and the Coburn Players gave their week of open-air plays.

The rehearsals of the Summer Session chorus were attended by many students and by those not otherwise connected with the University who enjoy taking part in a large chorus. Two concerts were given, one in St. Paul's Chapel, the Oratorio of "The Messiah," and the second in the University Gymnasium, Handel's "Acis and Galatea." The two concerts were under the direction of Professor Walter Henry Hall, Professor of Church and Choral Music, and the soloists were Miss Laura Combes, Soprano; Mrs. Benedict-Jones, Contralto; Mr. Dan Beddoe, Tenor; Mr. T. Foster Why, Bass; Mr. Samuel Quincy, Organist; Mr. F. Lorenz Smith, Concert-Meister. Many students come to the University for the music and for the training which they receive in preparation for these concerts.

Four organ recitals were given during the summer by Mr. G. Alexander West; Mr. William J. Kraft; Mr. David McKay Williams; Professor Walter Henry Hall.

In the report of the Director for 1913 attention is called to the importance of regulating the excursions which had been attended by extraordinary numbers. There appeared to be some danger that the attractiveness of the excursions would interfere with serious study. As a result of this suggestion the excursions for the Summer Session of 1914 were arranged in two series: The first was open to students of the Summer Session without restriction, as they were assigned to days and hours which would not conflict with the class hours. The second series was open to those students whose programme admitted of an adjustment which did not suffer from the excursions. A fee of five dollars was charged for those who desired to take advantage of these excursions which were selected so as to prove of educational value. The success of this plan was most gratifying. The attendance on the excursions in Division I was as follows: Ellis Island, 1,050; Aquarium and Statue of Liberty, 350; West Point, 1,269; Washington Irving Region, 642; Seashore, 57; Steamship Aquatania, 500. The attendance on Division II was as fol-

lows: Metropolitan Museum of Art, 125; Circumnavigating Manhattan Island, 120; Children's Farm School, 125; Jumel and VanCortlandt Mansion, 130; New York "Times," 175; New York Stock Exchange, 150; Navy Yard, 140; Museum of Natural History, 100; Bronx Park, 40; Modern Tenement and Social Settlement, 150; Ziegler Publishing Company, 100; Doubleday, Page and Company, 57; Lower East Side and Chinatown, 150.

It will be noticed that the excursions in Division II were selected with considerable care and with the definite purpose of providing entertainment, as well as education and information.

The dormitory accommodations were increased this summer by the use of Furnald Hall, which was assigned to a large number of women students and was filled with those who enjoyed fully the opportunity of occupying this new and well-equipped student home. Miss Grace H. Hubbard, Associate Professor of English in Barnard College, was asked to serve as adviser to women and placed in charge of Furnald Hall. The experiment of using this dormitory proved a complete success.

In the closing words of my report I must refer to certain factors which characterize the Summer Session of Columbia University and give it a well-deserved reputation. There is no hesitation in placing before the students courses which may not be attended by a large number. In other words, the University does not take into consideration the financial return of any particular course, the desire being to make the offering as rich as possible for those who rely upon the summer for their opportunity of study. Again, special consideration is given to the welfare of the students, to their health and safety while at the University, and also for their enjoyment. Beyond this I would emphasize particularly the generous spirit which is shown by the officers of instruction and administration. This is referred to very often by students and many return summer after summer because of their attachment to the University which is engendered by this spirit. It may seem strange to

Conclusion

mention this specifically and without any reference to the reputation of the teaching ability of the instructors which has so much to do with the success of an educational institution. It is true, however, that a spirit of this kind is often lacking in colleges and universities, and when it is present and pervades the activities and interests it makes possible results which might otherwise be regarded as hopeless of attainment.

Respectfully submitted,

JAMES C. EGBERT,
Director.

August 14, 1914.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I desire to present herewith a report of Extension Teaching for the academic year 1913-1914.

The year just passed, a report of which it is now our part to narrate, has been eventful in providing incidents which clearly indicate the correctness of judgment on the part of the University in establishing, maintaining and increasing the influence of this department. The University has reaffirmed its confidence in certain principles of modern educational development, which are evinced in the field designated, by reason of its origin, "Extension Teaching." Thus it is well established that a university should offer of its store, without unreasonable restriction, to those who are prevented from enjoying its privileges as regular students. Education and educational opportunities are no longer to be confined to certain times and places or withheld from any one on the ground of age or lack of equipment in non-essentials. The university field of service is no longer circumscribed with the old collegiate and academic boundaries, and the sphere of educational and cultural influences is not measured by the walls of its local habitation, but extends far and wide for multitudes who now form the population of Greater New York and the adjoining cities. **Development**

The experience of the past year has served to mark very distinctly the divisions into which the activities of Extension Teaching naturally fall. We may regard the work of Extension Teaching as either academic or non-academic, and we

may subdivide the academic at the present time into intra-mural and extra-mural divisions. The non-academic has been represented by the Institute of Arts and Sciences, which, for the present at least, is located exclusively at Morningside Heights. The intra-mural and extra-mural courses have fulfilled academic ideals during the past year, so that the courses of instruction have almost entirely been those which are accepted as counting toward the degrees.

In strict conformity with the plans outlined in the report of the Director for 1912-13, intra-mural courses were offered in agriculture 6; architecture 15; botany 5; chemistry 5; commerce 25; education 2, engineering (civil 3; electrical 3); English 34; fine arts 6; geology 6; German 12; history 12; Latin 10; library training 1; mathematics 14; mechanical drawing 5; mechanics 1; music 1; practical optics 21; philosophy 4; physical education 3; physics 2; politics 2; psychology 5; Romance languages 15; Semitic languages 5; stenography and typewriting 5; sociology 4; structural mechanics 4; zoology 3. The conduct of these courses was entrusted to a staff of 145 instructors. Of these 78 were officers of the University and 67 were not otherwise connected therewith.

From this enumeration it may be seen that the Department of Extension Teaching has carried on a large number of courses which belong to a collegiate curriculum and to that which is found in the early years of the schools of science, and beyond this offers courses in agriculture, commerce and practical optics. These three mentioned last have formed individual entities and are in the early stage of development into complete series or schools dealing with these three subjects.

The question of standard has been most carefully considered, as it was believed that it would be impossible to maintain the academic character of Extension Teaching unless the grade of instruction and the demands upon the students were made entirely consistent with the standards of the University, as shown by the various schools and departments in their regular courses. In consequence of this, the Administrative Board of Extension

**Courses
Given**

**Question of
Standards**

sion Teaching arranged with the various schools of the University not to recognize any courses in Extension Teaching in which the student received a lower grade than C. Great care has been taken to maintain regular attendance and to conduct examinations with as great exactness as in other parts of the University. During the past year a system of mid-term reports was established, and students in this department were notified if they were falling below the standard and were warned as to their possible failure if they were neglecting their studies. All these efforts have resulted in placing the courses in Extension Teaching on the same plane as those in other parts of the University.

The new series of laboratory courses for students of modern languages was offered for the first time this year, and proved of great value. These courses were designated "Courses in Spoken Language." Thus two were offered in English, five in French, four in German, one in modern Greek, two in Italian, two in Hebrew, two in Spanish. They were entirely colloquial and were arranged in time so as to precede or follow the regular courses in the study of the language and the literature. They were attended by enthusiastic classes and were regarded as a useful supplement to the other courses offered in modern languages. Four of the courses in French were offered in coöperation with the Alliance Française of New York.

**Courses in
Spoken Lan-
guage**

The year past has witnessed the completion of the three years required for a student to finish the full series of courses in Commerce, Accounts and Finance.

The completing of this series is recognized by the conferring of a certificate by the Administrative Board of Extension Teaching. One student, the first to receive such a certificate, was thus recognized at the close of the year 1913-14.

**Courses in
Commerce**

The series which has been designated "Secretarial Studies" has been maintained and regulated so as to accomplish the definite purpose of providing a combined cultural and commer-

cial education for young men and women who are entering upon a business career.

Courses in Agriculture were amplified by a series of lectures entitled "Institute for City Dwelling Farmers," which was offered during the months of February, March and April on every Friday afternoon.

Extra-mural Courses
 Extra-mural courses were given in Brooklyn: one in education, four in architecture, one in English, two in French, one in history, one in German, one in Italian, one in Latin, eight in mathematics, one in politics, one in Spanish. Elmhurst: one in education, one in English. Paterson: one in education, two in English, one in fine arts, one in French, one in politics. Jersey City: one in education, three in English, one in domestic science, one in French, one in German, two in physical education, one in psychology, one in social correspondence. Bridgeport: two in education, one in English. Trenton: two in education, three in English, one in Italian. Stamford: one in education. Norwalk, one in education; and Springfield (Mass.): one in education.

Institute of Arts and Sciences
 The Institute of Arts and Sciences forms the non-academic division of Extension Teaching. On the third of February, 1913, the Trustees of the University established the Institute, which opened on October 13 of the same year. This formed the lyceum part of Extension Teaching and was arranged so as to organize the desultory lectures that had been offered in the University for a number of years past, and to develop such lectures into an organization which would provide for the individual needs of those who could not undertake the responsibility of academic courses and yet desired contact with the educational opportunities of the University. At the end of the first year 1,248 members had been enrolled. The program of the Institute consisted approximately of 250 lectures, concerts, readings and recitals, which aimed to provide general education, culture and entertainment. The result of this new departure was most satisfactory, as was

shown by the number of members enrolled and the interest taken in the various parts of the program.

It is not necessary in this report to refer more fully to the work of the Institute of Arts and Sciences, inasmuch as the first annual report has been prepared and published in elaborate form by the Assistant to the Director. This contains a summary of the Institute program and a final statistical summary showing the Institute attendance for the year.

The Administrative Board has always encouraged an interest in choral music. During the winter four choruses were conducted under the auspices of Extension Teaching: one at Yonkers, the Yonkers Choral Union; one in Brooklyn, The Brooklyn Oratorio Society; one at Morningside Heights, the University Chorus; one in Rockville Centre, the Long Island Choral Society. Two concerts were offered during the academic year: On December 17, in Carnegie Hall, Handel's "Messiah" was sung by the chorus of 300 voices, with the following soloists: Madame Jeanne Jomelli, soprano; Madame Rost Why, contralto; Mr. Orville Harrold, tenor, and Mr. William Hinshaw, baritone. The second concert was given on April 15, in Carnegie Hall. The program consisted of Handel's "Acis and Galatea" and Hamilton Harty's "The Mystic Trumpeter," with the following soloists: Madame Cecile Talma, soprano; Mr. Dan Beddoe, tenor; Mr. Nicholas Douty, tenor; Mr. Horatio Connell, baritone; Mr. T. Foster Why, bass. Interest in choral music has been greatly furthered by the appointment of Walter Henry Hall to the chair of church and choral music, the past year being the first of his incumbency.

**Choral
Music**

As indicated in the report of the Director for the year 1912-1913, two important problems, due to the development of Extension Teaching, were presenting themselves and demanding early solution.

**New
Problems**

The first, the proper control and direction of the development of the courses in commerce which on the completion of the third year had virtually formed a School of Commerce. These were closely associated with the

department of economics of the School of Political Science. They were given exclusively in the evening, and so were limited to students who could come at that particular time. A School of Commerce would be of little service to a university if it were confined to the evening hours. It was recognized at the same time that the demands upon students who could attend only in the evening were extraordinary, especially when the completion of their work was not awarded by a degree but simply by a certificate. Careful consideration of this problem resulted in the transfer of certain important courses from the evening to the late afternoon hours and the reduction in the number of points required for the certificate now offered by the Administrative Board of Extension Teaching.

The following courses were assigned to the day: a graduate course in the principles of accounting, open only to students who had had two years of college work or the equivalent; graduate courses in business and social statistics; development of railway transportation; development of water transportation; psychology of advertising and selling; and business organization and administration; corporation finance, principles of money and banking; banking organization and foreign exchange and insurance. Thus not only were commercial courses given in the day time, but the offering of the department of economics of the School of Political Science was increased on a most important side. An evening student is now required to secure 48 points. He must have four points in accounting, eight in commercial law, ten in commerce, of which six must be in the principles of economics, four in finance (money and banking), making a total of 26 points required. In the preceding year 62 points were required before the award of the certificate. Columbia College decided to recognize one of these courses as counting directly for its degree of A.B. or B.S. It is apparent that these plans imply simply the next step in the development of these subjects—Commerce, Accounts and Finance—at Columbia University, and in the immediate future it will be necessary to plan for further recognition by the offering of a degree of Bachelor of Science in Commerce. The foundation

for such a course as this should certainly be laid in the third year of Columbia College, supplemented by professional work in the field of practical economics and leading to a special degree. This would bring about the complete realization of a School of Commerce, created without additional financial burden to the University.

The second problem suggested in the report last year was the determination of the standing of the officers of instruction employed in Extension Teaching and paid from the budget of that department. The accompanying resolutions passed by the Trustees of the University indicate a very satisfactory solution of the problem. The resolution adopted at the meeting on December 1, 1913, amending Section 31, Chapter 4 of the Statutes, reads as follows:

Standing of
Officers in
Department

Resolved: That each department shall consist of those officers of administration and instruction who are appointed by the Trustees, or pursuant to their authority, to render academic service within the scope of the subject covered by the title of the department, provided that no person shall be a member of more than one department. Professors, associate professors, assistant professors, associates and instructors shall be entitled to vote in regard to matters under consideration by a department. Unless otherwise ordered by the Trustees, the senior officer of the highest rank who is in active service in any department shall be its administrative head.

The second resolution was passed by the Trustees on March 2, 1914, and is as follows:

Resolved: That, hereafter, in appointing persons not otherwise in the service of the University who are intended to take part in Extension Teaching (in accordance with the provisions of the Statutes, Section 232), the Trustees will give, upon the recommendation of the Administrative Board of Extension Teaching and with the approval of the appropriate department, the titles of assistant professor, associate, instructor, assistant or lecturer, according as the training, experience and salaries of such persons may indicate.

In conformity with these resolutions on May 4, 1914, the

Trustees of the University appointed Frank A. Patterson, Ph.D., to be assistant professor of English; Robert H. Montgomery to be assistant professor of Economics, and James P. C. Southall, M.A., to be assistant professor of Physics. It was understood that each of these officers was to give at least one course of instruction annually in addition to his work in Extension Teaching and under the jurisdiction of the appropriate University faculty.

The action just referred to has proved most effective in giving suitable recognition and dignity to those who engage in Extension Teaching. Because of the early use of this expression, "Extension Teaching," as applied to the lyceum and the short lecture course, some disrepute has been attached in academic circles to the phrase and to what it stands for. As Columbia University has accepted Extension Teaching and has given it academic recognition, it is entirely suitable that those who are engaged as teachers in connection therewith should receive an academic grade similar to that of other instructors in the University.

An amendment to the Statutes adopted June 1, 1914, is also important as bearing upon the powers of the Administrative Board. Chapter 3 was amended by the addition of Section 27, as follows: An Administrative Board established by the Trustees shall have the same powers and duties as a Faculty and shall be subject to the same limitations upon its action.

It now remains to speak of the plans for the coming year. In the intra-mural department marked increase has been made in the number of courses offered, and much attention has been given to a proper classification, so that students may pursue their courses according to an established and definite curriculum. This is particularly true of courses in architecture and of the college entrance courses for mature students and those that give the three years preliminary to the courses in engineering. The latter are arranged in a five-year collegiate schedule.

Courses in Spoken Language will be offered in Arabic, English, French, German, Greek, Irish, Italian, Modern Hebrew, Rumanian, Russian and Spanish.

**Plans for
1914-15**

The Secretarial courses have been rearranged so as to form a curriculum of study which will be of particular value to students interested in pursuing the occupation of secretary and clerk in business offices. Thus Extension Teaching offers a three-year course in Secretarial Studies in the afternoon and a four-year evening course.

Great interest has been shown in the extra-mural department of Extension Teaching in which there were enrolled in the past year 723 students, as against 296 of the preceding year. Courses will be offered at Mount Vernon, three; Norwalk, three; Stamford, three; Bridgeport, ten; Paterson and Passaic, ten; Jersey City, nine; Trenton, six. All of these are of academic grade, require regular attendance and are followed by the usual examinations. This desire for university courses on the part of those who are interested in educational matters in various towns has become so strong as to render it almost impossible for the University to refuse to recognize their demands. This branch of Extension Teaching gives great promise of extraordinary service in the immediate future.

The program of the Institute of Arts and Sciences shows an unusual offering for the coming year with lectures, readings, recitals and concerts. The entire program will include approximately 250 events, divided about evenly between late afternoon and evening. A modification will be made in the lecture system so that the series will be limited to four, instead of six, distributed over a month, instead of six weeks. The Institute has also been able to make arrangements for the issuing of coupons giving reduced rates to the concerts of the Columbia University Chorus, Philharmonic Society of New York, the Flonzaley Quartet and to the performance of the Mediæval Pageant in honor of the seven hundredth anniversary of the birth of Roger Bacon, representing the culture of the thirteenth century, which will be given at the University in November. The Institute will open Tuesday, October 13. This brief statement is quite inadequate to describe the activities of the Institute of Arts and Sciences

**Institute
Plans for
1914-15**

which has already secured an important place for itself in Columbia University.

I cannot close this report without calling attention again to the serious lack of a suitable hall for the accommodation of audiences numbering about one thousand, and also the need which the University is already feeling for an auditorium which will accommodate from four to five thousand persons. The usual audiences attending the lectures and recitals of the Institute already number from two to six hundred. It is for these events that the smaller auditorium is needed. The University, through the Department of Extension Teaching, offers concerts which require a large stage, as the choruses number at least three hundred, and for orchestral concerts, such as those given by the Philharmonic Society, a large auditorium is indispensable. The University is developing most rapidly along the lines of direct service to the community through its Extension Teaching Department and through its Institute of Arts and Sciences. To meet the demands of this development it is very clear that the accommodation referred to above must be provided some time within the next few years, or the service offered by the University will be largely restricted.

I desire to express the great indebtedness which the Department of Extension Teaching owes to the various administrative officers of the University. The experience of the past year has served to emphasize the excellent organization of the University in this respect.

Respectfully submitted,

JAMES C. EGBERT,

Director.

June 30, 1914.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914.

To the President of the University:

SIR:

I have the honor to present the report of the Secretary of the University for the year 1913-14.

The routine of the office has gone on with little or no interruption and as a consequence there is little or nothing to record, and the report becomes largely a preface for the several very important appendices.

I beg to repeat the suggestion made in the Secretary's report for 1912-13 concerning University admissions:

As the University grows in size and develops in organization, the admission of students to the several schools becomes more and more important. This question alone requires the attention of a number of officers **Admissions** during the entire summer and for a good part of the entire year. The requests for general information and catalogues, that come by mail to the office of the Secretary, number from fifty to two hundred and fifty a day—the personal and telephone requests are legion. These first requests should continue to go to the Secretary, but it would seem that one central officer with competent assistance could administer the matter of credits more satisfactorily, both to candidate and to faculty, than can five or six non-coöperating individuals. Entrance credentials, which range from secondary school preparation to academic degrees, whether presented for admission to the College, either to the freshman year or to advanced standing or into one of the professional or graduate schools, should bear some relation to the work of Columbia College, and such relation could best be maintained by the establishment of a central admissions committee. The success of the Committee on Undergraduate Admissions makes the enlargement of its functions a logical step. A single gateway to the University would make for economy and efficiency, and would give the whole matter of admissions a personal attention which a decentralized system, administered by officers already under great pressure, must necessarily lack.

The year 1913-14 was the first in the existence of the position of catalogue clerk, appointed to work in conjunction with the office of the Secretary, the office of the Registrar and the office of the Alumni Federation, and it may not be out of place to discuss the details of the work. Already a great deal has been accomplished, although the task of keeping the lists up to date and at the same time collecting and codifying the information for new lists is tremendous. The names of all graduates have been set in stencil lists which are grouped by schools, and these school lists are in turn arranged alphabetically under classes. The entire arrangement corresponds to the front section of the General Catalogue. From these stencils two kinds of cards have been printed, one arranged as a straight alphabetical list to correspond to the general index of the catalogue. In addition to the name and address on this card, however, there are places for other information relating to the dates of birth and death, dates of matriculation and graduation or withdrawal, the degree of degrees obtained and any other pertinent material that can be secured. The second card list corresponds to the locality index of the catalogue. The names and addresses, of course, appear on the cards which are grouped under countries, states and cities or towns.

The largest task that confronts the catalogue clerk is the preparation of a list of names and addresses of the non-graduating matriculants. Up to the present time there has been compiled a more or less accurate list of the non-graduates of the College. As soon as the information can be verified the names will be run off on stencils differing in color from those of the graduates. The plans of the committee even include at some future time the placing on stencil lists of the names and addresses of all students as they enter. Upon graduation or withdrawal from the University it will then be a simple matter to transfer the stencil to the appropriate alumni list.

The work of the catalogue clerk is greatly facilitated by

ready access to the many sources of information which the office of the Alumni Federation affords.

During the year 1913-14 the following legislation was passed affecting the general policy of the University and its several schools:

IMPORTANT LEGISLATION 1913-14

- Abolition of the Faculty of Fine Arts and termination of the agreement with the National Academy of Design, to take effect June 30, 1914.
- Establishment of a separate School of Architecture under the direction of an Administrative Board. Legislation
- Abolition of regulation permitting "non-matriculated" students to enter the School of Architecture, to take effect July 1, 1914.
- Transfer of the graduate courses in Music to the Faculty of Philosophy and the undergraduate courses to the Faculty of Columbia College.
- Establishment of the degree of Bachelor of Literature in Journalism.
- Amendment to agreement with Teachers College to permit Teachers College to award diplomas for proficiency in teaching or educational administration in such form or forms as the University may approve to persons who have received academic degrees.
- Amendment to regulations governing alumni representation on the Board of Trustees to make the resolution conform to the new conditions created by the formation of the Alumni Federation.
- Extension to Administrative Boards established by the Trustees of the powers, duties and limitations of a Faculty.
- Establishment of the subject of Pharmacology on a separate basis as a Department of the Medical School, and the inclusion of Therapeutics as a subdivision of the Department of the Practice of Medicine.
- Establishment of the School of Education upon a graduate basis from and after July 1, 1914.
- Increase of regular tuition fee in Barnard College to \$200 per annum, for students entering after July 1, 1915.

The Report of the Committee on Women Graduate Students brings a full realization of how appallingly little has in the past been done for the women who come to Columbia for advanced study. To be sure one field of study after another has been opened to them but almost nothing has been done for their social welfare while at the University or for their vocational well being when they are ready for practical work. The committee's plans for the coming year meet squarely these responsibilities.

The Secretary of Appointments submits only a statistical report, but shows the increasing usefulness of his work. The scale on which the financial condition of the university allows the appointments work to be carried on leaves Columbia far behind the other Eastern Universities and leaves much of the field of Alumni appointments untouched. It would seem that when the University's relation to the public is crystallized into an organization under definite leadership—a movement in which the President's recent appointment of a committee to study this matter is the first step—the suggestions of the Committee on Women Graduate Students and the development of the appointments work should have careful consideration in connection with that organization.

Appendix 2 shows the growth and the possibilities of Dr. McCastline's work as University Medical Officer. This very growth, however, reveals the possible danger of transforming the necessary position of University Medical Officer into what is unnecessary in New York City—a University Physician.

Possibly no more significant occurrence took place on the campus last year than the signing of the Inter-Fraternity Agreement, given in full in the Report of the Chairman of the Board of Student Representatives. The agreement shows a recognition on the part of most of the societies of their dependence on each other and on academic standards for their own preservation. The agreement was the outcome of student suggestion and was developed and signed without faculty pressure and practically without faculty advice.

It is only just that credit should be given in this report to the members of the office staff for faithful service. Every demand of the office business is met with absolute willingness. The arrangement of placing members of the Secretary's staff in some of the buildings for the convenience of the several departments has in the main worked well. There is a tendency, however, to consider possession—in this case the physical location of the stenographer's desk—nine points of the law. The tenth point which has to be divided among from five to ten officers is more of an aggravation than a convenience. Should the system ever be enlarged, some more definite method of administration will have to be adopted.

In October, 1913, Walter R. Mohr, 1913, was appointed Chief Clerk to succeed Mr. Barrett, who resigned to go into the service of the city. Mr. Roy, Secretary of Appointments, resigned on June 30, to work with the State Commission on Employers' Liability and Paul C. Holter, 1907, who served in this same capacity some years ago, succeeded him.

Respectfully submitted,

FRANK D. FACKENTHAL,

June 30, 1914.

Secretary.

APPENDIX 1
 REPORT OF THE COMMITTEE ON WOMEN
 GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

The Committee on Women Graduate Students has the honor to present the following report for the academic year 1913-1914:

The number of women students registered under the Graduate Faculties has been increased during the past year by nearly one hundred. The figures are as follows:

	1912-1913	1913-1914
Faculty of Philosophy.....	261	249
Teachers College	140	204
Faculty of Political Science.....	123	174
Faculty of Pure Science.....	88	84
	612	711

On Commencement Day, out of a total of 488 candidates receiving the degree of Master of Arts, 221 were women; out of 63 receiving the degree of Doctor of Philosophy, 11 were women.

In order to care more adequately for the needs of this large and important body of students the President appointed, in January, 1914, a University Committee on Women Graduate Students, made up as follows: Dean Gildersleeve, Chairman; Dean Woodbridge, *ex-officio*; Provost Carpenter, Professor Robinson, Professor Dewey, Professor Ogilvie, Miss Hutchinson.

and Miss Emma P. Smith, Secretary and Executive Officer. This Committee was substituted for the former office of Adviser, and it promises, so far as we can at present judge, to be an effective body. At its meetings it has already considered several very important questions affecting the women graduate students.

The Committee urgently recommends that as soon as possible a dormitory be provided for the women graduate students. Meantime efforts will be made to furnish advice regarding safe and comfortable boarding places. During registration week the Secretary will be ready to supply addresses of such houses, and a notice has been inserted in the official bulletin requesting all women graduate students who are strangers in the city to consult her before choosing their permanent places of residence.

Residence

The Committee recognizes the desirability of encouraging social intercourse among the students, who generally come to the University entire strangers. To this end, all possible assistance should be given to the Women's Graduate Club, which serves tea every afternoon in the Women's Room in Philosophy Hall, and welcomes there the students, the Faculty, and their friends, as well as any visitors at the University. A reception was given to the students in the fall by the Chairman of the Committee, and on Commencement Day the same generous friend who has provided it in past years contributed money for a luncheon given by the University to the women candidates for the higher degrees.

Social Life

Room 301, Philosophy Hall, has been much used this year by students and visitors, and in the evening has been available for various clubs and societies in the University.

Repeated requests have been made by the women students for an opportunity to use some tennis court. It is to be hoped that some such provision for outdoor exercise can be made by the University for this large body of students.

Tennis Court

Realizing the necessity of aiding students to procure employment while at the University and to secure appropriate positions when they leave, the Committee has

Employment made a special study of the question of employment. This study has included an investigation of the opportunities for women in the higher grades of the teaching profession and in the new occupations which are opening up to the college woman,—for example, on the Geological Survey, as statisticians, and in the fields of chemistry, architecture and medicine.

The increase of opportunities for women in medicine is especially striking, and is due largely to the development of preventive medicine and public health work.

New Vocations There is a growing demand for women with medical training as consulting physicians in girls' schools and colleges and in large department stores, and as officers of boards of health. Moreover, many women are occupying positions in pathological, chemical and bacteriological laboratories.

In the large field of philanthropic work and in new kinds of commercial work connected with department stores, factories and public service corporations there is also an increasing demand for women with university training.

In view of these opportunities, the Committee feels that it should keep in touch with all possible sources of information, such as the Intercollegiate Bureau of Occupations of New York, and the Women's Industrial and Educational Union of Boston, and supply our students with facts about the various vocations.

Appointments It should also make a much greater effort than has hitherto been possible to get into touch with employers and find suitable positions for our women graduates. This will be an extension of the work of the University Committee on Appointments, and will be carried on in co-operation with that Committee.

Having in view the occupations which our women students may follow after leaving the University, the Committee plans to suggest from time to time the addition to our curriculum of courses designed to prepare them for such lines of work. It also hopes to secure for women graduate students admission to some courses in the University which have hitherto been closed to them, but which appear to be necessary as training for their future vocations. As a first step, the Committee recommends that all courses which count towards the non-technical higher degrees and from which women are at present excluded should be opened to them.

**New Courses
for Women**

The Committee has also considered the question of Fellowships. Since women are not usually regarded as candidates for such Fellowships as already exist, the Committee wishes to recommend most strongly the securing of Fellowships without restriction as to sex. It does not seem fair that a woman graduate student, however brilliant and promising her scholarly ability, should be, merely because of her sex, shut out entirely in Columbia University from the honor and the aid which a Fellowship gives.

Fellowships

Respectfully submitted, for the Committee on Women Graduate Students,

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,
Chairman.

June 30, 1914.

APPENDIX 2

REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

As University Medical Officer, I have the honor to submit to you the following statement of the work under my supervision for the academic year ending June 30, 1914.

It is gratifying to find at the close of the second year of the existence of the Department of Health at Columbia that the records show an increase in the number of consultations of over 100 per cent. While a numerical statement gives an idea of the amount of work done, it does not indicate the worth and efficiency of a work that so intimately weaves itself into the personal welfare of the individual. Such a statement does, nevertheless, portray the tremendous opportunity for productive effort in this field of preventive and curative medicine.

Through the courses in hygiene and sanitation given in our schools and colleges and through the commendable work of current magazines and newspapers, the facts of personal and community hygiene are fast becoming common knowledge. In many ways this broadly disseminated knowledge of the science of preventive medicine has done much to improve the health of communities and to increase the average length of life. But this broader public knowledge of the prevention of disease can accomplish results only to a limited extent. Conferences with many students have demonstrated an interesting fact, that while the individual may state accurately a given point in preventive medicine or hygiene, he frequently misinterprets its application to himself because he has not the experience to draw discriminating conclusions and is perhaps at the same time more or less ignorant of his own physical limitations or

idiosyncrasies. The most effective application of the sciences of preventive medicine and hygiene can only be achieved by a careful study of the physical and nervous reactions of the individual, under the guidance of a physician, and the modification of these general laws to meet the needs of the case in hand.

The work and responsibility of the physician to-day does not end, as formerly conceived, with the treatment or cure of a malady, but of necessity must cover every field that affects health. This broader type of medical work is of great importance because with the lengthening period of preparation for one's vocation, the period of production will be shortened unless through a more rational mode of living this period of productivity can be increased.

Realizing the force of these truths in the lives of our students, the University Medical Officer has endeavored, during the year, to construct his organization so that the Department could be of the most service to those students who come under its care.

The records show that during the college year there were 6313 office consultations. This is more than twice as many as last year. Of these 3944 were with men and 1763 with women, during the regular academic year. The remaining 606 were with students in the Summer School. These figures do not include calls upon students confined to their rooms by illness. The increase in the number of students taking advantage of the work of the University Physician is shown by the following tables.

MEN			WOMEN		
	1912-13	1913-14		1912-13	1913-14
September		51	September		30
October	45	414	October	42	213
November	138	490	November	83	213
December	186	322	December	73	156
January	271	483	January	117	166
February	249	437	February	128	197
March	265	557	March	151	275
April	474	561	April	178	220
May	378	604	May	160	263
June	25	35	June	4	30

There has been no opportunity as yet to make a classification of the types of cases treated at the office; but as one might suppose, among so large a body of students, we meet with practically every form of ambulatory disease, as well as the varied types of injuries from accidents occurring on the Campus.

The University Medical Officer has made an effort to ascertain the types of illness prevalent among the students and to eliminate them if possible by preventive meas-

**Reports of
Illnesses**

ures. Up to the present year there has been no systematic effort made to gather statistics

that would give an estimate of the degree of health enjoyed by the students of the University. Owing to the large number of students and the fact that they are so widely distributed over the city, it is difficult to gather in a satisfactory way data for this purpose. A scheme has been devised, however, and is now in operation to some extent. The first effort has been among those residing in our residence halls and in the fraternity houses. An appropriate card has been printed and is being used at the dormitories. The card calls for statements as to when a student was taken ill, when and by whom the case was reported, the name of the attending physician if the case is under treatment, the dates when the case was admitted to the infirmary, when visited by the University Medical Officer, when terminated and when reported to the registrar. One of these cards is filled out appropriately for every case of illness, no matter how slight, that is reported at the offices of the dormitories or the University Physician. Similar cards will be filed with the fraternity houses, with the request that cases of illness occurring there be reported. Finally this system will be extended to students living at home and in boarding houses.

All cases of absence on account of illness are reported to the registrar's office on a special card designed

**Registrar's
Record of
Illnesses**

for this purpose. This gives the office of the registrar an exact record of the dates of absences from recitations due to illness, and also

the nature of the illness.

One of the most helpful and productive organizations associated with the work of the University Physician has been the Student Board of Health. Its members have been of assistance in solving many of the problems affecting the health and general welfare of the student body. This Board is in close touch with the real life and actual problems of the students. This committee's suggestions and constructive criticisms have been of inestimable value. This group constitutes a most potent safeguard to the health of the University community, since its members report regularly upon definite assignments, and are so distributed over the Campus that the sanitary conditions are under constant surveillance.

**Student
Board of
Health**

As an adjunct to the Student Board of Health an effort was made, this past semester, to organize a Health Senate among the fraternities. In response to a letter calling for delegates from the fraternities, a meeting was held at which more than two-thirds of the Greek letter fraternities were represented. Plans of the proposed organization were presented and met with unanimous approval. The object of this Health Senate is to assist the fraternities with their problems of sanitation and health. Each fraternity will be invited to elect a representative to be responsible for the reporting of all cases of illness in his chapter house. This organization will be unofficial, but will act as a clearing house and advisory board in all matters that come under the control of the University Medical Officer. It is planned to hold two or three meetings of the Senate each academic year, but the members of the Senate will be invited to consult with the University Physician freely upon problems which arise from time to time. It is not the plan of the University Medical Officer to enforce upon the students, through the Student Board of Health or the Health Senate, any regulations or to interfere in any way with the freedom which they enjoy. The sole object is to encourage these men to use the privileges afforded by the University through this Department.

**Health
Senate**

For entrance to college, a man must prepare himself intellectually for his work and show by certificate or examination his qualifications. Until recently, little attention has been given to his health qualifications and physical fitness. Men who have the physical fitness, other things being equal, can stand the test of their college and professional or technical training, without detrimental results to their present or future health. I believe that even with the raising of standards of scholarship, the college and university experiences would find men in a better state of health at graduation and in better shape physically as well as mentally, to take up their life work, if proper stress could be laid upon health and physical habits during the formative years of the boys' training in the upper elementary and high schools. If the colleges throughout the country would place more emphasis upon the health of the candidates for admission, those in control of the child in the home and the school would be stimulated to take more judicious care of his physical needs and to encourage him to appreciate the relative value of health to the full enjoyment of play and work. In order to develop in the applicant for admission to Columbia an interest in his physical equipment, and to bring to his mind the place which health plays in his college career, a preliminary health examination blank has been issued this year. The blank consists of two forms. Form A is a series of questions to be answered by the applicant; form B consists of a statement that is to be filled in by a doctor of medicine. It requires, in order that the statement may be signed by a physician, that a rather complete physical examination shall have been made; for the statement is so worded that it cannot be signed conscientiously unless the physician has made definite observations and tests. In the preparation of these forms, simplicity, accuracy, and thoroughness have been sought. No clinical test has been asked for that necessitates any special equipment on the part of the physician. The chief purpose of these forms is to gain a knowledge of those conditions that may require a more careful medical examination or supervision after the student's arrival at college. All applicants whose his-

**Health
Examination of
Prospective
Students**

tories and physical examinations show any questionable conditions will be interviewed by the University Medical Officer before the college year is under way. This information will also assist the faculty advisers to judge the amount and type of work a student can carry with the best results as to scholarship and health.

These blanks are confidential and will be kept on file in the office of the University Physician. Only such information as is essential will be given to the members of the faculty who are directly responsible for the student in question. These forms aside from giving definite information from both the student and the physician, establish between the home and the University communication of a personal character, the value of which is self-evident. Furthermore, they acquaint the student with the fact that there is at the University a department which has an interest in his individual welfare from the health standpoint.

The views expressed in the report of last year, regarding ill health and diminished efficiency, resulting from improper diet, are again strongly emphasized. We are in great need of a building where the Commons may be housed under conditions that will make the dining rooms attractive and where the preparation of the food may be carried on under ideal conditions. There is but one way that the University can compel the restaurants and boarding houses in the vicinity of the Campus to serve the quality of food that our students need, under acceptable conditions; namely, by operating a Commons that will attract the students and that will serve as a model. Under the present arrangement, with the Commons situated as it is, in quarters that are not fitted for this use or purpose, it is practically impossible, even under the most ideal management, to make it attractive to the majority of students.

**A Need for
the Commons**

During the year, we have been, for a large community, comparatively free from infectious and contagious diseases. Owing to the fact, however, that we had four cases of typhoid occurring among our faculty and students, a very careful examina-

tion of the food supplied to the University dining halls was made. To our satisfaction the investigation disclosed the fact that the food served on the Campus was above criticism. In order to safeguard the patrons of our dining halls, the employees will, in the future, be under the constant supervision of the University Medical Officer; and all new employees, who come in contact with the food, will be compelled to undergo an examination which will rule out any possibility of employing carriers.

As a result of these investigations, through the co-operation of the Executive Committee of the Faculty Club, a number of suggestions and new methods of caring for, preparing and serving food were instituted. At the present time the Faculty Club is without question one of the most satisfactorily managed restaurants in the city. Every precaution is taken in the purchasing of foods to obtain the best quality and especially to procure the foods served uncooked from sources under the control of our city board of health. Care is taken to prevent the food from contamination in any way during its preparation and service.

Through the kindness of the Committee on Buildings and Grounds, the remaining room of the suite which the University Medical Officer occupies in Earl Hall, was given over to his use. This room is used as a reception room during the office hours, and greatly facilitates the organization of the office work. The room is large and affords ample accommodations for study, which is of much benefit to those who must wait for their consultations.

During the year additions have been made to the equipments in our infirmaries at Furnald and Livingston Halls, so that now we have an equipment adequate to meet the needs of all cases that can be handled in the dormitories. At the beginning of the fall term, a new infirmary will be opened in Hartley Hall, which will correspond, in arrangement and completeness, to the Furnald Hall infirmary.

I wish again to emphasize the need of a pavilion in one of the hospitals, for the care of serious medical and surgical cases occurring among the students. The endowment of such a pavilion would be a most fitting memorial and would be more far reaching in its benefits than any other purpose for which a fund could be given. Fully as urgent as the hospital fund, is the necessity for a fund to be used for the purchase of supplies for those students who find themselves ill without means to procure the necessary medicines, food, or services of a nurse where the conditions require it. A number of cases coming under my supervision this past year could have been saved much anxiety and discomfort, if such a fund had been available. Men and women who have the pluck and ambition to sacrifice their comforts to gain an education are certainly worthy of assistance of this kind. It is rather difficult for one to show adequately the need and importance of such funds as have just been mentioned, since one must actually be in touch with the conditions which arise in order to appreciate the difficulties under which many of our students are obtaining their educations.

**Funds
Needed**

We are under obligations to several of the hospitals throughout the city for the courteous treatment afforded our students during the year, especially to St. Luke's and the New York Hospital.

Hospitals

I wish also to express my appreciation of the co-operation and assistance of the members of the faculties of the University, who have facilitated much of the work of this Department.

Respectfully submitted,

WM. H. McCASTLINE,
University Medical Officer.

June 30, 1914.

APPENDIX 3

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1913-14

SUMMARY OF OFFICERS

	1912-13	1913-14
Professors	177	177
Associate Professors	36	41
Assistant Professors	84	95
Clinical Professors	16	19
Associates	46	38
Instructors	162	162
Curators	2	3
Lecturers	26	27
Assistants	70	72
Clinical Assistants	87	97
Total	706	731
Other Instructors in Teachers College.....	133	121
Other Instructors in College of Pharmacy.....	8	7
	847	859
*Administrative Officers	32	34
*Other Administrative Officers, Barnard College, Teachers College and College of Pharmacy..	6	8
Total	885	901
Emeritus Officers	15	14
Total	900	915

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

VACANCIES

By Death, Resignation, or Expiration of Term of Appointment,
occurring, unless otherwise indicated, on June 30, 1914

Professors and Administrative Officers

- CHARLES P. BENNS, M.E., Superintendent of Buildings and Grounds
in Teachers College.
LIVINGSTON FARRAND, M.D. (Jan. 31), Professor of Anthropology.
GEORGE S. FULLERTON, Ph.D., as Visiting American Professor in
Austria.
THEODORA GEORGE (Jan. 31), Registrar of Teachers College.

- ARPAD G. GERSTER (Jan. 31), Professor of Clinical Surgery.
 FRANK J. GOODNOW, LL.D., Eaton Professor of Public Law and Municipal Science.
 J. RAMSAY HUNT, M.D. (April 30), Associate Professor of Neurology.
 THEODORE C. JANEWAY, M.D., Bard Professor of the Practice of Medicine.
 JAMES W. JOBLING, M.D., Assistant Professor of Pathology.
 WILLIAM DAWSON JOHNSTON, Litt.D. (Dec. 31), Librarian of the University.
 CHARLES MCBURNEY, M.D. (died Nov. 7), Emeritus Professor of Surgery.
 ADAM M. MILLER, A.M., Assistant Professor of Anatomy.
 JEAN PERRIN, Ph.D., Visiting French Professor, 1913-14.
 FREDERICK PETERSON, M.D., Professor of Psychiatry.
 KARL F. TH. RATHGEN, Ph.D., Kaiser Wilhelm Professor of German History and Institutions, 1913-14.
 MALCOLM M. ROY, A.B., Secretary of Appointments.
 JOSEPH SCHUMPETER, Jur.D., Visiting Austrian Professor, 1913-14.
 PAUL SHOREY, Ph.D., Theodore Roosevelt Professor of American History and Institutions in the University of Berlin, 1913-14.
 WILLIAM K. SIMPSON, M.D. (died Feb. 6), Professor of Laryngology.
 RUDOLF TOMBO, JR., Ph.D. (died May 21), Associate Professor of the Germanic Languages and Literatures and Director of the Deutsches Haus.

Associates

- ALBERT A. BERG, M.D., Associate in Clinical Surgery.
 FELLOWES DAVIS, JR., M.D., Associate in Clinical Obstetrics.
 WALTER H. EDDY, Ph.D., Associate in Biological Chemistry.
 ALFRED P. LOTHROP, Ph.D., Associate in Biological Chemistry.
 HERMAN O. MOSENTHAL, M.D., Associate in Biological Chemistry and Instructor in Medicine.
 F. F. NICKEL, Associate in Mechanical Engineering.
 EDWARD W. SCRIPTURE, M.D. (Jan. 31), Associate in Psychiatry.
 LINSLEY R. WILLIAMS, M.D. (Jan. 31), Associate in Clinical Medicine.

Instructors

- JESSE E. BEANS, Instructor in Drawing.
 ANDREW BENDER, Ph.D., Instructor in Analytical Chemistry.
 HAROLD C. BROWN, Ph.D., Instructor in Philosophy.
 ARTHUR EDGAR, Ph.D. (died Nov. 11), Instructor in Chemistry.
 CHARLES HERRMAN, M.D., Instructor in Diseases of Children.
 FREDERICK B. HUMPHREYS, M.D., Instructor in Pathology.
 EDWARD L. HUNT, M.D., Instructor in Neurology.
 ROBERT H. LOMBARD, S.B., Instructor in Chemistry.
 EDWARD C. LYON, JR., M.D., Instructor in Obstetrics.
 WALTER W. MCKIRAHAN, Ph.D., Instructor in Analytical Chemistry.
 SERGIUS MORGULIS, Ph.D., Instructor in Biological Chemistry.
 ROBERT K. MURPHY, Chem.E., Instructor in Engineering Chemistry.
 JOHN A. NORTHCOTT, M.A., Instructor in Mathematics.
 HARRY V. E. PALMBLAD, A.M., Instructor in Germanic Languages and Literatures.
 CHILTON L. POWELL, A.M., Instructor in English.
 C. OSCAR RIEDEL, Instructor in Mechanical Engineering (Sept. 15, 1914).

ARTHUR W. SWANN, M.D. (died May 28), Instructor in Clinical Pathology and in Clinical Medicine.
 SAMUEL W. THURBER, M.D., Instructor in Laryngology.
 GEORGE F. WIESER, M.E., Instructor in Mechanical Engineering

Lecturers

HENRY N. ARNOLD, LL.B., Lecturer in Mining Law.
 FRITZ BERCKHEMER, Sc.D., Curator in Palæontology.
 GEORGE B. FORD, S.B., Lecturer in Architecture.
 LELAND HALL, Lecturer in Music.
 ROSCOE R. HILL, A.B., Lecturer in History.
 GEORGE C. HOLT, LL.B., Lecturer in Patent Law.
 SOLOMON T. H. HURWITZ, Ph.D. (Dec. 31), Gustav Gottheil Lecturer in Semitic Languages.
 ARTHUR K. KUHN, LL.B., Lecturer in Jurisprudence.
 ESTHER E. LAPE, A.B., Lecturer in English in Barnard College.
 ALBERT LEVITT, B.D., Lecturer in Philosophy.
 HARRY A. OVERSTREET, B.Sc. (Feb. 3), Lecturer in Philosophy.
 NORMAN K. SMITH, Lecturer in Philosophy.
 ARTHUR E. SUFFERN, A.M., Lecturer in Economics.

Assistants

EDWIN H. ARMSTRONG, E.E., Assistant in Electrical Engineering.
 CHARLES H. BAILEY, M.D., Assistant in Cancer Research.
 HAROLD P. BANKS, E.M., Assistant in Metallurgy.
 FREDERICK J. BARRETT, M.D., Assistant in Clinical Medicine.
 SIMON BIRNBAUM, A.M. (Feb. 28), Laboratory Assistant in General Chemistry.
 EVEREND L. BRUCE, A.M., Assistant in Mineralogy.
 FRANK L. DE BEUKELAER, A.M., Laboratory Assistant in Physical Chemistry.
 JOHN E. EVANS, A.M., Assistant in Psychology.
 RUTH S. FINCH, A.M., Assistant in Chemistry in Barnard College.
 ALLEN C. FRASER, B.S., Assistant in Botany.
 HUBERT B. GOODRICH, A.M., Assistant in Zoology.
 KARL J. HOLLIDAY, B.S. (Dec. 31), Laboratory Assistant in Chemistry.
 B. RAYMOND HOOBLER, M.D., Assistant in Diseases of Children.
 DONALD B. KEYES, A.M., Laboratory Assistant in Chemistry.
 ARTHUR KNUDSON, A.B., Assistant in Biological Chemistry.
 LOUIS OTTO KUNKEL, Ph.D., Research Assistant in Botany.
 JOHN A. MCKINLEY, JR., Assistant in Drawing.
 JOSEPH K. MARCUS, A.B., Laboratory Assistant in Chemistry.
 CHARLES C. PEARCE, A.B., Assistant in Politics.
 HAROLD PERRINE, C.E. (Nov. 1), Assistant in Civil Engineering.
 GEORGE A. PFEIFFER, A.M., Assistant in Mathematics.
 JULIET S. POYNTZ, A.M., Assistant in History in Barnard College.
 PERCY W. PUNNETT, A.M., Assistant in Chemistry.
 FREDERICK V. RAND, M.S., Assistant in Botany.
 ALFRED E. REJALL, A.M. (Feb. 1), Assistant in Psychology.
 MONTGOMERY H. SICARD, M.D., Assistant in Clinical Obstetrics.
 FRANCIS M. VAN TUYL, M.S., Assistant in Palæontology.
 CHARLES WEISMAN, Ph.D., Assistant in Biological Chemistry.
 GEORGE F. WILLIAMSON, A.M., Assistant in Psychology.

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1914

Professors and Administrative Officers

NAME	FROM	TO	SUBJECT
CHARLES P. BERKEY, PH.D. (Oct. 1, 1913).	Assistant Professor	Associate Professor	Geology
DINO BIGONGIARI, A.B.	Instructor	Assistant Professor	Romance Languages
WILLIAM DARRACH, M.D.	Associate	Assistant Professor	Surgery
BERGEN DAVIS, PH.D.	Assistant Professor	Associate Professor	Physics
RALPH W. GIFFORD, LL.B.	Associate	Professor	Law
HARRY L. HOLLINGWORTH, PH.D.	Instructor	Assistant Professor	Psychology
LOUIS A. LOISEAUX, B.S.	Assistant Professor	Associate Professor	Romance Languages
WARFIELD T. LONGCOPE, M.D.	Associate Professor	Professor	Practice of Medicine
HOWARD L. MCBAIN, PH.D.	Visiting Lecturer	Associate Professor	Municipal Science and Administration
JAMES H. MCGREGOR, PH.D.	Assistant Professor	Associate Professor	Zoology
FRANKLIN MATTHEWS, A.B.	Associate	Professor	Journalism
WESLEY C. MITCHELL, PH.D.	Lecturer	Professor	Economics
HENRI F. MULLER, PH.D.	Instructor	Assistant Professor	Romance Languages
ARTHUR C. NEISH, PH.D.	Instructor	Assistant Professor	Chemistry
JOHN M. NELSON, PH.D.	Instructor	Assistant Professor	Organic Chemistry
ALWIN M. PAPPENHEIMER, M.D.	Associate	Assistant Professor	Pathology
FRANK A. PATTERSON, PH.D.	Instructor	Assistant Professor	English
ARTHUR F. J. REMY, PH.D.	Assistant Professor	Associate Professor	Germanic Philology
HARRISON R. STEEVES, PH.D.	Instructor	Assistant Professor	English
ELLERY S. STOWELL, LL.D.	Lecturer	Assistant Professor	International Law
EDWARD D. THURSTON, JR., Mech.E.	Instructor	Assistant Professor	Mechanical Engineering
FREDERICK TILNEY, M.D.	Associate	Assistant Professor	Neurology
CARL VAN DOREN, PH.D.	Instructor	Assistant Professor	English
HAROLD W. WEBB, PH.D.	Instructor	Assistant Professor	Physics
ERNEST H. WRIGHT, PH.D.	Instructor	Assistant Professor	English

Associates

NAME	FROM	TO	SUBJECT
ERNEST L. SCOTT, PH.D.	.....Instructor	Associate	Physiology
HENRY C. THACHER, M.D.	.....Instructor	Associate	Medicine

Instructors

JOHN J. COSS, B.D.	.....Assistant	Instructor	Philosophy
EDWARD CUSSLER, M.D.	.....Assistant	Instructor	Clinical Medicine
ALEXANDER GOLDENWEISER, PH.D.	.....Lecturer	Instructor	Anthropology
ALBERT R. LAMB, M.D.	.....Assistant	Instructor	Pathology
ARTHUR E. NEERGAARD, M.D.	.....Assistant	Instructor	Medicine
CHARLES PACKARD, PH.D.	.....Assistant	Instructor	Zoology
ALBERT T. POFENBERGER, JR., PH.D.	.....Lecturer	Instructor	Psychology
ETHEL STURTEVANT, A.M.	.....Lecturer	Instructor	English

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1914

Professors and Administrative Officers

NAME	FROM	TO
GEORGE E. BREWER, M.D. (Feb. 1)	Professor of Clinical Surgery	Professor of Surgery
FREDERICK A. GOETZE, M.Sc. (Dec. 1)	Consulting Engineer	Comptroller
WILLYSTINE GOODSSELL, Ph.D.	Assistant Professor of the History of Education	Assistant Professor of Education
MILO B. HILLEGAS, Ph.D.	Assistant Professor of Elementary Education	Assistant Professor of Education
WILLIAM H. KILPATRICK, Ph.D.	Assistant Professor of the History of Education	Assistant Professor of Education
SAMUEL W. LAMBERT, M.D.	Professor of Applied Therapeutics	Professor of Clinical Medicine
WILLIAM H. McCASTLINE, M.D.	Health and Sanitary Officer	University Medical Officer
FLOYD J. METZGER, Ph.D. (Dec. 1)	Assistant Professor of Analytical Chemistry	Assistant Professor of Industrial Chemistry
HENRY S. PATTERSON, M.D.	Assistant Professor of Therapeutics	Assistant Professor of Clinical Medicine
WILLIAM R. WILLIAMS, M.D.	Associate Professor of Therapeutics	Associate Professor of Clinical Medicine

Associates

ROBERT E. MACALARNEY, A.B.	Associate Professor of Journalism	Associate in Journalism
WALTER A. BASTEDO, M.D.	Associate in Pharmacology and Therapeutics	Associate in Clinical Medicine

Instructors

NAME	FROM	TO
F. MORRIS CLASS, M.D.	Instructor in Applied Therapeutics	Instructor in Clinical Medicine
J. VICTOR HABERMAN, M.D.	Instructor in Psycho-Therapeutics	Instructor in Psycho-Therapy
HENRY E. HALE, M.D.	Instructor in Applied Therapeutics	Instructor in Clinical Medicine
HOWARD H. MASON, M.D.	Associate in Medicine	Instructor in Diseases of Children
MAX SCHULMAN, M.D.	Instructor in Applied Therapeutics	Instructor in Clinical Medicine

Assistants

WILLIAM B. BOYD, M.D.	Assistant in Applied Therapeutics	Assistant in Clinical Medicine
CALVIN B. COULTER, M.D.	Assistant in Pathology	Assistant in Bacteriology
LEFFERTS HUTTON, M.D.	Assistant in Applied Therapeutics	Assistant in Clinical Medicine

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1914

Professors and Administrative Officers

NAME	OFFICE
WILHELM A. BRAUN, PH.D.....	Director of the Deutsches Haus
JEAN BROADHURST, PH.D.....	Assistant Professor of Biology in Teachers College
JOHN W. BURGESS, LL.D., JUR.D.	American Exchange Professor in Austria for 1914-15
CLIFFORD D. CARPENTER, A.B., B.Pd.	Assistant Professor of Chemistry in Teachers College
MAGDELEINE CARRET, LIC. ES L....	Director of the Maison Française
J. CLARK.....	Foreign Correspondent of Teachers College for Scotland
CORNELIUS G. COAKLEY, M.D.....	Professor of Laryngology
JULES COULET.....	Foreign Correspondent of Teachers College for France
ELLSWORTH ELIOT, M.D.....	Professor of Clinical Surgery
HENRY W. FARNAM, A.M.....	Theodore Roosevelt Professor of American History and Institu- tions in the University of Berlin, 1914-15
PROFESSOR DR. GOETZE.....	Foreign Correspondent of Teachers College for Germany
ANNE W. GOODRICH.....	Assistant Professor of Nursing and Health in Teachers College (Feb. 1)
PAUL C. HOLTER, A.B.....	Secretary of Appointments
HAROLD B. KEYES, M.D.....	Assistant Professor of Physical Education in Teachers College
ALBERT GEOUFFRE DE LAPRADELLE	Visiting French Professor, 1914-15
ROBERT H. MONTGOMERY.....	Assistant Professor of Economics
ALEXIS V. MOSCHCOWITZ, M.D....	Professor of Clinical Surgery
EUGENE OBERHUMMER, PH.D....	Visiting Austrian Professor, 1914-15
FLORENCE E. PECK.....	Registrar of Teachers College (Feb. 1)
FRANZ SKABÉRNE.....	Foreign Correspondent of Teachers College for Austria
JAMES P. C. SOUTHALL, M.A.....	Assistant Professor of Physics
HOMER F. SWIFT, M.D.....	Associate Professor of the Prac- tice of Medicine
A. E. TWENTYMAN.....	Foreign Correspondent of Teachers College for England and Wales
MARY T. WHITLEY, PH.D.....	Assistant Professor of Educational Psychology
JESSE F. WILLIAMS, A.B.....	Assistant Professor of Physical Education in Teachers College
CORA M. WINCHELL, B.S.....	Assistant Professor of Household Arts Education in Teachers Col- lege

Associates

NAME	OFFICE
ROSCOE C. E. BROWN, A.M.....	Associate in Journalism
MAGDELEINE CARRET, LIC. ES L....	Associate in Romance Languages and Literatures in Barnard College
EDWARD M. COLIE, JR., M.D....	Associate in Clinical Obstetrics
ALBERT C. CREHORE, PH.D.....	Associate in Physiology
LEMUEL W. FAMULENER, M.D....	Associate in Serology
FORBES HAWKES, M.D.....	Associate in Clinical Surgery
BENJAMIN HOROWITZ, PH.D.....	Associate in Biological Chemistry
MAX KAHN, PH.D.....	Associate in Biological Chemistry
EDGAR G. MILLER, JR., PH.D....	Associate in Biological Chemistry
MRS. EMILY JAMES PUTNAM, A.B.	Associate in History
WILLIAM WEINBERGER, M.D.....	Associate in Biological Chemistry
JOSEPH S. WHEELWRIGHT, M.D....	Associate in Physiology

Instructors

LEO BUERGER, M.D.....	Instructor in Clinical Surgery
HENRY G. BUGBEE, M.D.....	Instructor in Clinical Surgery
SIDNEY R. BURNAP, M.D.....	Instructor in Surgery
LOUIS CASAMAJOR, M.D.....	Instructor in Neurology
ELBRIDGE COLBY, A.B.....	Instructor in English
BYRON C. DARLING, M.D.....	Instructor in Orthopaedic Surgery (Nov. 1)
GEORGE R. DEMPSEY, M.D.....	Instructor in Pathology (Jan. 1)
ARTHUR D. EMMETT, A.M.....	Instructor in Biological Chemistry
JOSEPH E. ENGELSON, M.D.....	Instructor in Obstetrics
HAROLD A. FALES, A.M.....	Instructor in Chemistry (Oct. 1)
FRANCIS R. FRASER, M.D.....	Instructor in Clinical Medicine
JESSE M. GRAY, A.M.....	Instructor in the Germanic Languages and Literatures
HUBERT S. HOWE, M.D.....	Instructor in Medicine and Assistant in Pathology
JAMES I. OSBORNE, A.M.....	Instructor in English
ARTHUR P. STOUT, M.D.....	Instructor in Clinical Surgery
BENJAMIN T. TERRY, M.D.....	Instructor in Pathology
WALTER TIMME, M.D.....	Instructor in Neurology
FRIEDRICH O. WILLHÖFFT, E.M..	Instructor in Mechanical Engineering (Sept. 15, 1914)

Lecturers

EARLE B. BABCOCK.....	Lecturer in the Romance Languages and Literatures
TRAUGOTT BÖHME, PH.D.....	Lecturer in the Germanic Languages and Literatures
ROBERT H. BROWN, S.B.....	Lecturer in Sanitary Engineering
MRS. ESTELLE H. DAVIS.....	Lecturer in English in Barnard College

NAME	OFFICE
DEAN S. FANSLER, PH.D.....	Lecturer in English
PHILIP K. HITTI, A.B.....	Gustav Gottheil Lecturer in Semitic Languages
PAUL HULSENBECK.....	Curator in Palæontology
MINOR W. LATHAM, A.M.....	Lecturer in English in Barnard College
SEABURY C. MASTICK.....	Non-resident Lecturer on Chemical Patents
MARJORIE O'CONNELL.....	Curator in Palæontology
ROBERTS B. OWEN, PH.D.....	Lecturer in Philosophy
HENRY SLONIMSKY, PH.D.....	Lecturer in Philosophy
DONALD S. TUCKER, A.M.....	Lecturer in Economics

Assistants

FREDERIC W. BANCROFT, M.D.....	Assistant in Surgery
ROBERT BERSOHN, A.M.....	Assistant in Biological Chemistry
J. MALCOLM BIRD, A.B.....	Assistant in Mathematics
SAMUEL C. COOPER, B.S.....	Assistant in Electrical Engineering
JAMES A. CORSCADEN, M.D.....	Assistant in Surgery
CLARKE E. DAVIS A.M.....	Assistant in Engineering Chemistry
PHILIP L. DAVIS, A.B.....	Assistant in Engineering Chemistry
WALTER EUCKEN.....	Assistant in Social Economy
JOHN E. EVANS, A.M.....	Assistant in Psychology
(Feb. 1)	
ROY C. FAULWETTER, A.B.....	Assistant in Botany
LEON FRASER, A.M.....	Assistant in Politics
GAYLORD W. GRAVES, M.D.....	Assistant in Diseases of Children
CYRIL W. GREENLAND, B.Sc.....	Assistant in Mineralogy
PAUL C. HAESLER, S.B.....	Assistant in Chemistry
LAURA HATCH, M.S.....	Assistant in Geology in Barnard College
PHEBE E. HOFFMAN, A.M.....	Assistant in History in Barnard College
JOHN D. KERNAN, JR., M.D.....	Assistant in Anatomy
DONALD B. KEYES, A.M.....	Laboratory Assistant in Chemistry
(Jan. 1)	
SAMUEL H. KNIGHT, A.B.....	Assistant in Palæontology
E. H. LESLIE, B.S.....	Assistant in Chemistry
VICTOR E. LEVINE, PH.D.....	Assistant in Biological Chemistry
(Mar. 1)	
MRS. FLORENCE DE L. LOWTHER, A.B.	Assistant in Zoology in Barnard College
KENNETH R. McALPIN, M.D....	Assistant in Clinical Pathology
JOSEPH K. MARCUS, A.B.....	Laboratory Assistant in Chemistry
(Mar. 1).	
MELVIN A. MARVIN, A.M.....	Assistant in Psychology
JOHN J. B. MORGAN, A.M.....	Assistant in Psychology
GEORGE S. PARKER, E.E.....	Assistant in Electrical Engineering
OTTO C. PICKHARDT, M.D.....	Assistant in Anatomy
LAURENCE F. RAINSFORD, M.D....	Assistant in Medicine
MRS. UNA B. SAIT, PH.D.....	Assistant in Philosophy in Barnard College
JESSE F. SAMMIS, M.D.....	Assistant in Diseases of Children

NAME	OFFICE
A. J. SCARLETT.....	Laboratory Assistant in Physical Chemistry
GEORGE SCATCHARD, A.B.....	Assistant in Chemistry
OSCAR M. SCHLOSS, M.D.....	Assistant in Diseases of Children
VICTOR B. SEIDLER, M.D.....	Assistant in Pathology
WALDO SHUMWAY, A.M.....	Assistant in Zoology
RALPH R. STEWART, A.B.....	Assistant in Botany
FREDERICK T. VAN BEUREN, M.D.	Assistant in Surgery
JOHN A. VIETOR, M.D.....	Assistant in Surgery and in Anatomy
CHARLES WEISMAN, PH.D.....	Assistant in Biological Chemistry (Jan. 1)
ROY U. WOOD, MET.E.....	Assistant in Metallurgy
WILLIAM C. WOOLSEY, M.D.....	Assistant in Surgery
CECIL YAMPOLSKY, B.S.....	Research Assistant in Botany
DONNELL B. YOUNG, B.S.....	Assistant in Zoology

LEAVES OF ABSENCE

For the whole or part of the year 1913-14 were granted to the following officers:

For the entire year:

NAME	OFFICE
WENDELL T. BUSH, PH.D.....	Associate Professor of Philosophy
JOHN B. CLARK, LL.D.....	Professor of Political Economy
JOHN R. CRAWFORD, A.M.....	Instructor in Roman Archæology
FRANCIS B. CROCKER, PH.D.....	Professor of Electrical Engineering
GEORGE S. FULLERTON, PH.D.....	Professor of Philosophy
FRANK J. GOODNOW, LL.D.....	Eaton Professor of Public Law and Municipal Science
DANIEL G. MASON, A.B.....	Assistant Professor of Music
JOHN BASSETT MOORE, LL.D.....	Hamilton Fish Professor of International Law and Diplomacy
CHARLES LANE POOR, PH.D.....	Professor of Celestial Mechanics
WILLIAM R. SHEPHERD, PH.D....	Professor of History

For the first half-year:

NAOMI NORSWORTHY, PH.D.....	Associate Professor of Educational Psychology in Teachers College
VLADIMIR G. SIMKHOVITCH, PH.D.	Associate Professor of Economic History
HENRY SUZZALLO, PH.D.....	Professor of the Philosophy of Education in Teachers College

For the second half-year:

NATHAN ABBOTT, LL.B.....	Professor of Law
WILHELM A. BRAUN, PH.D.....	Associate Professor of the Germanic Languages and Literatures
EDWARD KASNER, PH.D.....	Professor of Mathematics
WILLIAM W. LAWRENCE, PH.D..	Associate Professor of English
NELSON G. MCCREA, PH.D.....	Anthon Professor of the Latin Language and Literature
FRANK M. McMURRY, PH.D.....	Professor of Elementary Education in Teachers College

NAME	OFFICE
MARY A. NUTTING.....	Professor of Nursing in Teachers College
WALTER RAUTENSTRAUCH, M.S..	Professor of Mechanical Engineering
ARTHUR F. J. REMY, PH.D.....	Assistant Professor of Germanic Philology
JACKSON E. REYNOLDS, LL.B.....	Associate Professor of Law
GEORGE D. STRAYER, PH.D.....	Professor of Educational Administration in Teachers College

REPRESENTATIVES OF THE UNIVERSITY DURING 1913-14

- At the installations of—
 President Farrand, University of Colorado—Professor WHEELER.
 President Chamberlain, Denison University—Rt. REV. THEODORE IRVING REESE, '94.
 President Guth, Goucher College—Dean GILDERSLEEVE.
 President Powell, Hobart College—Director TALCOTT WILLIAMS, Professor LAWRENCE MARCUS BENJAMIN, '78 S.
 President MacLean, University of Manitoba—WILLIAM S. EVANS, '95.
 President Webb, Randolph-Macon Woman's College—Dean GILDERSLEEVE.
 President Finley, University of the State of New York—President BUTLER, Deans KEPPEL and RUSSELL, Provost CARPENTER.
- At the Anniversary celebrations of—
 Agnes Scott College (25th)—Miss ELSIE HELMRICH, '08.
 University of Groningen (300th)—Provost CARPENTER.
 Waseda University (30th)—YOTHINOSUKE HASEGAWA, '78 S.
 Yale Medical School (100th)—ADRIAN VAN SINDEREN LAMBERT, P. & S. '96.
- At the dedications of—
 Princeton Graduate College—President BUTLER, JOHN B. PINE, '77, Dean WOODBRIDGE, Provost CARPENTER, Prof. M. ALLEN STARR.
 Laboratory Building—Marine Biological Laboratory, Woods Hole—OLIVER S. STRONG, Ph.D., '95, ALWIN M. PAPPENHEIMER, M.D., '02.
- Miscellaneous—
 American Statistical Association—Professor GIDDINGS.
 Association of American Universities—Dean WOODBRIDGE and Provost CARPENTER.
 Association of Colleges in the State of New York, Albany, N. Y.—Dean KEPPEL.
 Roger Bacon Celebration, Oxford—Prof. DAVID EUGENE SMITH.
 Conference on State and Local Taxation, Buffalo, N. Y.—Professor SELIGMAN, EDWARD LEM. HEYDECKER, '83 C., J. PARKE CHANNING, '83 S.
 Fiftieth Anniversary Celebration of the Deutsche Shakespeare Gesellschaft, Berlin—Professor PAUL SHOREY.
 Napier Celebration, Edinburgh—Professor DAVID EUGENE SMITH.
 National Tax Association, Denver, Col.—VICTOR ROSEWATER, '91, DON SOWERS, ABRAHAM BERGLUND, Ph.D., '07; J. H. UNDERWOOD, Ph.D., '08; G. GILBERT, JOHN A. FAIRLIE, Ph.D., '98.

APPENDIX 4

REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1913-MAY 31, 1914

To the President of the University,

SIR:

It gives me pleasure to present herewith a record of the activities of this office for the year 1913-14.

A. STUDENT EMPLOYMENT

REGISTRATION AND AVERAGE EARNINGS

SCHOOL	Students Registered			Students Reporting			*Average Earnings			
	1912-13	Summer, 1913	1913-14	1912-13	Summer, 1913	1913-14	Summer, 1912	1912-13	Summer, 1913	1913-14
College	148	176	198	134	136	152	\$58.14	\$87.91	\$99.98	\$87.69
Law	85	82	80	66	56	60	102.76	136.15	91.93	160.89
Medicine	16	27	14	10	20	9	45.71	61.35	57.33	37.37
Applied Science.....	100	79	106	59	63	70	17.06	42.56	33.08	23.88
Graduate	106	85	113	89	60	105	89.35	121.25	60.69	153.68
Fine Arts	18	11	14	9	8	12	56.16	92.05	20.38	120.20
Barnard College...	16	19	35	15	15	26	38.66	49.47	16.67	20.09
Teachers College..	28	30	47	28	22	42	14.25	68.71	43.31	64.02
Journalism	20	14	31	20	11	24	....	79.06	108.63	121.90
Extension	29	16	28	27	11	24	....	88.41	11.84	81.10
Totals.....	566	539	666	457	402	524	\$58.45	\$91.75	\$70.42	\$96.75

*In report for 1910-11 and preceding years, average earnings were based on all earnings reported to the office. Beginning with 1912-13 only earnings from positions obtained through the office are used to determine average.

†Of this number 249 withdrew or were dropped at or before the end of the academic year.

EARNINGS DURING THE ACADEMIC YEAR, OCTOBER 1 TO MAY 31

SCHOOL	Through Aid of Office		Independently		Totals	
	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14
College	\$11,779.50	\$13,345.14	\$6,845.19	\$6,075.36	\$18,624.69	\$19,420.50
Law	8,854.37	9,653.78	5,349.25	5,119.70	14,203.62	14,773.48
Medicine	613.50	336.30	1,046.00	738.00	1,659.50	1,074.30
Applied Science	2,511.07	1,671.70	2,714.35	2,329.70	5,225.42	4,001.40
Graduate	10,791.76	16,136.43	17,019.74	11,916.25	27,811.50	28,052.68
Fine Arts	828.50	1,442.50	828.90	1,439.50	1,657.40	2,882.00
Barnard	841.00	522.52	2,062.61	708.30	2,903.61	1,230.82
Teachers	1,924.00	2,689.30	1,827.50	3,401.16	3,751.50	6,090.46
Journalism	1,581.25	2,925.81	1,925.40	1,429.30	3,506.65	4,355.11
Extension	2,387.04	1,946.40	946.25	1,202.20	3,333.29	3,148.60
Totals.....	\$42,111.99	\$50,669.88	\$40,565.19	\$34,359.47	\$82,877.18	\$85,029.35

REPORT OF THE SECRETARY OF APPOINTMENTS 195

EARNINGS DURING THE SUMMER VACATION, 1913

SCHOOL	1912		1913		1912		1913	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College	\$5,233.10	\$13,596.18	\$7,307.34	\$9,349.57	\$12,540.44	\$22,945.75		
Law	4,830.00	5,148.17	5,197.50	4,516.18	10,027.50	9,665.35		
Medicine	320.00	1,146.45	868.85	1,376.00	1,188.85	2,522.45		
Applied Science	750.75	2,084.26	3,131.33	2,881.52	3,882.08	4,965.78		
Graduate	3,127.40	3,641.35	2,350.50	5,751.97	5,477.90	9,393.32		
Fine Arts	68.50	163.00	967.00	657.00	1,035.50	820.00		
Barnard	580.00	250.04	618.00	614.78	1,198.00	864.82		
Teachers	171.00	957.83	1,369.85	1,076.00	1,540.85	2,033.00		
Journalism		1,195.00		1,561.85		2,756.85		
Extension		130.25		711.00		738.61		
Totals.....	\$15,080.75	\$28,312.53	\$22,521.37	\$28,393.23	\$37,602.12	\$56,705.76		

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE ACADEMIC YEAR, 1913-14

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	\$5,470.80	\$2,905.25	\$2,538.84	\$1,552.33	\$670.30	\$271.25	\$4,665.20	\$1,346.53
Law	4,779.08	3,306.50	1,136.80	626.95	542.75	260.00	3,295.15	926.25
Medicine	94.00	295.00	31.20	96.00		25.00	211.10	322.00
Applied Science	486.85	578.25	334.00	265.00	142.00	564.87	708.85	921.58
Graduate	9,868.37	8,389.91	585.66	393.05	768.00	107.50	4,914.40	3,025.79
Fine Arts	397.50	85.00			65.00	1,028.00	980.00	326.50
Barnard		271.00	95.16		260.36	322.00	167.00	115.30
Teachers	1,527.20	2,113.41	421.65	705.00	63.00	40.00	677.45	542.75
Journalism	29.50	60.00	573.35	264.75	698.53	26.95	1,624.43	1,007.60
Extension	429.65	317.50	324.75	394.00	94.00	129.20	1,098.00	361.50
Totals....	\$23,082.95	\$18,321.82	\$6,041.41	\$4,277.00	\$3,303.94	\$2,774.77	\$18,341.58	\$8,895.80

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE SUMMER VACATION, 1913

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	\$6,801.58	\$1,223.00	\$3,578.15	\$2,682.70	\$1,732.50	\$963.25	\$1,483.95	\$4,480.62
Law	2,001.17	2,363.00	1,792.00	603.50	850.00	663.68	505.00	886.00
Medicine	712.00	175.50	112.95	180.00		180.00	321.50	840.50
Applied Science	101.50	180.00	247.00	402.00	525.94	1,155.52	1,209.82	1,144.00
Graduate	2,327.00	3,686.00	757.35	450.00	45.00	687.47	512.00	928.50
Fine Arts	123.00	170.00			20.00	462.00	20.00	25.00
Barnard	87.50	2.25	162.54	72.00		205.53		335.00
Teachers	210.90	366.00	670.33	160.00	3.00		74.50	550.00
Journalism			725.00	326.25	20.00	422.10	450.00	813.50
Extension	15.00		15.25			275.00	100.00	333.36
Totals....	\$12,378.75	\$8,165.75	\$8,080.57	\$4,876.45	\$3,196.44	\$5,014.55	\$4,076.77	\$10,336.48

GRAND TOTALS FOR FISCAL YEAR, 1913-14

	Through Aid of Office		Independently		Totals	
	1912-13	1913-14	1912-13	1913-14	1912-13	1913-14
	Summer Vacation	\$15,080.75	\$28,312.53	\$22,521.37	\$28,393.23	\$37,602.12	$56,705.76
Academic Year	42,111.99	50,669.88	40,565.19	34,359.47	82,677.18	85,029.35
Totals.....	\$57,192.74	\$78,982.41	\$63,086.56	\$62,752.70	\$120,279.30	\$141,735.11

POSITIONS FILLED DURING YEAR 1913-14

Addressing	63	Messenger	63
Agent	2	Mimeographing	3
Artist's Model.....	10	Miscellaneous	20
Architectural Draftsmen....	3	Manager	2
Athletic Coach	2	Magician	1
Bookkeeper	6	Musician	7
Boy's Club.....	2	Photographer	1
Camp	5	Proctor	8
Canvassing	10	Process Server.....	2
Caretaker	2	Reader	15
Cashier	14	Renting Agent.....	1
Chauffeur	3	Salesman	90
Clerical	168	Secretary	3
Clerk	46	Settlement House.....	3
Collector	2	Soda Dispenser.....	2
Companion	39	Statistical	15
Chemist	1	Substitute (Teacher).....	3
Designer	8	Stenographer	46
Draftsman	15	Stereopticon Operator	2
Elocution Instructor	1	Tennis Coach.....	1
Elevator Operator.....	3	Surveying	2
Dancing Instructor.....	3	Ticket Agent.....	9
Engineer	4	Supervisor	1
Guide	2	Tabulator	7
Gymnasium Instructor.....	3	Telephone Operator.....	3
Hotel Clerk.....	2	Translator	28
Inspector (Election).....	9	Tutor	241
Interpreter.....	2	Typewriter	225
Investigator	5	Usher	238
Lecturer	3	Waiter	27
Litigation Work.....	1	Watchman	5
Librarian	5	Watcher	12
Manual Labor.....	1	Vocal Instructor.....	1
Manual Training.....	1		
		Total	1,433

B. GRADUATE APPOINTMENTS

GRADUATES AVAILABLE FOR PERMANENT POSITIONS

(a) TEACHING—		Engineering—	
Women	154	Chemical	18
Men	270	Civil	26
		Electrical	3
		Mechanical	24
(b) BUSINESS AND PROFES-		Metallurgist	4
SIONAL—		Law Clerks.....	69
Business	55	Secretary	10

APPOINTMENTS

	<i>Number of Positions Filled</i>	<i>Number of Salaries Reported</i>	<i>Aggregate Salaries Reported</i>
<i>(a) TEACHING—</i>			
1. Universities and Colleges—			
English	4	3	\$3,700 00
French	1	1	1,200 00
Professor of Mining.....	1		
Physics and Biology.....	1	1	1,200 00
Mathematics	3	1	2,200 00
Sociology	2	1	1,650 00
2. Private Schools—			
Mechanical Drawing	1	1	1,200 00
Mathematics	2	2	1,625 00
Stenography	1		
Totals	<u>16</u>	<u>10</u>	<u>\$12,775 00</u>
<i>(b) BUSINESS AND PROFESSIONAL—</i>			
Accounting and Auditing.....	1		
Advertising	2	1	\$600 00
Architect	1		
Banking and Brokerage.....	1	1	900 00
Clerk	1	1	1,000 00
Editorial	1		
Engineering—			
Chemical	1	1	800 00
Electrical	1		
Mechanical	2	1	720 00
Law	†22	8	5,460 00
Sales work	2		
Secretary	3	2	2,700 00
Manager	1	1	1,200 00
Totals	<u>39</u>	<u>16</u>	<u>\$13,380 00</u>
Grand Totals.....	<u>*55</u>	<u>26</u>	<u>\$26,155 00</u>

Respectfully submitted,

MALCOLM M. ROY,
Secretary.

June 30, 1914.

†At close of year, May 31, 1914, twenty-eight additional law clerkships were pending.

*This does not include graduates recommended by professors or other University officers to either teaching or business positions.

APPENDIX 5

REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

I have the honor to submit herewith my report as Chairman of the Board of Student Representatives for the academic year 1913-1914.

During the early fall the Board, as usual, made all arrangements for and conducted the annual Sophomore-Freshman rushes, including the tug-of-war and the flag-rush.

Activities

of the Board

All elections of class officers were conducted by the Board. For the first time, these elections were held during the fall, in accordance with the resolutions passed by the preceding Board. The election of managers for the Glee Club and 'Varsity Show was also conducted by the Board.

The annual cane-sprees between the Sophomore and Freshmen classes were held in conjunction with a 'Varsity basketball game, an arrangement which did not meet with the unanimous approval of the undergraduates. In the past there has been some dissatisfaction with the indefinite character of the rules under which these contests have been conducted, consequently the Board appointed a committee to draw up a set of rules with the purpose of ultimately making them a part of the constitution of the Board. The committee met and drew up a set of regulations to be known as the "Cane-Spree Rules," which were handed over to the succeeding Board with the recommendation that they be adopted and used to govern all future contests of this nature.

The students of the School of Journalism presented a petition asking that all Freshmen of that school be exempted from

the "Freshman Rules." The Board, upon careful consideration, was unanimous in its refusal of the petition, believing that the establishment of such a precedent would tend to alienate the interest of the Journalism students from undergraduate affairs. The official action resulting from the petition will be found below, under paragraph 4 of Legislation.

A petition from the students of the School of Architecture was also received, in which a request was made that the members of that school be granted the privilege of selecting one representative to the Board each year, following the practice of the three other schools represented, namely, Columbia College, the Schools of Engineering and the Law School. The Board realized and appreciated the fact that the students in the School of Architecture have always shown a great interest in Campus activities, but, nevertheless, felt that any reapportionment of representatives would be unwise at the present time. In this connection, see also paragraph 6 of Recommendations.

Several charges were made by the University newspaper, *Spectator*, against certain policies of the Athletic Association. As a result, a committee appointed from and by this Board investigated the charges, and submitted a report recommending that a general mass-meeting be held of members of the Athletic Association for the purpose of considering any questions arising in regard to the Association, and in particular those outlined in the committee's report. Acting on the suggestion, the Board called such a meeting, at which the following points were agreed upon:

(1) That a general meeting of all members of the Athletic Association be held annually in May for the purpose of considering any points of interest to the Association.

(2) That at such meetings the members voice their preference of the three undergraduates to be recommended to the President by the Board of Student Representatives for appointment to the University Committee on Athletics. [This privilege had been suggested by the investigating committee, approved by this Board, and the three undergraduates recommended to the President this year were those selected by the members of the Athletic Association.]

(3) The members went on record as desirous of retaining the present system of selecting team managers, adopted by the Board of 1912-1913.

The May election of six members-at-large was conducted by the Board under the supervision of the Registrar. For the first time, the balloting was done in the Trophy Room of Earl Hall, which was found to be well adapted to the needs of such an election.

In the February elections the students of the Law School failed to nominate a candidate to represent them on the Board, according to the custom heretofore prevailing; consequently the 1914-1915 Board will take office with eight members, instead of the usual nine.

During the year the reorganized King's Crown began its activities, and has borne the same relation toward the non-athletic activities as the Athletic Association has done toward the athletic interests. The Board recommended to the President the names of the four men who were ultimately appointed to the Board of Governors of King's Crown as the student representatives.

Two informal meetings of fraternity delegates were held, and at each of these meetings proposed fraternity agreements were drawn up and submitted to the Board, with the request that a formal meeting be called of delegates from each fraternity having a chapter at Columbia University for consideration of the agreements submitted. The Board arranged for and called such a conference of delegates, after several meetings of which the following agreement was ratified by nineteen of the fraternities at the University:

(1) Each Fraternity agrees that it will not offer any pledge to nor accept any pledge from any person not a student in Columbia University or any student in Extension Teaching, except that, if it so desires, it may initiate any man who at the time of his initiation is a student in any other college or university giving university degrees. This whole agreement does not apply to professors or to graduates of this or other colleges.

**Inter-Fraternity
Agreement as
Finally Adopted
May 12, 1914**

(2) a. Each Fraternity agrees that it will not offer any pledge to or initiate any student in his first academic year at Columbia before the first Wednesday in November in any such year, and that it will not accept any pledge from any student before the Monday following the first Wednesday in November in any such year.

b. Each Fraternity further agrees that it will not offer any pledge to or initiate any student in his first academic year at Columbia before the third Wednesday in March when said student entered Columbia the preceding February, and that it will not accept any pledge from any such student before the Monday following the third Wednesday in March in any such year.

(3) No student eligible to be pledged under Sec. 2, part a, may be present in any Fraternity House from 12 P.M. of the Tuesday before the first Wednesday in November until 12 noon on the following Tuesday.

No student eligible to be pledged under Sec. 2, part b, may be present in any Fraternity from 12 P.M. of the Tuesday before the third Wednesday in March until 12 noon on the following Tuesday.

(4) Each Fraternity agrees that no pledge offered or accepted in violation of the provisions of this agreement shall be valid or binding either on the pledgee or on any Fraternity party to this agreement.

(5) Any Fraternity may withdraw from this agreement by giving notice of its intention to withdraw for the following academic year to all the other Fraternities parties to this agreement before March 1st of the previous academic year.

(6) No Fraternity member to this agreement shall initiate any person in his first year at Columbia University as an undergraduate until by the first mid-term, or a later report, he shall have maintained an average of at least C-D.

This average shall be computed by giving values to each mark, as 1 to A, 2 to B, etc., adding and dividing by the number of courses. A C-D average shall be interpreted to be equal to 3.5.

(7) A Council composed of one delegate from each Fra-

ternity party to this agreement shall constitute the body to administer these rules.

Articles 1, 4, 5, 6, 7 go into effect May 12, 1914.

Articles 2 and 3 go into effect at mid-years, 1915.

The following Fraternities are of the Inter-Fraternity Conference: Alpha Chi Rho, Alpha Delta Phi, Alpha Sigma Phi, Beta Theta Pi, Delta Psi, Delta Kappa Epsilon, Delta Tau Delta, Delta Upsilon, Phi Gamma Delta, Phi Kappa Psi, Phi Kappa Sigma, Phi Sigma Delta, Phi Sigma Kappa, Sigma Alpha Epsilon, Sigma Chi, Theta Delta Chi, Theta Xi, Zeta Beta Tau, Zeta Psi.

(1) There shall be a standard Junior hat, dark blue, resembling the "Varsity C" hat, but having a narrow white band at the base of the crown.

Legislation There shall be a standard Sophomore hat, dark gray, resembling the Minor Sports hat, but having a narrow blue band at the base of the crown.

(2) Each year the members of the Athletic Association shall have the privilege of expressing their preference for the three undergraduates to be recommended by the Board to the President for appointment to the University Committee on Athletics.

(3) Freshmen who have been awarded any 'Varsity Insignia may wear it on the regulation 'Varsity or Minor Sports hat, instead of wearing the prescribed freshman cap.

(4) Each year the students of the School of Journalism will be permitted to prepare a list of the members of the Freshmen class of that school whom, because of mature age or previous work in the literary field, they consider should be exempted from Freshman rules. This list shall be considered by the Freshman Rules Committee, and its Chairman shall give written exemptions for the year to such men as the committee may decide upon.

(1) That in the future publications of "Student Organizations" the constitution be included to read as now amended, instead of in its original form, with amendments attached; for in its present form it is very difficult of interpretation.

Recommendations

(2) That in future publications of "Student Organizations"

all legislation as set forth in previous annual Board reports be brought together and published for the information of the Board then in power and the Campus in general.

(3) That the Sophomore Smoker and similar functions, in as far as possible, be held on Columbia property.

(4) That the advisability of keeping a list of eligible men for non-athletic activities be considered. If such a list were available, it would greatly aid the Board in the matter of elections, for in the past it has been necessary to remove names from the lists of nominees, or even men already elected, because of ineligibility. In many of these cases, if such a list had been available, the men would not have been allowed to become candidates for the office.

(5) That a bulletin board be placed in Earl Hall, where all official notices of the Board can be posted for reference.

(6) That the possibility of a reapportionment of the members of the Board be considered. At the present time it does not seem advisable to change the system in any way, as the undergraduate affairs will probably change a great deal within the next two or three years, due to the growth of the School of Journalism, the change of Engineering courses to six years, and the changes in the School of Architecture. Also, the School of Law, as a school, has not shown much interest in the Board, and this year failed to even nominate a candidate as its representative. No change in the system should be attempted until Campus affairs have again become settled, when a readjustment should be considered if deemed advisable.

(7) That all organizations should be required to keep a copy of their constitutions and a list of officers on file with the Secretary of the University, and that any organization failing in this be denied recognition or the assistance of the Board in any way.

(8) That the Undergraduate Smokers be continued.

(9) That the Board encourage in every way possible the wearing of insignia on the Campus.

(10) That the Board conduct its cane-sprees under the rules submitted to it by this Board.

The Board passed on several cases of eligibility, and as-

sisted in the settling of disputes arising out of undergraduate affairs. In the Democratic Club were two factions, each claiming control, and the right to call meetings. The Board was called upon to decide which faction was in authority. The constitution of the Club was not on file in the Secretary's office, and no list of its members was procurable. The dispute was settled by calling a general meeting of all those interested in the Club on the Campus and having an election of new officers.

During the year two Undergraduate Smokers were held under the auspices of the Board, which were largely attended, and stimulated the interest of students in undergraduate affairs.

Great credit is to be given to Mr. Walter W. Dwyer, '15, as organizer of the "Student Band." The "Band" made a very creditable showing at several games and other University functions.

In conclusion, the Board desires to express its appreciation of the hearty co-operation received from him at all times by the Superintendent of Buildings and Grounds, Henry L. Norris.

Respectfully submitted,

CHARLES F. MACCARTHY,
Chairman.

June 30, 1914.

REPORT OF THE DIRECTOR OF THE GEORGE
CROCKER SPECIAL RESEARCH FUND

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

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

On the 29th of October, 1908, Mr. George Crocker, of New York, after a thorough investigation of the opportunities offered by the medical schools of New York and elsewhere, gave to the Dean of the College of Physicians and Surgeons, Columbia University, the sum of \$50,000, to be expended in the investigation of cancer and a search for its cure. This money was not intended to be invested, but to be spent as needed. An advisory board was immediately formed, composed of the Dean of the Medical School and representatives from the Departments of Anatomy, Bacteriology, Biological Chemistry, Clinical Pathology, Pathology, Surgery, and Zoology, which met and devised plans for the organization of research under this gift. Inasmuch as there was at that time no certainty that further donations would be made, it was thought well to assign the money to existing laboratories in Columbia and to take on such additional staff as might be necessary, rather than to organize a separate department, for the expenditure of any considerable amount of the money in new equipment would thus be avoided. All of the departments mentioned received certain grants of money from the Fund during the course of five years, and the results have been published by the University Press in four handsome quarto volumes, which have been cordially welcomed by specialists in cancer research and favorably reviewed, especially that on Experimental Cancer, by Professor W. H. Woglom.

Crocker
Fund

Upon the death of Mr. George Crocker it was found that he had left to the University his country estate and city house and their contents as a foundation for a study of the cause of cancer and an attempt to find a cure. These properties when sold realized the sum of approximately \$1,500,000. Pending a final organization of the work under this Fund, certain portions of the income were devoted to a continuation of such studies as had already been begun in the departments above mentioned, but only in sufficient amount to enable work already under way to be completed. In the meantime plans for the organization of a research department were undertaken. It was finally decided by the Trustees of the University that the Crocker Fund should be administered by a board composed of the President of the University and the Dean of the Medical School, *ex officio*, two members of the Board of Trustees of the University, two members of the Medical Faculty, and an executive officer, who should be the active director of the work of the Fund. This has in practice proved to be an admirable working arrangement, for the Board is small enough to work effectively as a committee and yet is composed of representatives both of the teaching and administrative staff of the University. Control of the research and teaching and all administrative details, except those implying important changes in policy, are left to the Director. Larger matters, such as budget and staff appointments, are referred to the Board as a whole to be transmitted to the University Trustees for ultimate approval. The office of Director was filled by the election of Professor Francis Carter Wood, at that time Professor of Clinical Pathology and a member of the Faculty of the Medical School. The Board was constituted by the election of Messrs. Rives and Cheesman from the Trustees of the University, and Drs. Blake and MacCallum of the Faculty of the Medical School. The appointment of the Director was confirmed at the June meeting of the Trustees, 1912.

Owing to the facts that the buildings of the College of Physicians and Surgeons were already so crowded that no additional space could be obtained, and that no satisfactory structure could be placed on the small portion of the ground left un-

occupied, it was finally decided to erect a new building on East Field. Inasmuch as Mr. Crocker's will had expressly directed that none of the principal of the Fund should be expended in the erection of a building, it was necessary for the Trustees of the University to appropriate a sufficient sum from their funds for this purpose. After a careful study of the situation it was decided that not less than 10,000 square feet of floor space should be available, and preliminary plans drawn in conference with Dean F. A. Goetze, the Consulting Engineer of the University, showed that such a building could be erected for a minimum of \$40,000 dollars. The structure was not regarded as a permanent one, it being assumed that the Fund would occupy the space for a period of some ten years, and then be ultimately transferred to the proposed new buildings of the Medical School.

Ground was broken for the new structure on East Field in April, 1913, and the building was completed for occupancy on the 15th of December, at which time it was taken possession of by the staff without a formal opening.

The completed structure is a three-story and basement concrete and brick building, with a flat roof and a high surrounding parapet, so that an additional story may be added with the least expense. It is placed **Building** in the middle of the block, that it may have ample light from both north and south sides and in order not to interfere with the possible erection, on the eastern side of Amsterdam Avenue, of one of the standard type of buildings such as already occupy the campus. The basement is devoted to rooms for storage of supplies, photography, heating apparatus, and the housing of stock animals which are to be used in the investigation of cancer. The first floor is occupied on the western side by offices and a library; the eastern end is ultimately to be devoted to a chemical laboratory, but is now used in part for animal storage. On the second floor are three research rooms for workers in the Fund, a large general laboratory, a room for such animals as are directly under observation, and a large room for the technicians, who make all the microscopical sections for the laboratory. The third floor

is exactly similar in structure, with three research rooms on the west end, a large, free laboratory space, an animal room, and a private room for an additional investigator on the east frontage. Since the roof is flat, animals can be kept in the open air during the hot weather.

The utmost economy in construction has been practised throughout. The floors are concrete, and the rough brick and tile of the walls remain unplastered, though coated with a white waterproof paint. The research rooms, instead of being constructed with permanent walls, are divided off by wooden partitions, so that they may be altered in any way desired with a minimum expense. There are, in other words, neither columns nor dividing partitions in any part of the building with the exception of a fireproof room in the chemical department destined for the distillation of inflammable substances.

The staff consist of a director and five assistants. Of these, Assistant Professor Woglom has been working under the original Crocker gift for some time, and spent

The Staff

over two years with the Imperial Cancer Research Fund in London, as an assistant. There he enjoyed the opportunity of studying under the director of that institute, Dr. E. B. Bashford, who has been so long and widely known as one of the leaders in cancer research. Drs. G. L. Rohdenburg and F. D. Bullock were transferred from the Department of Zoology, where they had been working, under Professor G. N. Calkins, on the problems of regeneration and tissue stimulation, subjects related in a biological sense to the cancer problem. Dr. Isaac Levin was taken over from the Department of Pathology, where he had been doing research work on cancer for three years under the direction of Professor MacCallum. Dr. Frederick Prime, Jr., who has had a long experience in the operative technic of experimental pathology, was transferred from the Department of Surgery. Professor G. N. Calkins, of the Department of Zoology, has acted as consulting biologist to the department during the past year and has overseen some of the special phases of the research now being carried on. An efficient staff

of technical assistants has been assembled, and the Fund should be ready to start on October 1, 1914, in good working order.

One of the chief difficulties encountered during the six months in which work has been carried on was the obtaining of a satisfactory supply of animals. Mice and rats are chiefly required, and it is necessary for many of the experiments that animals of uniform age and race be obtained in large numbers. This is not always possible at the present time, owing to the fact that few dealers in the past could furnish the numbers desired by the laboratory. At first it was proposed to start a breeding-farm for the Fund, and the expense of land near New York and the difficulty of obtaining suitable labor to care for the animals led, after considerable study, to another plan, which has the advantage that the whole supply cannot be interfered with either from fire or an epidemic among the animals. Five of the most reliable dealers near New York, upon being given contracts for a fixed number of animals, have been enabled to grow a larger stock of breeders, and it is to be hoped that during the ensuing year we may be able to get two or three thousand mice per month, all of a suitable age and size. These statements are true also of the supply of white rats, which in the past has fluctuated greatly. The same procedure has been applied in the case of these animals, and it is hoped that the supply in the next year will be satisfactory. The importance of uniform breed and age is shown by the fact that one of the tumors which the Crocker Fund has been carrying on was nearly lost this year because the supply of rats suitable for the growth of the tumor became exhausted, and it would not grow satisfactorily in those purchased from another dealer, although series of fifty and one hundred animals were inoculated.

**Animal
Supplies**

The research which has been carried on during the past year is along various lines. The Director and one of the Assistants have been studying the biological effects of radium and X-rays on tumors and normal tissues growing in culture media such as devised by Harrison of Yale, and further developed by

Research

Carrel and Burrows of the Rockefeller Institute. The results so far obtained are somewhat discordant, and show the necessity of extreme caution in hasty generalization from the use of such methods. Another problem which has been investigated by the Director has been the study of the action of large quantities of radium on the primary tumors of mice, of which the Fund has been fortunate enough to obtain a series of nearly two hundred. A third investigation has been the clinical and microscopical study of tumors in human beings treated by radium and X-rays. This has not been carried out in the Crocker Laboratory, but in several hospitals in the city, which have placed at the disposal of the Fund such patients as signified not only their willingness, but their desire for such treatment. A considerable amount of very useful experience has been obtained, the doses being carefully measured, the time of exposure recorded, and the specimens removed at suitable intervals for a study of the changes which take place. Since accurate work of this sort is still new, we know but little of the exposure necessary to kill a given amount of cancer tissue at a given distance from the radium tube, but it is hoped that these studies will, in the course of the year, give us sufficient information to enable the use of the radium to be accurately outlined. Professor Woglom has been engaged in three lines of work: one, an attempt to study certain conditions of immunity in the chicken sarcoma discovered by Peyton Rous of the Rockefeller Institute; another, to determine whether certain forms of food influence the growth of tumor; a third, to see the effect of the transplantation of multiple tumors. Dr. Prime, in conjunction with Dr. J. E. McWhorter of the Department of Surgery, succeeded in transplanting a sarcoma from a dog through five generations; unfortunately, however, the number of animals immediately available was too small to permit continued propagation, and the tumor was finally lost. This is a unique case, no recorded tumor having been transplanted to this number of generations. Dr. Levin has been engaged in studying the effect of the transplantation of the Rous chicken sarcoma in different tissues of the body. His studies are as yet incomplete. Drs. Rohdenburg and

Bullock have been continuing work originally begun in the Department of Zoology, on the stimulus of certain chemicals upon the growth of epithelium and connective tissue, and have been attempting to produce a carcinoma by disturbing the relationship between these tissues. Their investigations are still in progress, and it may prove advantageous to continue them for another year or so. Dr. Rohdenburg has also investigated the therapeutic effect of certain of the colloidal silver preparations, finding, unfortunately, that they benefited neither animals nor human beings. The results, however, will be published, in order to forestall the use of such compounds in man to the extent in which they are being employed by practitioners. Dr. C. H. Bailey has investigated the serum reaction in animals inoculated with the Rous chicken sarcoma, together with the immunity reaction in connection with carcinoma in animals. These studies are still unfinished, as Dr. Bailey has accepted a position at Leland Stanford University, but they will be continued by Dr. L. W. Famulener, bacteriologist to St. Luke's Hospital, who has been appointed an Associate in Serology.

The close geographical relation of St. Luke's Hospital and the Crocker Laboratory permits the transfer of material with the utmost ease, and as tests of this type are being carried on daily at the hospital, the Crocker Fund profits greatly in being able to collaborate with the hospital staff in this fashion.

In addition to the official activities of the staff, the Director and Drs. Woglom and Levin have made a number of public addresses on various phases of the cancer question, some of which have been published. Publications Professor Woglom has completed a translation of Jores' Pathology, which is now in type and is expected to be a valuable contribution to the text-books on this subject. Professor Wood has finished a revision of the well-known text-book of Delafield and Prudden on Pathology, the tenth edition of which has just appeared, and in addition has published a number of articles on the subject of tumors in the Reference Handbook of the Medical Sciences.

In addition to their other activities, the members of the staff have been engaged in giving courses of instruction. In the Summer School Professors Wood and Wog-
Teaching lom gave a course in the Biology and Classification of Tumors, which is correlated with the one which will be offered during the winter term to suitably equipped graduates in medicine. A number of applicants have already signified their intention of taking this winter course when offered. It is thought by the Director that some teaching of a higher grade, practically of a seminar type, is desirable, not only because it helps to discover laboratory men who may ultimately become valuable assistants, but because it is good training for the staff, correlating their knowledge and preparing them to offer to the medical public such information as they may desire.

The laboratory should become in time a central bureau for information on any phase of the cancer question. With this
Scientific in mind, a large private collection of slides,
Equipment amounting to some three thousand separate specimens, has been turned over to the Fund by the Director. A large number of duplicates are also available from the collection at St. Luke's Hospital, and will shortly be catalogued and ready for reference; while nearly two thousand slides which have been received by the Fund itself for examination have been catalogued and can be referred to with the greatest ease. In addition, a library is being collected, which will contain all the important modern works on cancer, and this library is at the disposal of those who desire information on the question of tumors. In addition to these sources of material, several of the well-known European pathologists have signified their willingness to supply the Crocker Fund with a series of more or less unusual specimens, illustrating forms of rare tumors which they have from time to time described. In a few years, therefore, an extremely valuable and instructive collection will be available for study.

Respectfully submitted,

FRANCIS CARTER WOOD,
Director.

June 30, 1914.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR :

I have the honor to submit herewith my report as Registrar of the University for the Academic Year 1913-14.

To enter upon the duties of Registrar was made the less difficult for me because of the splendid organization built up by my predecessor. Under his able and painstaking management, the work of this office was placed upon a thoroughly sound basis. He established effective systems of registration and accurate and detailed systems of report and record, greatly improved the administration of fees, secured greater cooperation from members of the teaching staff, and so increased the clerical efficiency as to make the office of vastly greater service to all members of the University. To have served under Professor Hervey during the period of reorganization was an opportunity of great value to his successor. The tasks of administration have been lessened also by the assistance in the conduct of office routine and the advice and counsel in matters of procedure given by the Chief Clerk, Mr. Edward J. Grant, as well as by the loyal service given by other members of the staff.

One new item which has been added to the routine perhaps deserves mention here. Up to the present time there has been no complete alphabetical catalogue of students of the entire University, and none of former students. The printed "Directory of Officers and Students" cannot be complete, because it is printed in the fall, and so does not contain the names of students admitted in February; the "Alumni Catalogue" contains the names of graduates only. Several years ago we started a card catalogue of students who register at the main office, but not for those of the outlying schools. This has now

been amplified so as to include in a single card the file names of all students who have registered in any school or department of the University, including Summer Session and Extension Teaching, between July 1st and June 30th following. This file will also form the basis of a similar card catalogue of all former students of the University.

A matter which every year becomes more serious is the drain upon the services of members of the regular office staff made by the tremendous growth of the Summer Session. The Director has been liberal with funds for extra clerks during the Summer Session, but there are many important tasks which cannot be entrusted to such clerks, and which need the constant attention or supervision of the regular staff. As the volume of this work is always increasing, it is becoming correspondingly more and more difficult to find time for certain tasks belonging to the regular work which cannot be completed during the academic year, and which formerly were attended to during the summer months. Already several of the Deans have been put to inconvenience because the clerks in charge of the records of their schools have been too busy with Summer Session routine to attend to certain matters for them. Likewise it grows harder each year to arrange for vacations. Preparing and sending out reports for the second half-year makes it impossible to take vacations in June; entrance and deficiency examinations and preparations for fall registration make it necessary to have every one on hand early in September; the Summer Session keeps the entire staff here for the first two weeks (at least) in July. During the balance of the summer there is scarcely time enough left to arrange vacations without serious handicaps on the work. I regret that I can do no more at the present time than point out the problem that confronts us; it remains for us to find a satisfactory solution.

The tables that summarize the record of the year now closing correspond to those of the last previous report. As hitherto, Table I shows the registration by faculties and by the larger administrative groups, Tables II and III give a comparative survey of registration and of the rate of increase and decrease

for a period of years; XII and XVI make a similar comparison, in respect to residence and the bestowal of degrees, with the record of 1912-13 as shown in XI and XV, respectively. Table IV supplements I with a classification of matriculated students in the Summer Session; Tables VII-X and XVII classify graduate students by faculties and subjects; XIII and XIV show the parentage and nature of their previous degrees. Table XVIII shows the average and the median age of students in the College and the Schools of Mines, Engineering and Chemistry; Tables XIX and XX, the instruction given by the several departments according to the student unit and the course unit, respectively. A new table (XXI), showing the amount and distribution of free tuition, other than that provided by scholarships, has this year been added. The charts showing the increase in registration in the entire University since 1866 and the comparative geographical distribution of the student body in 1897-98 and 1913-14 have been brought down to date. An additional section of this report presents the statistics of Extension Teaching, with tables similar to those used for Summer Session statistics. It should be observed that the registration in Extension Teaching is nowhere included in the statistics of the main report, except as a single supplementary item in Table I. Summer Session registration appears as a separate item in Tables I, II, III, VII and VIII, and is analyzed, as to matriculated students, in Table IV, but is otherwise excluded from consideration in the main report. The total enrollment for 1913-14, excluding students in Extension Teaching and Special Students in Teachers College, as well as duplicates in the Summer Session and elsewhere, is 10,460, a net increase of 1,081, or about 11.5 per cent., over that of 1912-13. Although numerically greater, this increase is .5 per cent. less than last year's growth (12 per cent.) over the preceding year. Only once in the University's history, 1910-11, has this numerical increase been exceeded; in that year the growth was 1,256. Compared with 1911-12, the increase is 2,097, or 22.4 per cent.; in the four-year period since 1909-10, 3,858, or 58.4 per cent. In the Summer Session of 1913 the gain was 937, as compared with 629 in 1912,

which correspondingly increases the total. In the University Corporation, exclusive of the Summer Session, the enrollment was 4,432, as against 4,158 in 1913, an increase of 274, that for 1913 having been 319, for 1912, 59. Including the Summer Session, with allowance for duplicates, the enrollment of the Corporation increased from 7,244 to 8,272, a gain of 1,028, as compared with 941 in 1913, and 371 in 1912. As in the comparison above, the greater increase is partly due to the larger gain of the last Summer Session, as against that of the preceding year. Of the 4,489 students in Extension Teaching (exclusive of duplicates, viz., 572 matriculants and 89 registered in the Summer Session of 1913) and special classes in Teachers College, 3,638 attended courses given at the University, making the total number actually receiving instruction at the University 14,098. The corresponding total last year was 12,837; in 1912, 11,199. Making proper deduction for non-matriculated students, for duplicate matriculated students in the Summer Session (in 1913 numbering 643), and for students in Extension Teaching, many of whom, however, return year after year, and ultimately become matriculants, there were 7,205 candidates for degrees and diplomas in residence during 1913-14. Of this number, 1,530, about 21 per cent., completed the requirements and graduated (see Table XV). The proportion of graduates is reduced by the large number of Summer Session matriculants under the non-professional graduate faculties and in Teachers College (in 1913, 681 and 334, respectively) who do not return for the academic year, and who accordingly require several years to complete their residence.

The increase of the year is distributed among all the faculties of the University except those of Law and Medicine. In Columbia College the increase is 64, as compared with 57 last year and 18 in 1912-13. The number admitted to the Freshman class was 319, against 234 in 1912-13. The number entering in February was 109, including non-matriculants. Last year the total was 65, including 6 non-matriculants. The number admitted in February, 1912, was 64; in 1911, 77; in 1910, 55. Barnard College, which in 1911-12 decreased from 640 to

618, advanced to 666, an increase of 48, or 7.76 per cent. This is the largest registration in the history of Barnard.

The non-professional graduate faculties have gained 157, as compared with 137 and 66, respectively, in 1913 and 1912. Their enrollment has increased 70 per cent. in the last five years; in the ten-year period, 149 per cent. The number entering in the second half-year was 231, as compared with 171 in February, 1913. Of this year's increase, 62 are in Political Science, 80 in Philosophy, 15 in Pure Science. The respective increase last year was 18, 62 and 57; in 1911-12, 16, 15 and 35. The increase in the Faculty of Political Science is mainly under the head of primary registration; in Philosophy, the growth is chiefly under Teachers College and the Summer Session; in the Faculty of Pure Science, it is under primary registration. The number of Seminary students decreased from 153 to 134. In the Summer Session of 1913 the number of registrations under the Graduate Faculties increased from 575 to 681, Philosophy gaining 106, Political Science 19, and Pure Science falling off 19. As appears from Table IV, which classifies the matriculated students of the Summer Session, only the students not registered in either of the succeeding half-years are included in the foregoing numbers. As noted under Table I, the 681 graduate students resident in Summer Session only are not included in the total of 1,727 as there given (because of the unequal period of residence), so that the grand total of non-professional graduate students, exclusive of duplicates, is actually 2,408. Of the 1,727 registered in one or both academic half-years, 1,016 are men and 711 are women, as against 934 men and 636 women in 1912-13. The increase of men is thus about one-half of the total (82 of 157); in last year's gain of 56 it was two-fifths of the total.

The increase in the professional schools is 207, as against 318 in 1912-13. Law has lost 11; in 1912-13 it gained 61; Medicine remains stationary; in 1912-13 it lost 7; Applied Science has gained 6; in 1912-13 it lost 2; Journalism shows a growth of 39; Pharmacy 34, against 127 in 1912-13; Teachers College 126, against 61 in 1912-13; in Architecture the gain is 10, against 6; in Music a gain of 3 replaces a loss of 4.

In considering the registration in the Medical School it should be noted that the first-year class has increased from 73 to 89, 3 more than the registration in that class in 1909-10, the year immediately preceding that in which the new admission requirements were made effective. In addition to the students registered primarily in the professional schools, 85 students of Columbia College availed themselves of the professional option. Their distribution is given in a foot-note to Table I.

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 1903-04, and in Table III a survey of the rate of increase and decrease by years and by periods. It has been previously pointed out (Annual Reports, 1909, page 168) that Tables II and III must be examined in the light of circumstances bearing upon registration, such as increase of tuition charges and of requirements for admission; likewise with allowance for the relative age of the various schools. The recent growth of the student body (including Summer Session since 1900, but exclusive of Extension Teaching) is shown by the following summary of totals:

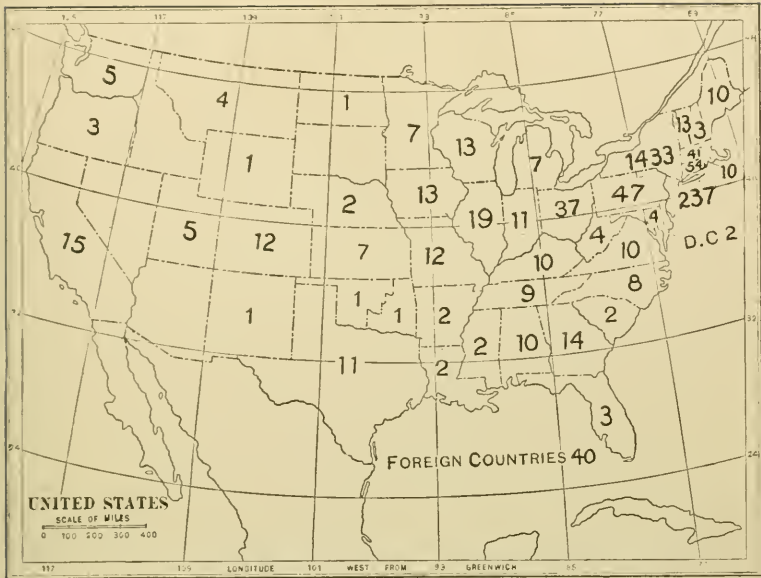
TOTAL ENROLLMENT INCLUDING THE SUMMER SESSION
1894-1913

1894-1895.....1,942	1904-1905.....4,981
1895-1896.....1,878	1905-1906.....4,964
1896-1897.....1,946	1906-1907.....4,852
1897-1898.....2,191	1907-1908.....5,373
1898-1899.....2,812	1908-1909.....5,887
1899-1900.....3,207	1909-1910.....6,602
1900-1901.....3,761	1910-1911.....7,858
1901-1902.....4,234	1911-1912.....8,363
1902-1903.....4,507	1912-1913.....9,379
1903-1904.....4,709	1913-1914.....10,460

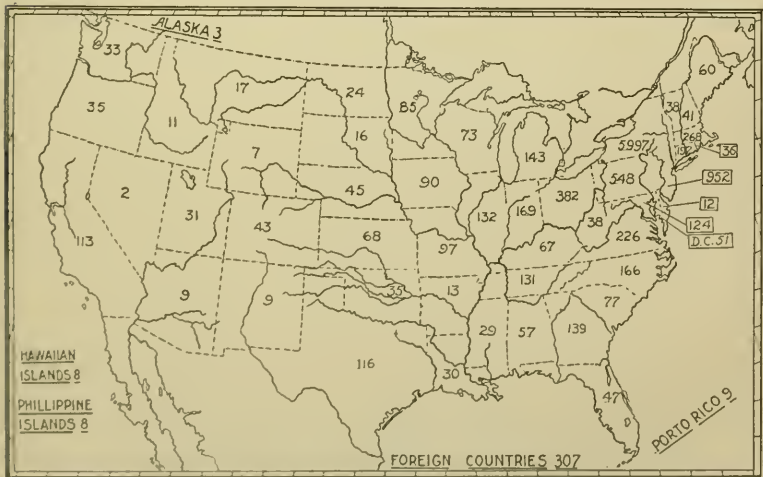
The proportion of men and women for the past six years, exclusive of the Summer Session, is as follows:

	1908-9	1909-10	1910-11	1911-12	1912-13	1913-14
Men.....	3205	3297	3662	3763	4072	4277
Women.....	1545	1820	2231	2310	2453	2657
Total.....	<u>4750</u>	<u>5117</u>	<u>5893</u>	<u>6073</u>	<u>6525</u>	<u>6934</u>

1897-1898



1913-1914



GEOGRAPHICAL DISTRIBUTION OF STUDENTS
 (1913-14 is inclusive of 1913 Summer Session, but not of
 Extension Teaching)

COLUMBIA UNIVERSITY
 TOTAL ENROLLMENT INCLUDING SUMMER SESSION
 1866-1914

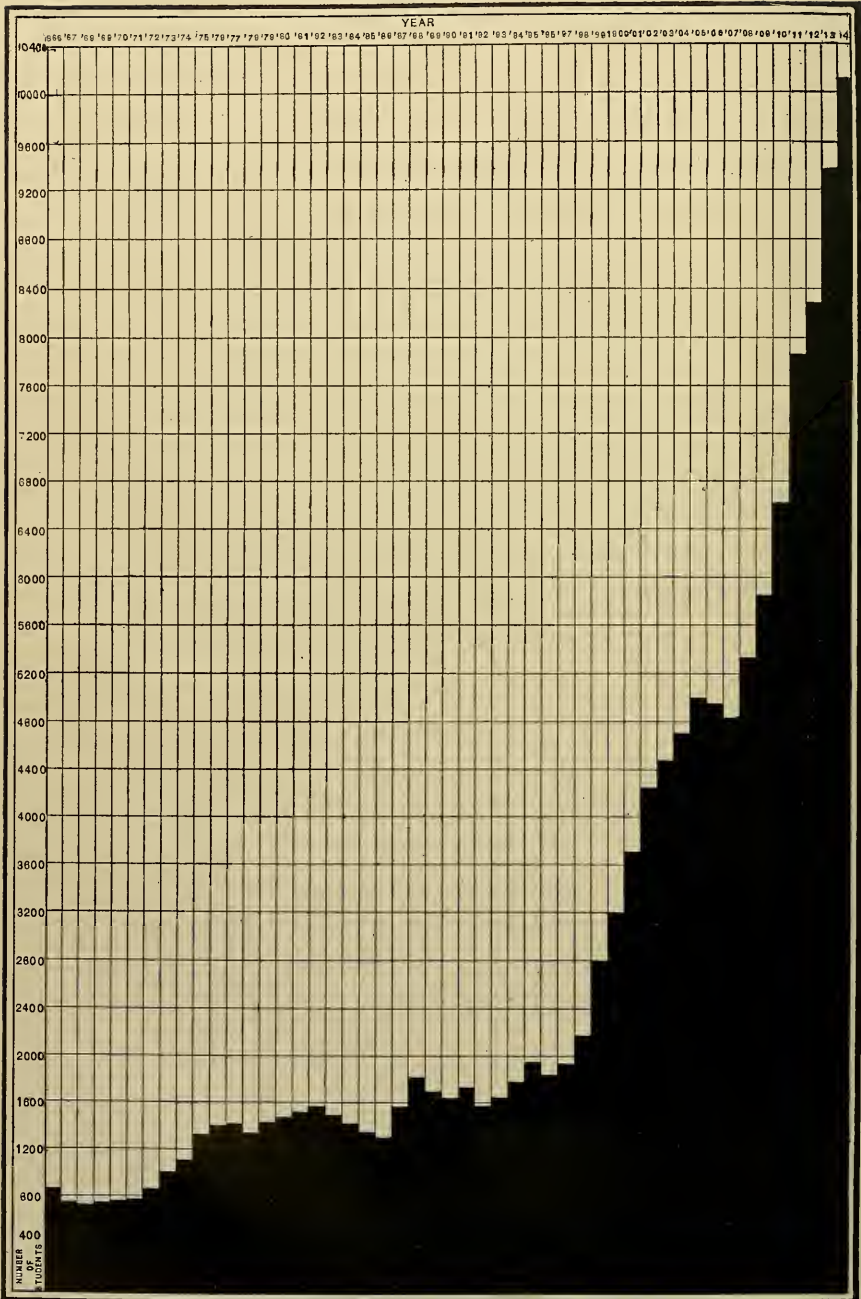


TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1913-1914

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1913-14
Columbia College*	399	215	157	146	24	...	941
Barnard College	252	132	147	79	56	...	666
Total undergraduates	651	347	304	225	80	...	1607
Faculty of Political Science	...	...	...	...	58	418	476
Faculty of Philosophy	...	...	...	...	62	859	921
Faculty of Pure Science	...	...	...	...	39	291	330
Total non-professional graduate students****	...	...	...	...	...	...	1727
Faculty of Applied Science***	212	152	141	130	40	...	675
Faculty of Law***	144	146	130	...	47	...	467
Faculty of Medicine***	89	60	88	71	36	...	344
School of Journalism***	34	12	17	32	20	...	115
Faculty of Pharmacy	239	164	...	...	35	10	448
Teachers College } School of Education	...	...	452	299	333	391	1475
Teachers College } School of Practical Arts	145	131	41	6	12	...	335
Faculty of Fine Arts Architecture***	...	...	126	...	25	...	151
Faculty of Fine Arts Music***	...	...	2	...	16	1	19
Total professional students	...	...	...	...	...	...	4029
Deduct double registration†	...	...	...	...	...	...	429
Net total	...	...	...	...	...	...	6934
Summer Session, 1913	...	...	...	...	...	...	4539
Grand total	...	...	...	...	...	...	11,473
Deduct double registration‡	...	...	...	...	...	...	1013
Grand net total	...	...	...	...	...	...	10,460
Students in extension teaching (net)§	...	...	...	...	...	...	2813
Special students in Teachers College††	...	...	...	...	...	...	1676

*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.

**The total, 1727, does not include 75 college graduates in Law (71), Medicine (2), Applied Science (1), and Journalism (1), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 681 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

***Exclusive of college students also registered under the professional faculties (in the exercise of a professional option), as follows: 12 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science); 26 Seniors in the School of Law; 18 Juniors and 11 Seniors in the school of Medicine; 7 Seniors in Teachers College; 4 Juniors and 5 Seniors in the School of Architecture; 2 Seniors in the School of Journalism; 1 Senior in the School of Music.

†Of the total, 422 are Teachers College students, 391 enrolled in the Faculty of Philosophy as candidates for the higher degrees (208 men and 183 women) and 31 special non-candidates (10 men and 21 women); and 7 are Columbia College students who graduated in February and subsequently enrolled in some other school of the University.

‡Summer Session students who returned for work at the University.

§Attendance at the University (excluding 572 matriculated students and 89 students also registered in the Summer Session), 1962; attending away from the University, 851.

††Including 130 in Evening Technical courses and 1546 in special classes.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1902-1914

FACULTIES	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914
Columbia College	504	534	589	638	650	667	692	802	820	877	941
Barnard College	403	366	390	419	453	498	535	547	640	618	666
Total undergraduates	907	900	979	1057	1103	1165	1227	1349	1460	1495	1607
Faculties of Political Science, Philosophy, Pure Science*....	692	782	861	877	977	1015	1138	1367	1433	1570	1727
Total non-professional graduate students*	692	782	861	877	977	1015	1138	1367	1433	1570	1727
Faculty of Applied Science.....	650	601	580	537	618	697	686	724	671	669	675
Faculty of Law	384	341	286	264	249	330	324	376	417	478	467
Faculty of Medicine	674	555	437	381	314	330	346	329	351	344	344
Journalism .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	76	115
Faculty of Pharmacy .....	.....	442	353	247	224	267	313	275	287	414	448
Teachers } Education**	688	721	865	743	896	992	1123	1571	1623	1422	1475
College } Practical Arts .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	262	335
Fine } Architecture	90	78	107	106	125	130	142	158	135	141	151
Arts } Music*** .....	.....	44	33	31	31	28	23	24	20	16	19
Total professional students..	2486	2782	2661	2309	2457	2774	2957	3457	3504	3822	4029
<i>Deduct double registration†...</i>	<i>196</i>	<i>226</i>	<i>268</i>	<i>154</i>	<i>195</i>	<i>204</i>	<i>205</i>	<i>280</i>	<i>324</i>	<i>362</i>	<i>429</i>
Net total	3889	4238	4233	4089	4342	4750	5117	5893	6073	6525	6934
Summer Session	1001	961	1018	1041	1395	1532	1971	2632	2973	3602	4539
Grand net total‡.....	4709	4981	4964	4852	5373	5887	6602	7858	8363	9379	10460
Students in Extension Teaching§	1590	1886	2738	2719	3267	3013	2583	1008	1280	1828	2813
Special students in Teachers Coll.	.....	.....	.....	.....	.....	.....	.....	1838	1869	1913	1676

*These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

**Including, prior to 1913-1914, those here classified under the School of Practical Arts. The decrease in 1906-07 was due to the fact that beginning with that year Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College were no longer included in the primary registration of that school.

***Music was included under Barnard College prior to 1904-05.

†Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (prior to 1906-07), Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

‡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 1913. A detailed report of the summer session of 1914 is appended.

§Including, prior to 1910-11, those here classified as special students in Teachers College. Prior to 1905-06 only such students as were in attendance at the University are included.

TABLE III
PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1904-1914, 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	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1903-1904	1904-1905	
Columbia College.....	5.95	10.30	8.32	1.88	2.61	3.74	15.90	2.24	6.95	7.29	32.34	86.70												
Barnard College.....	-9.18	6.56	7.43	8.11	9.98	7.43	2.24	17.00	-3.44	7.76	23.57	65.26												
Total undergraduates.....	-0.77	8.77	10.01	4.35	5.62	5.32	9.94	8.23	2.40	7.49	28.44	37.94												
Political Science																								
Philosophy																								
Pure Science																								
Non-professional graduate students	13.00	10.10	1.86	11.40	3.88	12.11	20.12	4.83	9.56	10.00	46.67	149.56												
Applied Science.....	-7.54	-3.49	-7.41	15.08	12.78	-1.58	5.54	-7.29	-0.29	0.89	7.23	3.84												
Law.....	-11.20	-16.13	-7.69	-5.68	32.12	-1.82	16.05	10.90	14.62	-2.30	-14.06	41.51												
Medicine.....	-17.65	-21.26	-12.88	-17.58	5.09	4.85	-4.91	6.68	-0.20	0.00	-51.03	4.24												
Journalism.....																								
Pharmacy.....		-20.13	-30.03	-9.31	19.19	17.23	-12.14	4.36	44.25	8.21														
Teachers' College.....	4.80	19.37	-14.10	20.59	10.71	13.21	39.89	3.31	3.76	7.48	44.18	114.38												
Fine Arts } Architecture.....	-13.33	37.18	-0.93	17.92	4.00	9.23	11.27	-14.56	4.44	7.09	44.44	16.15												
} Music.....		-25.00	-6.06	0.00	-9.67	-1.78	4.35	-16.67	-20.00	18.75														
Total professional students.....	11.91	-4.32	-13.23	6.45	12.90	6.59	16.91	1.36	8.93	5.41	11.58	45.24												
Net total.....	8.97	-0.12	-3.40	6.18	9.39	7.73	15.17	3.05	7.44	6.26	22.13	45.97												
Summer Session.....	-4.00	5.93	2.26	33.72	9.82	23.46	33.54	12.96	21.12	26.01	53.04	196.27												
Gross net total.....	5.78	-0.34	-2.26	10.73	9.56	20.35	19.02	6.43	12.16	11.52	25.01	77.67												
Students in Extension courses*....	18.56	45.17	-0.69	20.15	-7.77	-14.27	10.18	10.65	45.81	19.99	89.49	76.91												

*Including in 1910-11, 1911-12 and 1912-13 the students in Extension Teaching and special students in Teachers College; see Notes § and ¶ under Table I.

Table IV classifies the 2,042 matriculated students of the Summer Session, constituting, in 1913, 44.88 per cent. of the total registration. Of the considerable number (368 in 1909, 455 in 1910, 511 in 1911, 720 in 1912, 899 in 1913) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1913, 681) do not return during either of the succeeding half-years, and hence are not accredited to those faculties in the statistics of the year. Those who complete the residence requirement for the A.M. in Summer Session exclusively would never appear in the statistics as non-professional graduate students. There is likewise a large number of Summer Session students matriculated in Teachers College (in 1913, 334) who do not return during the remainder of that year, although sooner or later all spend at least one full year in residence. Some of these, however (in 1913, 250), and of the students matriculated under the faculties of Columbia College, Barnard College and Applied Science nearly all (the exceptions being mainly those who have completed their work for the degree) return in the fall, and are accordingly included in the statistics of Table I.

The discrepancies between the totals as given in Table IV and those given in the report of the Summer Session last year are due to changes and additions in matriculation of students subsequent to the compilation of the earlier statistics.

TABLE IV

CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER SESSION OF 1913

FACULTIES	Returned During Academic Year 1913-14			Did Not Return During Academic Year 1913-14			TOTAL
	Men	Women	Total	Men	Women	Total	
Columbia College.....	173	.....	173	6	.....	6	179
Barnard College.....	.....	63	63	.....	2	2	65
Total undergraduates.....	173	63	236	6	2	8	244
Political Science.....	19	10	29	65	30	95	124
Philosophy*.....	71	67	138	202	335	537	675
Pure Science.....	34	17	51	33	16	49	100
Total non-professional graduate students.....	124	94	218	300	381	681	899
Applied Science.....	169	.....	169	.....	.....	.....	169
Law.....	93	.....	93	6	.....	6	99
Medicine.....	11	.....	11	.....	.....	.....	11
Journalism.....	8	2	10	.....	.....	.....	10
Pharmacy.....	1	.....	1	.....	.....	.....	1
Teachers College.....	80	170	250	80	254	334	584
Fine Arts.....	25	.....	25	.....	.....	.....	25
Total professional students..	387	172	559	91	254	345	904
Grand total.....	684	329	1,013	392	637	1,029	2,042

*Including 384 students with education as a major subject and registered under the Faculty of Philosophy through Teachers College.

Table V explains the distribution by departments of the students enrolled in the Schools of Mines, Engineering and Chemistry, and shows the number of College students who have availed themselves of the professional option in these schools. The respective figures for 1912-13 are added for comparison.

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

DEPARTMENTS	Second Year	Third Year	Fourth Year	Non-matriculants	Total	
					1913-14	1912-13
Chemical Engineering.....	38	20	24	2	84	70
Chemistry	3	4	4	3	14	17
Civil Engineering.....	48	47	27	1	123	137
Electrical Engineering.....	21	14	13	14	62	61
Mechanical Engineering.....	26	30	14	13	83	84
Metallurgy	4	7	9	2	22	23
Mining Engineering	24	19	39	5	87	107
Total	*164	141	130	40	*475	†499
Uniform First Year.....	.....	.....	.....	.....	212	180
					687	679

*Including College men exercising professional option and distributed as follows: 1913-14—4 Ch.E., 3 C.E., 2 E.E., 1 M.E., 1 Met., 1 E.M.
 †1912-13—2 Ch.E., 3 C.E., 3 E.E., 2 M.E.

From Table VI it appears that the number of seminary students in attendance under the non-professional graduate faculties has decreased. Last year it remained stationary, while the year before there was an increase of 22.5 per cent., and in 1910-11 an increase of 33 per cent.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Total		
				1913-14	1912-13	1911-12
Union Theological Seminary.....	64	27	.....	91	97	92
General Theological Seminary.....	9	19	.....	28	21	28
Drew Theological Seminary.....	6	3	.....	9	14	13
Jewish Theological Seminary.....	1	5	.....	6	21	20
Total	80	54	.....	134	153	153

Tables VII and VIII give a detailed classification of students pursuing work under the Faculties of Political Science,

Philosophy and Pure Science, showing the primary registration, as well as that of students enrolled in the professional schools and in affiliated institutions. The proportion of men and women is likewise shown. Candidates for the higher degrees pursuing work in the Summer Session are primarily registered under these faculties. Only those who did not return for either of the succeeding half-years are included in Tables VII and VIII; complete statistics of graduate registration in the Summer Session have been Given in Table IV. For reasons previously noted, these students are not included under these faculties in Tables I, II and III, and are here entered separately, in order not to affect comparisons.

TABLE VII

CLASSIFICATION OF STUDENTS REGISTERED IN THE FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

A—Faculty of Political Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Primarily registered	204	122	10	43	214	165	379	312
Summer Session	65	30	.....	.....	65	30	95	76
Seminary Students	76	.....	4	.....	80	.....	80	84
School of Philanthropy..	5	6	1	.....	6	6	12	15
School of Law.....	71	.....	.....	.....	71	.....	71	69
Schools of Mines, Engineering and Chemistry .....	.....	.....	.....	.....	.....	.....	.....	1
School of Journalism.....	1	.....	.....	.....	.....	.....	1	1
Officers	2	3	.....	.....	2	3	5	3
Total.....	424	161	15	43	439	204	643	561

B—Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Primarily registered	168	223	9	17	177	240	417	403
Summer Session	202	335	.....	.....	202	335	537	431
Seminary Students	49	.....	5	.....	54	.....	54	68
Teachers College	208	183	10	21	218	204	422	349
School of Law.....	.....	.....	.....	.....	.....	.....	.....	1
School of Architecture..	.....	.....	.....	.....	.....	.....	.....	2
School of Philanthropy..	2	.....	.....	.....	2	.....	2	.....
Officers	17	9	.....	.....	17	9	26	21
Total.....	648	750	24	38	670	788	1458	1275

C—Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Primarily registered	164	67	35	4	199	71	270	255
Summer Session	33	16	.....	.....	33	16	49	68
Seminary Students . . . . .	.....	.....	.....	.....	.....	.....	.....	1
School of Medicine	2	.....	.....	.....	2	.....	2	19
Schools of Mines, Engineering and Chemistry	1	.....	.....	.....	1	.....	1	3
New York Botanical Garden	1	2	.....	.....	1	2	3	.....
Officers	46	11	.....	.....	46	11	57	59
Total	247	96	85	4	282	100	382	405

The Faculties of Political Science, Philosophy and Pure Science also give instruction to students of Columbia, Barnard and Teachers College who are admitted to certain courses (numbered under 200) that are open to qualified undergraduates. Since such students receive credit for this work toward the bachelor's degree only, they are not included in the statistics of the graduate faculties.

TABLE VIII

POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE (TOTAL)

A—By Primary Registration

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Pol. Sci., Phil. and Pure Science	536	412	54	64	590	476	1066	970
Summer Session	300	381	.....	.....	300	381	681	575
Theological Seminaries . .	125	.....	9	.....	134	.....	134	153
School of Philanthropy . .	7	6	1	.....	8	6	14	15
Teachers College	208	183	10	21	218	204	422	349
Law	71	.....	.....	.....	71	.....	71	70
Medicine	2	.....	.....	.....	.....	.....	2	19
Applied Science	1	.....	.....	.....	1	.....	1	4
Architecture . . . . .	.....	.....	.....	.....	.....	.....	.....	1
New York Botanical Garden	1	2	.....	.....	1	2	3	.....
Journalism	1	.....	.....	.....	.....	.....	1	1
Officers	65	23	.....	.....	65	23	88	83
Total	1817	1007	74	85	1391	1092	2483	2241

B—By Faculties (Total, including Summer Session)

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Political Science	424	161	15	43	439	204	643	561
Philosophy	646	750	24	38	670	788	1458	1275
Pure Science	247	96	35	4	282	100	382	405
Total.....	1317	1007	74	85	1391	1092	2483	2241

C—By Faculties (omitting students registered primarily in the professional faculties of Law, Medicine, Applied Science, Architecture and Journalism, but including Summer Session)

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Political Science	352	161	15	43	367	204	571	490
Philosophy	646	750	24	38	670	788	1458	1272
Pure Science	244	96	35	4	279	100	379	383
Total.....	1242	1007	74	85	1316	1092	2408	2145

D—By Faculties (omitting Summer Session and students registered primarily in the professional faculties of Law, Medicine, Applied Science, Architecture and Journalism)

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1913-14	1912-13
Political Science	287	131	15	43	302	174	476	414
Philosophy	444	415	24	38	468	453	921	841
Pure Science	211	80	35	4	246	84	330	315
Total.....	942	626	74	85	1016	711	1727	1570

Table IX indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1913-14, exclusive of the Summer Session. Table X summarizes the election of major and minor subjects by divisions and by faculties.

TABLE IX

MAJOR AND MINOR SUBJECTS OF STUDENTS IN THE FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

NOTE.—The major subjects of students primarily registered in the professional schools are included.

SUBJECTS	Political Science		Philosophy*		Pure Science		Total	
	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor†
Administrative Law....	18	27	.....	1	.....	.....	18	28
Agriculture	1	.....	.....	3	1	3	2
Anatomy	1	.....	1
Anthropology	3	.....	8	.....	2	.....	13
Astronomy	3	.....	3
Bacteriology	7	4	7	4
Biological Chemistry....	19	13	19	13
Botany	1	25	11	25	12
Chemistry	2	67	32	67	34
Chinese	3	.....	2	.....	1	.....	6
Civil Engineering.....	2	.....	2
Comparative Literature..	1	26	94	.....	.....	26	95
Constitutional Law	72	36	.....	2	.....	.....	72	38
Education	16	373	44	.....	9	373	69
Electrical Engineering..	2	.....	2
English	5	165	48	.....	1	165	54
Geology	1	.....	.....	31	27	31	28
German	1	50	19	.....	1	50	21
Greek (incl. Greek Arch.)	1	7	10	.....	.....	7	11
Highway Engineering	23	1	23	1
History	145	59	.....	41	.....	.....	145	100
Indo-Iranian	2	3	5	.....	.....	3	7
International Law	17	4	.....	.....	.....	.....	17	4
Latin (incl. Roman Arch.)	2	26	18	.....	.....	26	20
Mathematical Physics	11	15	11	15
Mathematics	37	45	12	45	49
Mechanical Engineering..	1	.....	1
Metallurgy	4	2	4	2
Mineralogy	9	.....	9
Mining	4	5	4	5
Music	2	.....	.....	.....	2
Pharmacology	1	.....	1
Philosophy (incl. Ethics)	12	61	22	.....	.....	61	34
Physics	2	14	13	14	15
Physiology	3	3	3	3
Political Economy.....	61	59	.....	9	.....	1	61	69
Psychology	2	27	27	.....	1	27	30
Roman Law and Comparative Jurisprudence	1	7	.....	1	.....	.....	1	8
Romance Languages (including Celtic).....	44	30	.....	.....	44	30
Science of Language.....	4	.....	.....	.....	4	.....
Semitic Languages	1	9	.....	.....	9	9
Social Economy	35	15	.....	25	.....	.....	35	40
Sociology and Statistics.	97	60	.....	26	.....	.....	97	86
Zoology	1	.....	11	23	16	23	28
Total.....	446	319	795	495	279	190	1520	1004

*Including Music, under the Faculty of Fine Arts.

†Only candidates for the Ph.D. degree have designated minor subjects. Subjects taken for credit by candidates for the A.M. degree additional to the subject of major interest are here counted as minors in order to show the number of graduate students actually instructed in each subject. The discontinuance of required minor subjects for the Master's degree explains the decrease in the number of minors as compared with that of previous years.

TABLE X
(A) SUMMARY BY DIVISIONS

	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology		2	.....	12	80	49	80	63
Chemistry .....		.....	.....	2	67	33	67	35
Classical Philology		3	.....	33	.....	.....	33	31
Education		16	373	44	.....	9	373	69
Engineering .....		.....	.....	.....	23	6	23	6
Geology and Mineralogy. History, Economics and Public Law.....	446	267	.....	105	.....	1	446	373
Mathematics and Physical Science.....	.....	.....	.....	39	70	43	70	82
Mining and Metallurgy.. Modern Languages and Literatures .....	.....	.....	.....	.....	8	7	8	7
.....	.....	7	285	191	.....	2	285	200
Music .....	.....	.....	.....	2	.....	.....	.....	2
Oriental Languages .....	.....	6	16	15	.....	1	16	22
Philosophy, Psychology and Anthropology.....	.....	17	88	57	.....	3	88	77
Total.....	446	319	795	495	279	190	1520	1004

(B) SUMMARY BY FACULTIES

FACULTIES	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science	446	267	.....	105	.....	1	446	373
Philosophy .....	.....	49	795	335	.....	15	795	399
Pure Science .....	.....	2	.....	53	276	172	276	227
Total.....	446	319	795	495	279	190	1520	1004

Table XI shows the geographical distribution of students in the Corporation, as well as in Barnard College, Teachers College and the College of Pharmacy, but does not include the Summer Session. It embraces all the States of the Union, as well as the District of Columbia, the Hawaiian Islands, Porto Rico and Alaska.

The following summary compares the percentage of students from the several registration divisions during the last seven years:

	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13	1913-14
North Atlantic Division....	78.40	80.15	79.87	79.40	77.65	79.84	79.53
South Atlantic Division....	3.88	3.20	3.17	3.56	3.85	4.35	4.03
South Central Division....	2.56	1.89	2.42	2.26	2.54	2.25	2.30
North Central Division....	8.75	8.39	8.72	8.72	8.76	7.92	8.32
Western Division.....	2.79	2.61	2.68	2.58	2.82	2.58	2.79
Insular Territories.....	0.14	0.27	0.27	0.24	0.16	0.26	0.24
Foreign Countries.....	3.98	3.49	2.87	3.24	4.22	2.80	2.75

The percentage of students from the North Atlantic Division shows a slight decrease from that of last year. The numerical increase of attendance in this division is 306. The total from New York is 4,351, as compared with 4,021 in 1912-13; of this number, 3,368 are residents of New York City, against 3,194 in 1912-13. Of the other States in this division, Maine, Massachusetts and Vermont show increases of 7.12 and 7, respectively. The remaining five show losses, the heaviest being 24 in Connecticut. Pennsylvania has fallen off a little each year since 1910-11.

Again there is a slight percentage loss in the South Atlantic division; in this division there is also a numerical loss of four. In the South Central, North Central and Western there are both percentage and numerical gains. The number of students from insular and non-contiguous territories has increased; the percentage is slightly less. From foreign countries there are eight more individuals than last year. Students came from every one of the United States, and from all, except nine, the registration exceeds 10. From each of 26 States the number exceeds 25, from each of 13 it exceeds 50. In 1912-13 there were more than 50 from only five States. From seven States there are more than 75 students. From six States there are more than 100 each—Connecticut, 110; Massachusetts, 130; New Jersey, 627; New York, 4,351; Pennsylvania, 209; Ohio, 139. Four States show a decrease in enrollment of ten or more students—Connecticut, 24; Pennsylvania, 15; Virginia, 11; Minnesota, 10.

Three thousand three hundred and sixty-eight students are permanent residents of New York City—College, 618; Law, 195; Medicine, 189; Applied Science, 329; Fine Arts, 78; Jour-

nalism, 38; Political Science, Philosophy and Pure Science, 854; Barnard, 420; Teachers College, 463; Pharmacy, 301. Last year's total was 3,194.

The geographical distribution of students in the Summer Session of 1913 was shown in Table E of the report appended to the Annual Report for 1912-13. The total geographical distribution by States for the year 1913-14, inclusive of 1913 Summer Session (but not of Extension Teaching), with allowance for duplicates, is shown on the outline map which faces Table II of this report.

TABLE XI

RESIDENCE OF STUDENTS (A) THE UNITED STATES

1913-1914	College	Law	Medicine	Applied Science	Fine Arts	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
North Atlantic Division (79.53 per cent.)	869	331	278	584	128	77	351	661	261	619	1191	431	264	5515
Connecticut	8	8	10	9	7	7	3	9	1	6	41	7	6	110
Maine	1	2	1	1	1	1	6	6	1	1	10	6	4	31
Massachusetts	4	10	3	7	2	4	12	21	18	9	48	5	13	130
New Hampshire	1	1	1	1	1	1	1	4	1	1	13	3	3	16
New Jersey	92	33	26	56	6	6	36	77	21	66	221	33	46	627
New York	749	250	225	504	112	50	274	511	202	530	740	376	172	4351
Pennsylvania	13	21	8	6	1	8	18	29	12	6	103	4	20	209
Rhode Island	2	3	2	1	1	1	1	2	3	1	5	1	1	18
Vermont	2	5	1	1	1	1	1	2	2	1	10	1	1	23
South Atlantic Division (4.03 per cent.)	14	34	20	12	9	9	25	55	10	11	100	5	24	280
Delaware	1	1	1	1	1	1	1	1	1	1	1	1	1	5
Dist. of Columbia	3	3	1	4	1	1	2	2	1	1	6	1	1	23
Florida	6	6	1	1	1	1	1	1	1	1	5	1	1	15
Georgia	11	11	7	1	1	2	1	5	3	3	20	4	4	51
Maryland	3	1	3	1	1	1	2	6	1	1	19	2	5	33
North Carolina	2	9	6	2	2	1	8	11	1	1	13	3	6	51
South Carolina	1	1	1	1	1	1	5	9	1	1	9	1	1	26
Virginia	4	3	4	2	2	2	2	14	4	4	20	2	2	59
West Virginia	1	1	1	1	1	1	5	6	1	1	7	1	5	17
South Central Division (2.30 per cent.)	5	30	8	6	5	5	12	33	4	10	53	1	12	160
Alabama	2	2	2	1	1	1	1	4	1	2	11	1	2	25
Arkansas	4	4	1	1	1	1	1	1	1	1	1	1	1	6
Kentucky	4	4	1	1	1	1	2	3	1	1	9	1	3	19
Louisiana	1	1	1	1	1	1	2	2	1	1	7	1	2	9
Mississippi	2	2	1	1	1	1	2	4	1	1	2	1	1	13
Oklahoma	5	5	2	1	1	1	1	1	1	1	5	1	1	16
Tennessee	2	7	1	1	1	1	2	10	1	3	11	1	4	33
Texas	1	5	1	3	3	2	4	9	1	3	8	1	1	39
North Central Division (8.32 per cent.)	19	44	20	21	16	23	49	114	30	15	302	1	76	577
Illinois	2	2	2	1	2	4	4	14	7	1	50	1	12	76
Indiana	4	4	1	6	3	6	5	13	4	1	31	1	7	71
Iowa	1	3	2	3	1	2	5	7	3	1	17	1	4	41
Kansas	4	1	1	1	1	1	4	11	2	2	16	1	6	36
Michigan	1	4	2	1	1	3	3	8	4	2	32	1	8	52
Minnesota	2	2	1	1	2	1	5	1	1	1	24	1	5	34
Missouri	1	3	3	3	1	2	3	11	1	1	20	1	7	42
Nebraska	1	2	2	1	1	1	1	3	1	1	13	1	4	22
North Dakota	3	3	1	1	1	1	1	1	1	6	1	6	1	18
Ohio	7	13	3	4	5	2	20	33	4	4	66	18	139	
South Dakota	1	1	1	1	1	1	1	2	1	1	5	1	2	7
Wisconsin	1	4	2	1	1	1	3	7	2	1	22	3	3	39
Western Division (2.79 per cent.)	12	21	13	19	8	1	15	24	10	5	87	1	21	194
Arizona	1	1	1	1	1	1	1	1	1	1	3	1	1	4
California	4	3	3	6	3	1	8	9	3	1	42	11	7	71
Colorado	2	3	3	4	1	1	5	2	1	2	7	1	1	29
Idaho	1	1	2	1	1	1	1	1	1	1	2	1	1	5
Montana	2	1	1	1	1	1	1	2	1	1	5	1	2	9
Nevada	1	1	1	1	1	1	1	1	1	1	1	1	1	2
New Mexico	1	1	1	1	1	1	1	1	1	1	2	1	1	4
Oregon	1	2	1	2	2	1	1	1	1	1	9	1	2	18
Utah	4	8	3	2	1	1	1	1	2	1	5	1	1	27
Washington	1	1	1	2	1	1	1	7	1	1	12	1	3	22
Wyoming	1	1	1	1	1	1	1	1	1	2	1	1	1	3
Insular and Non-Contiguous Territories (.245 per cent.)	2	1	1	2	1	1	1	4	1	1	11	1	4	17
Alaska	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Hawaiian Islands	1	1	1	1	1	1	1	1	1	1	4	1	1	4
Philippine Islands	1	1	1	1	1	1	1	3	1	1	2	1	2	5
Porto Rico	2	1	1	1	1	1	1	1	1	1	4	1	1	6
Totals	921	481	340	644	166	115	452	891	315	660	1737	437	403	6934

TABLE XI—(Continued)
(B) FOREIGN COUNTRIES

1913-1914	College	Law	Medicine	Applied Science	Fine Arts	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
Australia	..	..	..	..	..	..	..	1	1	..	..	..	..	2
Belgium	1	..	..	1	..	..	..	1	..	..	..	..	..	3
Brazil	..	..	..	1	..	..	..	..	..	..	1	..	..	2
Canada	..	..	..	2	2	..	9	5	5	1	25	..	5	42
China	10	..	2	..	..	..	5	9	8	2	15	3	10	51
Colombia	..	..	..	2	..	..	..	..	..	..	..	..	..	2
Costa Rica	..	1	..	2	..	..	..	..	..	..	1	..	..	3
Cuba	..	2	..	3	1	..	..	..	..	..	2	3	1	10
France	1	..	..	..	1	..	..	1	..	..	..	..	..	3
Germany	1	1	..	..	..	..	..	1	..	1	2	1	1	6
Great Britain and Ireland	2	..	..	2	..	..	..	2	..	..	3	1	2	8
Greece	..	..	..	1	..	..	..	..	..	..	1	..	..	2
India	1	..	..	1	..	..	3	..	..	..	1	..	..	6
Italy	..	..	..	2	..	..	..	..	..	..	..	..	..	2
Japan	1	1	..	1	..	..	5	6	1	..	5	..	3	17
New Zealand	..	..	..	..	..	..	..	..	1	..	..	..	..	1
Mexico	..	..	..	3	..	..	..	1	..	..	1	..	1	4
Nicaragua	..	..	..	..	..	..	..	..	..	..	..	2	..	2
Norway	..	..	..	..	..	..	..	..	..	1	..	..	..	1
Panama	..	..	..	..	..	..	..	..	..	..	2	..	..	2
Peru	..	..	..	..	..	..	..	..	1	..	1	..	..	2
Persia	1	..	..	..	..	..	..	..	..	..	..	..	..	1
Russia	2	..	..	..	..	..	..	..	..	..	..	..	..	2
South Africa	..	..	..	1	..	..	..	1	..	..	1	..	1	2
Sweden	..	..	..	1	..	..	..	1	..	..	1	..	..	2
Turkey	..	1	1	2	..	..	2	..	..	..	3	1	1	9
Turkey in Asia	..	..	1	..	..	..	..	1	..	..	..	..	..	2
West Indies	..	..	..	..	..	..	..	1	..	..	1	..	..	2
Total (2.75 per cent.)	20	6	4	31	4	0	24	30	15	6	66	11	26	191
Grand Total	941	467	344	675	170	115	476	921	330	666	1810	448	429	6934

Table XII shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1899-1900. A summary of percentages for the past eight years follows:

	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13	1913-14
North Atlantic Division	80.59	78.13	79.15	80.04	79.20	76.11	79.45	79.22
South Atlantic Division	2.65	2.94	3.07	2.95	3.30	4.06	4.66	4.23
South Central Division	1.84	2.64	1.94	2.60	2.40	2.83	2.37	2.43
North Central Division	7.76	8.35	8.58	8.18	8.41	8.87	7.31	7.56
Western Division	2.75	2.77	2.91	2.83	2.62	3.07	2.87	2.77
Insular Territories	0.14	0.10	0.09	0.06	0.08	0.05	0.26	0.22
Foreign Countries	4.27	5.07	4.26	3.84	3.99	5.51	3.38	3.02

Comparison of this table with that given above for the entire University (exclusive of Summer Session) shows that, although the percentage of students in the University from the North Atlantic division has decreased, in the schools of the Corporation alone the percentage of the same group has increased. In the other divisions the variations are slight. In the South Central division the Corporation has gained more than the combined schools; in the North Central and the Western, less.

The percentage of loss from the South Atlantic division, Insular Territories and foreign countries is greater in the Corporation. Of the 4,439 students in the Corporation, 899 came from elsewhere than the North Atlantic division; in 1913 the number was 857; in 1912, 919; in 1911, 787.

An examination of the attendance from the various sections of the United States other than the North Atlantic division in the several schools of the Corporation, as compared with that of 1913-14, shows that the College has gained in the Western division (12 to 8), has remained static in the South Atlantic (14), and has lost in all of the others. The total number of College students from the four divisions is 50; from foreign countries there are 20, including 10 from China. In the School of Law the number of students from the South Central and Western divisions has increased, respectively, from 19 to 30 and from 17 to 21—total from the four divisions, 129. The School of Medicine has a corresponding total of 61, including 20 each from the South Atlantic and North Central divisions and 13 from the Western. In the Schools of Mines, Engineering and Chemistry the total is 58. The number of students from foreign countries who attended these schools is 31. The registration in Fine Arts from the four divisions has increased from 33 to 38. Political Science, Philosophy and Pure Science have decreased in enrollment from the South Atlantic division from 92 to 90. In the South Central the increase in these faculties is from 45 to 49; in the North Central from 162 to 193; in the Western from 39 to 49. The total attendance from these four divisions was 381, as against 338 last year. The number from foreign countries is 69, a decrease of 11. In the School of Journalism 38 students came from States other than those of the North Atlantic division, including 9 from the South Atlantic and 23 from the North Central.

TABLE XII

RESIDENCE OF STUDENTS IN THE CORPORATION 1899-1913 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

(A) THE UNITED STATES

	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914
North Atlantic Div.	2069	2273	2442	2541	2442	2416	2349	2284	2312	2528	2682	2993	2928	3314	3640
Maine	9	12	11	7	8	13	12	14	16	13	15	20	20	13	18
New Hampshire.	4	4	7	7	2	2	6	9	7	4	6	8	8	8	16
Vermont	10	13	10	13	15	10	13	8	11	3	6	13	22	11	14
Massachusetts ..	62	57	62	63	49	43	52	52	47	55	57	60	62	72	81
Rhode Island...	11	18	19	22	16	11	8	8	11	9	11	11	11	13	13
Connecticut	70	63	70	56	54	48	38	37	46	53	50	61	67	73	62
New York	1630	1799	1951	2014	1933	1955	1901	1858	1845	2058	2144	2388	2293	2642	2877
New Jersey	230	256	260	296	299	271	258	227	256	264	297	328	308	364	353
Pennsylvania ..	43	51	52	63	66	63	61	71	73	69	96	104	137	118	116
South Atlantic Div.	69	66	69	87	80	84	75	75	87	98	99	125	156	194	188
Delaware	2	...	5	3	5	5	1	...	...	2	2	1	2	...	4
Maryland	7	7	7	9	10	12	14	10	7	13	13	22	26	29	16
Dist. of Columbia	5	6	9	10	7	4	6	6	10	6	11	10	18	21	18
Virginia	14	9	5	15	9	12	12	9	13	17	19	23	28	42	37
West Virginia ..	2	3	2	4	2	6	7	6	5	5	1	3	8	9	14
North Carolina..	15	12	10	16	14	11	7	15	19	18	16	18	27	41	40
South Carolina..	1	5	5	9	6	9	10	9	13	13	12	20	23	17	18
Georgia	20	22	23	16	19	15	13	16	18	18	20	23	20	26	32
Florida	3	2	3	5	8	10	5	4	2	5	5	5	9	9	9
South Central Div.	48	75	63	65	68	52	58	52	78	62	87	91	109	99	108
Kentucky	13	22	16	18	16	14	13	9	13	10	16	10	13	9	12
Tennessee	5	14	10	10	7	2	6	10	14	5	9	15	17	19	23
Alabama	8	13	7	9	10	8	10	10	10	8	13	19	22	16	14
Mississippi	3	2	7	4	6	7	6	6	8	2	9	13	12	11	10
Louisiana	2	3	2	3	3	4	3	4	5	5	4	5	3	4	4
Texas	14	15	16	14	18	10	13	9	18	20	19	10	25	27	28
Arkansas	3	4	4	5	6	7	5	2	6	7	9	4	7	5	6
Oklahoma	2	1	2	2	2	2	2	2	4	5	8	6	10	8	11
North Central Div.	159	180	169	191	196	195	191	220	247	274	274	318	322	305	336
Ohio	34	41	37	45	52	59	45	58	57	59	62	70	79	79	87
Indiana	24	21	22	18	22	23	25	31	29	38	36	50	56	39	46
Illinois	23	29	24	25	26	18	18	20	32	38	42	43	39	30	38
Michigan	16	11	16	12	15	13	14	10	10	22	20	22	22	22	26
Wisconsin	9	5	10	13	9	6	12	17	22	14	7	17	17	22	19
Minnesota	8	8	9	11	16	17	18	16	22	13	25	21	21	24	14
Iowa	8	13	18	20	18	16	9	16	15	19	24	23	23	17	27
Missouri	14	17	13	17	14	17	24	23	25	26	24	32	31	33	28
North Dakota...	2	2	3	3	1	2	3	7	8	6	6	3	4	1	11
South Dakota...	1	...	4	5	4	4	3	2	4	1	3	2	1	3	4
Nebraska	12	10	10	16	13	10	9	9	9	13	9	13	15	18	12
Kansas	8	3	3	6	5	10	11	11	14	15	16	22	14	17	24
Western Division..	59	76	86	92	95	88	91	78	82	98	95	99	118	107	123
Montana	7	8	10	7	12	12	13	14	12	12	8	8	4	5	6
Wyoming	1	1	1	3	1	...	2	2	1	1	1	2	2	3	3
Colorado	13	21	17	28	24	22	14	17	13	14	15	18	32	25	21
New Mexico...	1	3	5	4	1	...	1	1	2	2	2	2	2	3	2
Arizona .....	...	9	...	2	3	4	1	3	2	2	1	2	4	2	4
Utah	5	9	8	9	11	12	16	9	5	3	11	8	13	12	22
Nevada	3	1	2	1	1	1	3	2	1	1	2	1	...	3	1
Idaho .....	...	...	1	1	2	2	...	1	...	1	2	1	2	6	4
Washington	2	4	9	8	7	5	7	8	12	18	17	21	16	9	13
Oregon	3	5	7	8	6	7	7	3	6	13	11	12	11	7	10
California	24	23	26	23	28	24	25	20	28	26	24	25	34	30	39
Insular and Non-contiguous Territories	3	4	1	4	7	4	5	4	3	3	2	3	2	11	10
Alaska .....	...	...	...	1	2	...	...	...	1	...	...	1	...	1	1
Hawaiian Island.	3	2	...	...	1	2	3	3	1	1	...	2	...	2	1
Philippine Island	...	...	...	1	...	...	...	...	...	...	...	...	...	3	5
Porto Rico .....	...	2	1	3	3	2	2	1	1	2	...	2	...	5	3
Total	2407	2654	2830	2980	2887	2839	2769	2713	2809	3058	3239	3629	3635	4030	4305

TABLE XII—(Continued)

(B) FOREIGN COUNTRIES

	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914
North America...	18	20	21	34	35	37	35	33	50	46	41	43	56	36	35
Canada	9	6	10	16	21	20	21	21	33	24	26	33	46	28	21
Central America	1	1	2	3	3	3	1	4	2	2	1	1	2	2	3
Cuba	5	7	8	9	5	7	7	7	11	12	4	3	6	3	6
Mexico	4	6	3	6	5	6	5	1	4	5	7	6	3	3	4
West Indies	1	1	1	1	1	1	1	1	1	3	3	1	1	1	1
South America...	1	2	2	3	5	4	6	9	10	11	5	4	7	5	4
Argentine Rep'c	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
Brazil	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chile	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Colombia	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ecuador	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Peru	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Unclassified	1	2	2	1	2	2	2	4	3	1	1	1	1	1	1
Europe	7	8	7	20	21	22	41	35	39	42	25	31	80	22	27
Austria-Hung'y	1	1	1	2	2	1	2	1	2	3	1	1	9	1	1
Belgium	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bulgaria	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Denmark	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
France	1	1	1	4	2	1	8	4	2	4	4	5	4	3	3
Germany	1	1	1	3	1	3	10	6	4	5	3	8	18	3	3
Great Britain and Ireland..	3	6	5	5	9	7	10	6	7	11	4	3	7	7	6
Greece	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Holland	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1
Italy	1	1	1	1	1	1	2	3	2	1	1	1	5	3	2
Norway	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Poland	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
Roumania	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Russia	1	1	1	2	3	3	3	4	12	8	4	1	22	1	2
Spain	1	1	1	1	1	2	2	1	1	2	1	1	1	1	1
Sweden	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1
Switzerland	1	1	1	1	1	1	1	1	1	4	1	1	7	1	1
Turkey	1	1	1	1	1	1	1	3	1	1	1	1	10	8	6
Asia	16	8	12	11	19	26	37	41	49	36	40	73	68	76	64
China	1	1	1	3	3	5	9	8	8	11	20	38	45	50	41
India	1	1	1	3	2	1	3	5	3	3	5	6	5	3	5
Japan	14	6	9	8	14	19	24	26	35	19	12	24	16	20	15
Persia	1	1	1	1	1	1	1	1	3	1	2	1	1	1	1
Syria	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Turkey	1	1	1	1	1	1	1	1	1	1	1	1	2	3	2
Africa	2	2	1	2	3	4	3	1	1	1	1	2	1	1	2
South Africa	2	2	1	2	3	4	3	1	1	1	1	1	1	1	2
Australia	1	1	2	1	1	3	2	2	1	1	2	1	2	2	2
Total	45	41	45	71	84	96	124	121	150	136	112	151	212	141	134
Grand Total*	2452	2695	2875	3051	2971	2935	2893	2834	2959	3194	3351	3780	3839	4158	*4432

*Deducting duplicates (in 1914, 7); see Note † under Table I.

Table XIII shows that of the 4,432 students in the various faculties of the Corporation 2,447, or 55.21 per cent., are graduates of higher institutions of learning, as against 54.6 per cent. in 1912-13, 55 per cent. in 1911-12, 53.4 per cent. in 1910-11, and 45.8 per cent. in 1903-04. These graduates represent 294 institutions of collegiate rank in the United States and 75 similar institutions in foreign countries. In 1912-13 there were 2,276 graduates of 290 domestic and 75 foreign institutions.

TABLE XIII

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

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Adelphi College	15	1	.....	.....	.....	16
Agnes Scott College	1	.....	.....	.....	.....	1
Agricultural and Mechanical College of Texas	1	2	.....	.....	3
Albany Normal College	2	.....	.....	.....	.....	2
Alfred University	1	.....	.....	.....	.....	.....	1
Allegheny College	3	.....	.....	3	3	.....	.....	.....	.....	9
Alma College	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Amherst College	9	2	.....	5	6	5	1	.....	.....	28
Atlanta Law School	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Baker University	2	3	.....	.....	.....	.....	5
Baldwin University	6
Bates College	2	.....	1	3	.....	.....	.....	.....	6
Baylor University	2	.....	.....	.....	1	3
Beloit College	1	.....	.....	.....	.....	1
Bethel College	1	.....	.....	.....	.....	.....	.....	.....	.....	2
Boston University	1	1	.....	.....	.....	.....	2
Bowdoin College	1	.....	.....	1	1	.....	.....	.....	4
Bridgewater College	1	.....	.....	.....	.....	1
Brigham Young University	1	.....	.....	.....	.....	.....	.....	.....	2
Brown University	5	2	.....	2	12	7	.....	.....	.....	28
Bryn Mawr College	2	3	3	.....	.....	.....	8
Buchtell College	2	.....	.....	.....	.....	.....	2
Carleton College (Minn.)	1	.....	.....	.....	.....	1
Carnegie Inst of Tech.	1	.....	.....	.....	1
Clark College	1	.....	.....	2	2	.....	.....	.....	.....	5
Coe College	1	.....	.....	.....	.....	1
Colby College	1	.....	.....	1	5	.....	.....	.....	.....	7
Colgate University	2	1	1	6	9	1	.....	.....	.....	20
College of the City of New York	29	37	9	21	41	24	1	.....	2	164
College of New Rochelle	1	5	.....	.....	.....	6
College of Pharmacy (New York)	12	2	.....	.....	.....	.....	.....	.....	14
College for Women (So. Carolina)	1	1	.....	.....	.....	2
Colorado College	1	.....	.....	1	.....	.....	.....	.....	3
Colorado School of Mines	1	.....	.....	.....	2	.....	.....	3
Colorado State Teachers College	1	.....	.....	.....	.....	.....	.....	.....	1
Columbia University	98	46	22	139	286	72	10	2	1	676
Concordia College	1	.....	.....	.....	.....	1
Converse College	1	.....	.....	.....	.....	1
Cooper Institute	1	.....	.....	.....	.....	.....	.....	1
Cornell University	12	2	.....	4	27	5	.....	.....	2	52
Creighton University	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Cumberland University	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Dakota Wesleyan College	2	.....	.....	.....	.....	2
Dartmouth College	6	4	2	2	1	.....	.....	.....	1	16
Davidson College	2	.....	.....	.....	.....	2
Denison University	1	.....	.....	.....	.....	5	.....	.....	.....	6
De Pauw University	3	.....	.....	1	5	.....	.....	.....	.....	9
Dickinson College	3	.....	1	1	4	1	.....	.....	.....	10
Drake University	1	.....	.....	.....	.....	1
Drew Theological Seminary	1	.....	.....	.....	.....	.....	1
Drury College	2	.....	.....	.....	.....	2
Earlham College	1	1	.....	.....	.....	.....	2
Elmira College	1	.....	.....	.....	.....	1
Elon College	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Emory College	1	.....	.....	1	.....	1	.....	.....	.....	3

TABLE XIII—(Continued)

College	1913-1914										Total
	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism		
Emory and Henry College.....	2					1					3
Emporia College						1					1
Erskine College					1	3					4
Eureka College						1					1
Fargo College	1										1
Fisk University					1						1
Florida State College for Women..						2					2
Fordham University	4	2				1					7
Fort Worth University.....	1										1
Franklin College					2						2
Franklin and Marshall College.....			1	4	2	2				1	10
Geneva College				1							1
Georgetown University	8	4				1					13
George Washington University.....	2			3	1						6
German Wallace College.....				1							1
Gettysburg College	2	2		2	1	1					8
Goshen College					1						1
Goucher College				1	3	2					6
Grinnell College					1	4					5
Guilford College	1				1						2
Hamilton College	2	4		4		1					11
Hamline University				1	2						3
Hampden Sidney College.....		2									2
Hanover College					2						2
Harvard University	17	10	2	10	11	6	2		1		59
Haverford College					1						1
Hillsdale College	1			1	1						3
Hiram College				1	3						4
Hobart College	1	1	2		3	1					8
Holy Cross College.....		1									2
Hope College		2				2					4
Howard College					1		1				2
Huron College					1	1					2
Indiana Law School.....		1									1
Indiana University		1	1	7	14	2					25
Industrial Inst. and College (Miss.)						1					1
Iowa State College of Agriculture and Mechanical Arts.....						1					1
Iowa State Teachers College.....						2					2
Iowa Wesleyan University.....	1										1
James Milliken University.....				1							1
Johns Hopkins University.....		2	1	1			1				5
Juniata College				1	2						3
Kansas State Agricultural College..						1					1
Kansas State Normal College.....						1					1
Kansas Wesleyan University.....				1							1
Kenyon College				2	1						3
Lafayette College	3			1	2	1					7
Lake Forest College.....					1						1
Lawrence College				1							1
Lebanon Valley College.....					2	1					3
Lehigh University						1	3				4
Leland Stanford University.....	1	2		4	2	1	1				11
Lincoln College					1						1
Lincoln Memorial University.....	1										2
Long Island College Hospital.....		1									1
Loyola College			1								1
McKendree College						1					1
Manhattan College	1	1									3
Marietta College	1		1		1	2					5

TABLE XIII—(Continued)

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Marquette University	1										1
Maryville College					1						1
Massachusetts Agricultural College											1
Massachusetts Inst. of Tech.						2	1				7
Mercer University	1		2			1					4
Meridian Male College						2					2
Miami University	1					2					3
Michigan Agricultural College						1	1				2
Michigan School of Mines							1				1
Michigan State Normal College						1	1				2
Middlebury College	2				1		1				3
Mills College						1					1
Mississippi Agricultural College				1							1
Mississippi College					1						1
Mississippi State Coll. for Women						2					2
Missouri Valley College	1				5	1					7
Moravian College					1						1
Mount Holyoke College					5	9	7		1		22
Mount Union College					1						1
Muhlenberg College					1						1
Muskingum College						2					2
Newberry College										1	1
New Hampshire State College							1				1
New York Homeopathic College and Hospital			1								1
New York Law School	1				3	1					5
New York Medical College and Hospital for Women						1					1
New York University	3	9			8	13	1			1	35
Normal College (New York City)					11	61	21				93
North Carolina College of Agric. and Mechanic Arts								1			1
Northwestern University			1			4					6
Norwich University					1		1				1
Notre Dame University	3										3
Oberlin College	4	4			4	4	2				18
Occidental College					2						2
Ohio Northern University						2					2
Ohio State University	3				5	6	2				16
Ohio Wesleyan University	2	1			6	5	1			2	17
Oklahoma Agric. and Mech. College			1								1
Olivet College					1	1					2
Oregon State College							1				1
Oskaloosa College						1					1
Otterbein University						3	4				7
Park College						2	1				3
Penn College (Iowa)						1					1
Pennsylvania Military College				1				3			1
Pennsylvania State College	2			1				3			6
Polytechnic Institute (Brooklyn)								5			5
Pomona College					1	1	2				4
Princeton University	26	14		5	12	16	3	4		1	81
Purdue University				1	1						2
Radcliffe College						2	4	1			8
Randolph-Macon College				1	2			1			4
Randolph-Macon Women's College							4				4
Rensselaer Polytechnic Institute			1				1	1			3
Richmond College					1	5					6
Ripon College							1				1
Roanoke College					1						1
Rockford College							1				1

TABLE XIII—(Continued)

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Rutgers College	2	3		1	3					1	10
St. Francis College	1	1									6
St. Francis Xavier College	2	3			1						3
St. John's College (Brooklyn)	2	2			1						5
St. John's College (Washington)		1									1
St. Lawrence University				1	3	1					5
St. Louis University		1		1							2
St. Olaf's College					1	1					2
St. Paul's College					1						1
St. Peter's College					1						1
St. Stephen's College						2					2
St. Thomas College		1									1
Sacred Heart College	1										1
Seton Hall College	1										1
Simmons College							1				1
Smith College				15	20						35
Southwestern University				1	3						4
State University of Kentucky	1			1	1						3
Stevens Institute of Technology	1						1				2
Swarthmore College					1	4	1				6
Sweet Briar College					1						1
Syracuse University	2	1		6	17	2					28
Texas Christian University										1	1
Transylvania University				1							1
Trinity College (Connecticut)	1		1		1					2	5
Trinity College (North Carolina)					5						5
Trinity University				1	2						3
Tri-State College			1				1			1	3
Tufts College				1	3						4
Tulane University	1				1						2
Tusculum College				1							1
Union College	1										1
Union University		1		3	4						8
United States Naval Academy			18	1	2						19
University of Alabama		2		1	2						5
University of Arkansas	5						1				6
University of California	1	1	1	3	8		1			1	16
University of Chattanooga				1	2						3
University of Chicago				6	19	5	2				32
University of Cincinnati		2		1	5						8
University of Colorado	1			1	1	1	1				5
University of Denver					2						2
University of Detroit	1										1
University of Florida	1										1
University of Georgia	7	6									13
University of Illinois				4	2	5					11
University of Iowa	1			3	2	3					9
University of Kansas	1				2	1					4
University of Louisville						1					1
University of Maine					1	2				1	4
University of Michigan	3	1	1	6	12	2					25
University of Minnesota	1	1		1	4	3				4	14
University of Mississippi	1	1		1	1						4
University of Missouri	1	1		2	7	4					15
University of Nashville					6	1					6
University of Nebraska		4			3	6					15
University of North Carolina	7	2		3	5	2					19
University of North Dakota	2										2
University of Oklahoma	1	2					1				4
University of Oregon	1				1						2
University of Pennsylvania	4	2		6	11	1					24

TABLE XIII—(Continued)

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
University of Pittsburgh	1						1				2
University of Rochester	4	1			2		2				9
University of Santa Clara	1										1
University of S. California		1			1						2
University of S. Carolina		1	1			2					4
University of Tennessee	2				1						3
University of Texas	4				2	2	1			1	10
University of Utah	2	2			1		1	1			7
University of Vermont	1				1	2	1				5
University of Virginia		1				1	1				3
University of Washington				1		3	2			2	8
University of Wisconsin	3				5	8	3				19
University of Wooster	3				1	2	1				7
University of Wyoming							1				1
Upper Iowa University							1				1
Upsala College		1		1	1						3
Utah Agricultural College			2				1				3
Valparaiso University						1					1
Vanderbilt University	3	1			1	2	1				8
Vassar College				13	16	6					35
Virginia Christian College						1					1
Wabash College	2				1		2				5
Wake Forest College	2	5			3	2				2	14
Washburn College					1	1					2
Washington and Jefferson College					2	2					7
Washington and Lee University	3				1	2		1		1	8
Washington State College						1					1
Washington University					3	4	1				8
Wellesley College					8	19	3				30
Wells College					1	5					6
Wesleyan University	3	6			4		1			1	15
Western Indiana College						1					1
Western Maryland College					1	1					2
Western Reserve University				1	2	4	2				9
Western State Normal School						1					1
Western University					1						1
West Virginia University	1					3					4
Whitman College	1		3	1	2						7
William Jewell College	1						2				1
William and Mary College							2				2
Williams College	13	8	4	3	2	1			1		32
Wilson College					1	1	1				3
Winthrop College						1			1		2
Wofford College					4	3					7
Worcester Polytechnic Institute					1						1
Yale University		38	23		4	9	4	6		2	86
Total	2	425	273	89	491	984	295	33	4	36	2632

TABLE XIII—(Continued)
(B) HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
	Acadia University (Nova Scotia)...	2
American College for Girls (Turkey).....	1	.....	.....	.....	.....	1
Central Turkey College.....	1	.....	.....	.....	1	.....	.....	.....	2
Chinese National Inst.....	1	.....	.....	.....	.....	.....	.....	1
Dalhousie College (Nova Scotia)....	2	1	1	.....	.....	.....	.....	4
Doshisha College (Japan).....	2	.....	.....	.....	.....	2
Ecole Normale (Neuchatel).....	1	.....	.....	.....	.....	1
Elphinstone College.....	1	.....	.....	.....	.....	.....	1
Evangelical Lutheran Gymnasium (Hungary).....	1	.....	1
Glasgow University (Scotland).....	1	.....	.....	.....	.....	.....	.....	1
Gymnasium Elberfeld (Germany).....	1	.....	.....	.....	.....	1
Gymnasium Galicia (Austria).....	1	.....	.....	.....	.....	1
Gymnasium Josephinum (Germany).....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Havana Institute of Science.....	1	.....	.....	.....	.....	.....	.....	.....	1
Hunan Sch. of Technology (China).....	1	.....	.....	.....	1
Imperial College (Japan).....	1	1	.....	.....	.....	2
King's College (Canada).....	1	.....	.....	.....	.....	.....	1
Kobe Higher Com. School (Japan).....	1	.....	.....	.....	.....	.....	1
Lycee Henry IV (France).....	1	1
Liceo Garibaldi (Italy).....	1	.....	.....	.....	.....	1
Lyceum (Bucharest).....	1	.....	.....	.....	.....	1
Lyceum of Costa Rica.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
McGill University (Canada).....	1	.....	2	.....	.....	.....	3
McMaster University (Canada).....	1	.....	.....	.....	.....	1
Miji Dayigakin (Japan).....	1	.....	.....	.....	.....	.....	1
Military College (China).....	1	.....	.....	.....	.....	.....	1
National University (Cuba).....	1	.....	.....	.....	.....	1
Oberrealschule, Braunschweig.....	1	.....	.....	.....	.....	1
Ottoman Law College (Turkey).....	1	.....	.....	.....	.....	.....	1
Pei Yang University (China).....	4	.....	.....	.....	4
Peking University.....	1	1	1	.....	.....	.....	.....	3
Queen's University (Canada).....	2	.....	.....	.....	2
Robert College (Turkey).....	1	.....	.....	.....	.....	.....	1
Rood University (Ireland).....	1	.....	.....	.....	.....	.....	1
Royal Gymnasium (Austria).....	1	.....	.....	.....	.....	1
Royal School of Mines (England).....	1	.....	.....	.....	1
Royal Univ. Francis Joseph I (Aus- tria).....	1	.....	.....	.....	1
Royal University (Sweden).....	1	.....	.....	.....	.....	1
St. John's University (China).....	2	.....	.....	.....	.....	.....	2
School of Languages (Tokyo).....	1	.....	.....	.....	.....	.....	1
Sydney Univ. (New South Wales).....	1	.....	.....	.....	1
Syria Protestant College (Beirut).....	1	1	.....	.....	.....	.....	2
Trinity College (Toronto).....	1	.....	.....	.....	1
University of Alberta (Canada).....	1	.....	.....	.....	.....	1
University of Berlin.....	1	.....	.....	1	.....	.....	.....	.....	.....	2
University of Berne (Switzerland).....	1	.....	.....	.....	.....	.....	1
University of Durham.....	2	.....	.....	.....	.....	.....	.....	.....	2
University of Freiburg.....	1	.....	.....	.....	.....	.....	.....	.....	1
University of Havana.....	2	.....	.....	.....	.....	.....	.....	.....	.....	2
University of Leipsig.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
University of London (England).....	1	.....	.....	.....	.....	1
Univ. of New Brunswick (Canada).....	1	.....	.....	.....	.....	1
University of Oxford.....	1	.....	1	.....	.....	.....	.....	.....	2
University of Paris.....	2	.....	.....	.....	.....	2
University of the Philippines.....	1	.....	.....	.....	.....	.....	.....	.....	1
Univ. of St. Andrew's (Scotland).....	1	.....	.....	.....	.....	1
University of Strasburg.....	1	1	1	.....	.....	.....	.....	.....	.....	3
University of Toronto.....	4	3	2	.....	.....	.....	9
University of Vienna.....	1	.....	.....	.....	.....	.....	.....	.....	1
Victoria College (South Africa).....	1	.....	.....	.....	.....	1
Waseda University (Japan).....	2	.....	.....	.....	.....	.....	2
Zaberner University (Germany).....	1	.....	.....	.....	.....	.....	.....	1
Total.....	0	7	8	8	24	27	19	0	1	1	95

SUMMARY

1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Total graduates of domestic institutions	2	425	273	89	491	984	295	33	4	36	2632
Total graduates of foreign institutions .....	..	7	8	8	24	27	19	....	1	1	95
Grand total graduates of higher institutions	2	432	281	97	515	1011	314	33	5	37	2727
Deduct for graduates of more than one institution .....	...	15	19	3	76	115	39	3	....	2	272
Total students holding degrees	2	417	262	94	439	896	275	30	5	35	2455
Total students enrolled..	941	467	344	675	476	921	330	151	19	115	*4432
Percentage holding degrees, 1914	0.2	89.3	76.2	13.9	92.2	97.3	83.3	19.9	26.3	30.4	55.2
Percentage holding degrees, 1913	0.3	89.1	69.2	11.1	93.2	95.5	94.0	19.1	31.3	25.0	54.6

*Deducting 7 duplicates; see note † under Table I.

Table XIV shows the number and the nature of degrees conferred by the institutions enumerated in Table XIII and their distribution among students of the several faculties at Columbia. Of the 2,439 students affected, a considerable number, including 400 Masters of Arts and 19 Doctors of Philosophy, held more than one degree, the total of such additional degrees being 472.

Table XV classifies the degrees and diplomas granted by Columbia University in 1913-14. Table XVI gives a comparison of totals for the past eight years. The number of bachelor's degrees conferred on students of Columbia and Barnard Colleges decreased this year from 327 to 296. From Teachers College there were 218 Bachelors of Science in Education, as compared with 235 in 1913. There has been a slight decrease in the number of Masters of Arts, 503 to 492; the number of Doctors of Philosophy decreased from 67 to 65, making a total (including three Masters of Laws) of 570 higher degrees conferred in the last academic year.

TABLE XIV
NATURE OF DEGREES HELD BY STUDENTS

DEGREES, 1913-1914	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
	Bachelor of Arts	331	138	30	349	628	145	16	5	31	1673
Bachelor of Science	1	38	72	37	52	194	104	10	...	508	
Bachelor of Philosophy	17	12	3	17	32	8	2	...	1	92	
Bachelor of Letters	4	...	...	...	...	...	...	...	2	8
Bachelor of Pedagogy .....	...	1	...	...	...	...	...	...	...	1
Bachelor of Literature	10	1	1	11	17	...	...	...	...	41
Bachelor of Divinity .....	...	...	...	1	...	...	...	...	...	1
Bachelor of Canon Law .....	...	1	...	...	...	...	...	...	...	1
Bachelor of Laws	1	10	...	17	...	2	...	...	1	31
Bachelor of Commercial Science ..	...	...	...	1	...	...	...	...	...	1
Bachelor of Music .....	...	...	...	1	...	...	...	...	...	1
Bachelor of Education .....	...	...	...	...	1	...	...	...	...	1
Bachelor of Engineering .....	...	...	...	...	...	...	1	...	...	1
Doctor of Civil Law	2	...	...	...	...	...	...	...	...	2
Doctor of Medicine	1	27	...	...	2	4	...	...	...	34
Civil Engineer .....	...	1	...	1	2	8	...	...	...	12
Electrical Engineer .....	...	...	1	...	...	4	...	...	...	5
Mining Engineer	2	...	2	1	1	12	...	...	...	18
Naval Architect .....	...	...	1	...	...	...	...	...	...	1
Chemical Engineer	1	...	...	...	...	...	...	...	...	1
Chemist .....	...	...	...	...	...	1	...	...	...	1
Master of Arts	24	13	1	107	195	57	1	1	1	400	
Master of Science .....	...	2	...	1	2	11	...	...	...	16
Master of Philosophy .....	...	...	...	1	1	...	...	...	...	2
Master of Laws	1	...	...	4	3	...	...	...	...	8
Master of Pedagogy .....	...	...	...	...	...	1	...	...	...	1
Doctor of Laws	1	...	1	...	...	...	...	...	...	2
Doctor of Philosophy	2	...	...	1	15	1	...	...	...	19
Doctor of Jurisprudence .....	...	...	...	1	...	...	1	...	...	2
Doctor of Dental Surgery .....	...	...	...	...	...	1	...	...	...	1
Doctor of Pharmacy .....	...	2	1	...	...	...	...	...	...	3
Doctor of Science .....	...	...	...	...	...	1	...	...	...	1
Pharmaceutical Chemist .....	...	11	1	...	...	...	...	...	...	12
Graduates U. S. Naval Academy..	...	...	18	...	...	...	...	...	...	18
Total degrees held.....	2	444	281	97	565	1095	359	33	6	37	2919
Deduct for students holding more than one degree.....	...	27	19	3	126	207	84	3	1	2	472
Students holding degrees, 1914....	2	417	262	94	439	888	275	30	5	35	2447
Students holding degrees, 1913....	4	426	238	73	385	804	296	27	5	19	2276

TABLE XV

DEGREES AND DIPLOMAS GRANTED, 1913-1914

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts	*99	113	212
Bachelor of Laws	140	.....	140
Bachelor of Science	*77	7	84
Bachelor of Science in Education	30	188	218
Bachelor of Science in Practical Arts .....	.....	5	5
Bachelor of Science in Architecture	1	.....	1
Bachelor of Architecture	17	.....	17
Bachelor of Literature	13	2	15
Chemist	3	.....	3
Chemical Engineer	18	.....	18
Civil Engineer	27	.....	27
Electrical Engineer	8	.....	8
Engineer of Mines	38	.....	38
Mechanical Engineer	14	.....	14
Metallurgical Engineer	8	.....	8
Doctor of Medicine	71	.....	71
Pharmaceutical Chemist	22	2	24
Doctor of Pharmacy	7	.....	7
Master of Arts	282	210	492
Master of Laws	3	.....	3
Doctor of Philosophy	54	11	65
Total	932	538	1470
Deduct duplicates†	15	3	18
Total individuals receiving degrees in course.....	917	535	1452
B. Honorary degrees			
Master of Arts	3	.....	3
Master of Science	12	.....	12
Doctor of Music	1	.....	1
Doctor of Letters	1	.....	1
Doctor of Sacred Theology	1	.....	1
Doctor of Science	1	.....	1
Doctor of Laws	5	.....	5
Total	24	.....	24
C. Certificates and Teachers College diplomas granted			
Certificate of Proficiency in Architecture.....	13	.....	13
Special diploma in Education.....	2	19	21
Bachelor's diploma in Education.....	39	214	253
Master's diploma in Education.....	102	72	174
Doctor's diploma in Education.....	11	2	13
Total	167	307	474
Total degrees and diplomas granted.....	1123	845	1968
Deduct duplicates‡	152	284	436
Total individuals receiving degrees and diplomas.....	971	561	1532

*Receiving a diploma for the combined course in Arts or Science and Medicine: 4 A.B., 4 B.S.

†Distributed as follows: LL.B. and A.M., 11 men; M.D. and A.M., 1 man; Met.E. and A.M., 1 man; Bach. of Arch. and A.M., 1 man; B.S. and A.M., 1 man, 3 women.

‡In addition to those noted under † the following duplications occur: A.B. and Bachelor's Diploma, 4 men, 16 women; B.S. and Bachelor's Diploma, 3 men; B.S. in Education and Bachelor's Diploma, 30 men, 188 women; A.M. and Master's Diploma, 102 men and 71 women; Bachelor's Diploma, 2 men, 7 women; Ph.D. and Doctor's Diploma, 11 men, 2 women.

TABLE XVI

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1907-1914

	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914
A. Degrees conferred in course								
Bachelor of Arts (men)	113	94	91	93	94	94	127	99
Bachelor of Arts (women)	76	97	98	86	105	114	136	113
Bachelor of Laws	75	55	69	80	94	116	137	140
Bachelor of Science (Columbia College)	8	15	25	28	48	58	161	77
Bachelor of Science (Barnard College)				2		4	3	7
Bachelor of Science (Education) ..	103	120	139	158	214	255	235	218
Bachelor of Science in Practical Arts								5
Bachelor of Science (Architecture) ..	7	6	6	2	1	1		1
Bachelor of Science (Chemistry) ..	6	9	6	1				
Bachelor of Architecture			2	6	7	7	3	17
Bachelor of Music				2	2	1	1	
Bachelor of Literature							9	15
Chemist				2	2	2	2	3
Chemical Engineer			6	6	6	11	20	18
Civil Engineer	20	20	25	31	28	26	37	27
Electrical Engineer	16	21	20	27	10	7	15	8
Engineer of Mines	31	30	29	39	46	38	25	38
Mechanical Engineer	14	12	22	12	15	30	21	14
Metallurgical Engineer		3	4	3	6	3	5	8
Doctor of Medicine	93	81	82	70	70	86	100	71
Pharmaceutical Chemist	8	21	7	8	11	15	20	24
Doctor of Pharmacy	4	3	5	4	3	2	7	7
Master of Arts	193	219	231	269	315	370	503	492
Master of Laws		2				1	1	3
Doctor of Philosophy	42	55	59	44	76	81	67	65
Total	809	863	926	973	1153	1322	1535	1470
Deduct duplicates	5	7	7	6	11	14	20	18
Total individuals receiving degrees	803	856	919	967	1142	1308	1515	1452
B. Honorary degrees								
Master of Arts	3	1	1	2	1		2	3
Master of Science	1		1	1	2	1		12
Doctor of Science		1	1	3	1	1	2	1
Doctor of Letters	1	2	2	4	2	4	2	1
Doctor of Sacred Theology		1	1	1	2	1	1	1
Doctor of Laws	3	5	7	2	4	3	3	5
Doctor of Music								1
Total	8	10	13	13	12	10	10	24
C. Certificates and Teachers College diplomas granted								
Certificates in architecture		1		3	2	4	6	13
Consular certificate		1						
Bachelor's diploma in education ..	104	133	134	158	220	273	277	253
Special diploma in education	59	89	109	103	153	205	169	21
Master's diploma in education	5	51	56	65	82	83	148	174
Doctor's diploma in education	51	5	4	8	15	11	10	13
Total	219	280	303	337	472	576	610	474
Total degrees and diplomas granted	1036	1153	1242	1323	1637	1908	2155	1968
Deduct duplicates	152	187	201	230	303	400	495	436
Total individuals receiving degrees and diplomas	884	966	1041	1093	1334	1508	1660	1532

Table XVII shows the chief specialties (major subjects) of the recipients of higher degrees (A.M. and Ph.D.) at Com-

mencement, and the number of such degrees granted under each faculty.

TABLE XVII

(A) SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1913-1914

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law	4				4
Agriculture	1				1
Anthropology	1			1	2
Bacteriology			1		1
Biological Chemistry	5	2		1	8
Botany	5	3	2		8
Chemistry	13	4	6		23
Classical Archæology		1			1
Comparative Literature		3			3
Constitutional Law	14	2	2		18
Education	105	75	11	2	193
English	17	41		2	60
Geology	5	1	2		8
Germanic Languages	2	6	3		11
Greek	1	1			2
Highway Engineering	4				4
History	27	18	3	2	50
Indo-Iranian	1	1			2
International Law	3	1	1		5
Latin	8	20			28
Mathematics	8	3	2		13
Metallurgy	1		1		2
Mining Engineering	4				4
Music	1				1
Philosophy	12	2		1	15
Physics		1	1		2
Physiology			2		2
Political Economy	8	3	9		20
Psychology	2	4	1		7
Romance Languages	5	7			12
Semitic Languages	3				3
Social Economy	9	3	2		14
Sociology and Statistics	12	7	3	1	23
Zoology	3	1	2	1	7
Total	282	210	54	11	557

(B) HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science	77	34	20	3	134
*Philosophy	158	161	15	6	340
Pure Science	47	15	19	2	83
Total, 1914	282	210	54	11	557
" 1913	288	215	59	8	570
" 1912	220	150	66	15	451
" 1911	186	129	72	4	391

*Including Music under the Faculty of Fine Arts.

Table XVIII is a study of the ages of students in the College and the Schools of Mines, Engineering and Chemistry. The age table for the College (A) has this year been changed so as to give a comparison of the entering Freshmen and of the Seniors of 1913-14 with the corresponding groups of the preceding year and of ten years ago. The Science table (A) has not been altered, because this is the last year of the present four-year course. In the College both the average and the median age are slightly lower than in 1912-13, but in both cases higher than in 1903-04, the tenth year preceding.

In the Schools of Mines, Engineering and Chemistry the median age of students in the first-year class has increased, whereas in 1912-13 it was lower than in 1911-12. This is to be accounted for by the fact that the number of entering students over twenty-one increased from 23 to 34. The number of students who take a collegiate course before beginning professional school work makes the age of admission higher than in the College.

Table XIX classifies students attending one or more courses of instruction in the several departments. In the detailed statistics filed in this office the enrollment of individual courses is given, the count being by units of instruction instead of by students. Table XX summarizes these statistics, showing the number of half-year courses and the number of registrations in each department. In Table XIX the repetitions caused by students pursuing more than one course in one department are removed. Only students primarily registered in the Corporation are included in these tables, no account being taken of courses given at Barnard College, Teachers College and the College of Pharmacy, except those attended by students in the schools of the Corporation (e.g., courses in education at Teachers College), and only as to such students.

TABLE XIX

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

Department	COLLEGE							Applied Science	Political Science, Philosophy, and Pure Science	Fine Arts	Journalism	Total Number of Students
	Freshman	Sophomore	Junior	Senior	Non-Candidates	Law	Medicine					
1913-1914												
Agriculture	...	...	2	1	...	...	...	...	3	...	...	6
Anatomy (inc. Histology)	...	...	18	11	...	...	154	...	1	...	...	184
Anthropology	1	7	11	7	...	...	...	...	19	...	...	45
Architecture	1	2	2	6	...	...	...	...	...	151	...	162
Astronomy	16	31	19	11	...	...	...	61	5	...	...	143
Bacteriology and Hygiene	...	...	...	10	...	...	86	...	14	...	...	110
Biological Chemistry	...	...	19	1	...	...	84	...	24	...	...	128
Botany	17	7	9	9	1	...	...	45	39	1	...	128
Chemistry	178	67	23	29	8	...	...	461	105	...	...	871
Civil Engineering	9	2	11	4	1	...	...	419	2	...	...	453
Classical Philology:												
Classical Civilization	2	2	...	1	...	...	...	...	...	...	1	6
Greek	8	10	8	7	...	...	...	...	25	...	1	59
Latin	140	25	15	13	3	...	...	...	42	...	...	238
Dermatology	...	...	...	...	...	...	106	...	...	...	...	106
Diseases of Children	...	...	...	...	...	...	160	...	...	...	...	160
Economics	37	68	62	18	4	2	...	30	148	...	40	409
Education	2	6	18	22	...	...	...	...	96	...	...	144
Electrical Engineering	...	1	3	10	...	...	...	418	5	...	...	437
Engineering Drafting	10	9	8	12	1	...	...	318	...	...	...	358
English	388	183	97	57	16	...	...	7	207	1	56	1012
Comparative Literature	3	12	8	7	1	...	...	...	112	...	1	144
Fine Arts	2	2	2	6	...	...	...	...	...	...	1	13
Genito-Urinary and Venereal Diseases	...	...	...	...	...	...	88	...	...	...	...	88
Geology	12	14	11	10	1	...	142	...	65	...	...	255
Germanic Lang. and Litera.	172	52	33	20	9	...	...	9	75	...	21	391
Gynecology	...	...	...	...	...	...	159	...	...	...	...	159
Highway Engineering	...	...	...	...	...	...	...	...	49	...	...	49
Hist. and Political Philosophy	180	153	76	35	16	3	...	...	241	...	68	772
Hygiene and Preventive Med.	9	7	13	3	...	...	71	...	...	...	...	103
Journalism	4	4	2	4	1	...	...	...	5	...	114	134
Laryngology	...	...	...	...	...	...	88	...	...	...	...	88
Mathematics	292	52	31	24	10	...	...	364	55	67	...	895
Mech. Engineering	...	1	...	7	...	...	377	...	3	16	...	404
Metallurgy	...	...	...	4	1	...	263	...	6	...	...	274
Mineralogy	...	3	1	11	1	...	142	...	18	...	...	176
Mining	...	1	...	2	...	...	125	...	10	...	...	138
Municipal and Private Law	...	...	1	27	...	467	...	62	1	...	1	559
Music	20	24	12	7	2	...	...	2	3	19	2	91
Neurology	...	...	...	...	...	...	159	...	...	...	...	159
Obstetrics	...	...	...	10	...	...	219	...	...	...	...	229
Ophthalmology	...	...	...	...	...	...	88	...	...	...	...	88
Oriental Languages:												
Chinese	...	...	...	...	...	...	...	...	7	...	...	7
Indo-Iranian Langs.	...	...	...	...	...	1	...	...	14	...	...	15
Semitic Languages	...	...	...	...	...	...	...	...	23	...	...	23
Orthopedic Surgery	...	...	...	...	...	...	101	...	...	...	...	101
Otology	...	...	...	...	...	...	95	...	...	...	...	95
Pathology	...	...	...	...	...	...	151	...	...	...	...	151
Pharmacology, Materia Medica and Therapeutics	...	...	19	11	...	...	219	...	...	...	...	249
Philosophy	226	116	66	34	8	1	...	1	98	...	38	588
Physical Education	340	137	36	19	10	...	...	364	...	1	35	942
Physics	38	28	21	20	2	...	...	384	40	...	...	533
Mathematical Physics	4	2	8	14	1	...	...	430	15	13	...	487
Physiology	...	2	2	4	10	...	167	...	9	...	...	194
Politics and Government	134	71	51	22	8	1	...	...	3	...	62	352
Practice of Medicine	...	...	...	10	...	...	220	...	...	...	...	230
Public Law	...	...	...	28	...	292	...	...	102	...	...	422
Psychology	18	57	35	10	4	...	...	...	39	...	...	163
Religion	14	15	18	10	...	...	...	...	...	...	1	58
Roman Law and Jurisprudence	...	...	...	28	...	163	...	...	13	...	...	204
Romance Langs. and Litera.	...	...	...	...	...	...	...	...	1	...	...	1
Celtic	...	...	...	...	...	...	...	...	...	...	...	...
French	133	59	35	14	7	3	...	5	80	5	27	368
Italian	5	7	6	4	...	...	...	...	8	1	...	31
Romance Philology	...	...	...	...	...	...	...	...	20	...	...	20
Spanish	2	17	9	7	...	...	...	9	11	1	1	57
Shopwork	31	4	...	6	...	...	123	...	...	...	...	164
Social Economy	...	...	1	...	...	1	...	...	81	...	2	85
Sociology	...	...	1	2	...	1	...	...	176	...	...	180
Surgery	...	...	19	12	...	...	219	...	...	...	...	250
Zoology	47	34	10	4	3	...	...	...	43	1	...	142

TABLE XX

AGGREGATE ATTENDANCE IN ALL COURSES, 1913-1914 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1912-1913	No. of Half-year Courses	No. of Registrations	Percentage of Total Enrollment
<i>Departments</i>			
Agriculture	12	19	.04
Anatomy (including Histology).....	17	568	1.29
Anthropology	18	104	.24
Architecture	57	1747	3.96
Astronomy	8	261	.59
Bacteriology	10	116	.26
Biological Chemistry	23	375	.85
Botany	35	244	.55
Chemistry	95	1997	4.52
Civil Engineering	36	1541	3.49
Classical Philology:			
Classical Archaeology	13	93	.21
Classical Civilization	1	6	.01
Greek	26	105	.24
Latin	28	471	1.07
Dermatology	11	283	.64
Diseases of Children.....	16	844	1.91
Economics	38	977	2.21
Education	89	324	.73
Electrical Engineering	31	870	1.97
Engineering Drafting	8	598	1.35
English	72	2442	5.53
Comparative Literature	20	392	.89
Fine Arts	6	22	.05
Genito-Urinary and Venereal Diseases.....	4	192	.43
Geography	1	1	.01
Geology	43	599	1.36
Germanic Languages and Literature.....	68	964	2.18
Gynecology	16	320	.72
Highway Engineering	13	215	.49
History and Political Philosophy.....	95	1961	4.44
Hygiene and Preventive Medicine.....	4	122	.28
Journalism	25	574	1.30
Laryngology	6	201	.46
Mathematics	45	1675	3.79
Mechanical Engineering	47	1566	3.55
Metallurgy	27	640	1.45
Mineralogy	18	257	.58
Mining	21	584	1.32
Municipal and Private Law.....	40	4381	9.92
Music	21	249	.56
Nature Study	2	2	.01
Neurology	7	587	1.33
Obstetrics	6	438	.99
Ophthalmology	4	178	.40
Oriental Languages:			
Chinese	10	30	.07
Indo-Iranian Languages	13	33	.07
Semitic Languages	24	72	.16
Orthopedic Surgery	6	112	.25
Otology	4	188	.43
Pathology	20	666	1.51
Pharmacology, Materia Medica and Therapeutics	17	689	1.56
Philosophy	38	1037	2.35
Physical Education	6	1699	3.85
Physical Science	2	3	.01
Physics	32	1078	2.44
Mathematical Physics (Mechanics).....	18	543	1.23
Physiology	13	211	.48
Politics and Government.....	10	551	1.25
Practice of Medicine.....	33	1629	3.69
Public Law	22	820	1.86
Psychology	41	484	1.10
Religion	4	90	.20
Roman Law and Jurisprudence.....	6	197	.45
Romance Languages and Literature:			
Celtic	4	4	.01
French	48	796	1.80
Italian	12	62	.14
Romance Philology	12	86	.19
Spanish	6	108	.25
Science of Language.....	4	38	.09
Shopwork	12	305	.69
Social Economy	14	269	.61
Sociology	42	573	1.30
Speech	6	10	.02
Surgery	33	1264	2.86
Zoology	38	402	.91
	1733	44154	100.00

TABLE XXI

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	Turkish Students	Total
Columbia College.....	\$125.00	\$1,397.50	.....	\$170.00	.....	.....	\$1,692.50
School of Law.....	180.00	150.00	.....	.....	.....	\$150.00	480.00
School of Medicine.....	.....	250.00	.....	.....	.....	.....	250.00
Schools of Mines, Eng. and Chem..	.....	250.00	.....	.....	.....	500.00	750.00
Fine Arts. ....	.....	30.00	.....	.....	.....	.....	30.00
School of Journalism.....	.....	.....	.....	.....	.....	.....	.....
Political Science.....	470.00	90.00	6,065.00	150.00	.....	300.00	7,075.00
Philosophy.....	2,085.00	20.00	3,325.00	.....	150.00	.....	5,580.00
Pure Science.....	7,035.00	200.00	440.00	150.00	.....	.....	7,825.00
Total.....	\$9,395.00	\$2,387.50	\$9,830.00	\$470.00	\$150.00	\$950.00	\$23,682.50

EXTENSION TEACHING.

The total number of students registered in Extension Teaching at Morningside was 2,623, distributed according to Table D following. The corresponding total in 1912-13 was 2,023; in 1911-12 1,433. These included 571 matriculated students, or about 21 per cent. of the total, who are classified by faculties in Table C. They are eliminated from the total as given in Table I, since they are duplicates of registrations there counted under the several faculties. The above total likewise includes 89 students registered in the Summer Session of 1913 who are similarly excluded from the total given in Table I. As shown by Table D, the elimination of the 571 duplicates from the total of 2,623 and the addition of the 850 attending elsewhere than at Morningside produce the total of 2,813 in Table I as the number of students instructed only in Extension Teaching. This total last year was 1,828; in 1911-12 it was 1,234.

The classification according to residence as given in Table E shows that a large majority of the students live in New York City, as would be expected. From New Jersey there were 626 in attendance, including those registered at the local centers in that State (344). Almost 10 per cent. of the students taking work at Morningside are residents of sections outside of New York and New Jersey. Fifty-eight of the 260 so registered are among the duplicates who are also in attendance as matriculated students. Of the remaining 202, some have come for the sole purpose of taking courses in Extension Teaching, such as those in practical optics; some have been prevented by inadequate preparation or by the necessity of obtaining employment from undertaking a regular course, as they had planned. The aggregate registration by departments is shown in Table F.

As hitherto, the office of the Registrar was open evenings throughout the year for the accommodation of Extension Teaching students.

STATISTICAL SUMMARY.

A—STUDENTS CLASSIFIED ACCORDING TO SEX

	<i>Morningside</i>	<i>Extra-Mural Centers</i>	<i>Total</i>
Men	1592	97	1689
Women	1031	754	1785
	<u>2623</u>	<u>851</u>	<u>3474</u>

B—STUDENTS CLASSIFIED AS OLD AND NEW

	<i>Morningside</i>	<i>Extra-Mural Centers</i>	<i>Total</i>
Previously Registered	1257	127	1384
New Students	1366	724	2090
	<u>2623</u>	<u>851</u>	<u>3474</u>

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	<i>Morningside</i>	<i>Extra-Mural Centers</i>	
I. Non-matriculated	2052		850
II. Matriculated:			
1. Columbia College		165	
2. Barnard College		27	
3. Mines, Engineering and Chemistry..		70	
4. Law		8	
5. Fine Arts		20	
6. Journalism		24	
7. Political Science.....		37	
8. Philosophy		31	
9. Pure Science		12	
10. Medicine		3	
11. Teachers College		170	1
12. Pharmacy		4	
		<u>2623</u>	<u>851</u>

D—SUMMARY OF ATTENDANCE

	<i>Morningside</i>	<i>Extra-Mural Centers</i>	<i>Total</i>
(a) Evening Collegiate	1489	452	1941
(b) Afternoon and Saturday.....	807	380	1187
(c) Attending both (a) and (b)....	327	19	346
	<u>2623</u>	<u>851</u>	<u>3474</u>
Duplicate Registrations:			
Matriculated Students			572
Summer Session (1913).....			89
Total attendance in Extension Teaching only.....			<u>2813</u>

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	<i>Morningside</i>	<i>Extra-Mural Centers</i>	<i>Total</i>
New York City:			
Manhattan and the Bronx.....	1570	17	1587
Brooklyn	208	60	268
Queens	65	21	86
Richmond	18	...	18
New York State (outside of New York City)	220	8	228
New Jersey	282	344	626
	<hr/>	<hr/>	<hr/>
	2363	450	2813
Other States:			
Alabama	3	...	3
Arkansas	1	...	1
California	12	...	12
Colorado	2	...	2
Connecticut	26	271	297
Delaware .....	...	1	1
District of Columbia.....	2	...	2
Florida	3	...	3
Georgia	5	...	5
Idaho	1	...	1
Illinois	3	1	4
Indiana	14	1	15
Iowa	5	...	5
Kentucky	1	...	1
Maine	11	3	14
Maryland	4	...	4
Massachusetts	20	107	127
Michigan	2	1	3
Minnesota	4	...	4
Mississippi	1	...	1
Missouri	10	...	10
Montana	1	1	2
Nebraska	1	...	1
New Hampshire	3	8	11
New Mexico	4	...	4
North Carolina	4	...	4
Ohio	14	1	15
Oregon	1	...	1
Pennsylvania	30	4	34
Rhode Island	3	...	3
South Carolina	2	...	2
Tennessee	6	...	6
Texas	9	...	9
Utah	2	...	2
Vermont .....	...	1	1
Virginia	7	...	7
Washington	5	...	5
Wisconsin	5	...	5
Alaska .....	...	1	1
	<hr/>	<hr/>	<hr/>
	2590	851	3441
Foreign Countries:			
Canada	4	...	4
China	22	...	22
Costa Rica	2	...	2
Cuba	2	...	2
Japan	2	...	2
Mexico	1	...	1
	<hr/>	<hr/>	<hr/>
	33	...	33

F—AGGREGATE ATTENDANCE ON COURSES

SUBJECTS	No. of Half-Year Courses			No. of Registrations			Percentage of Total Enrollment
	Morn-ingside	Extra-Mural Centers	Total	Morn-ingside.	Extra-Mural Centers	Total	
Accounting	11	..	11	229	....	229	3.0686
Agriculture	12	..	12	162	....	162	2.1708
Architecture	27	4	31	489	13	502	6.7268
Botany	7	..	7	29	....	29	.3886
Chemistry	9	..	9	224	....	224	3.0016
Commerce	14	..	14	234	2	236	3.1624
Commercial Law...	4	..	4	78	....	78	1.0452
Domestic Science..	..	2	2	..	27	27	.3618
Education	2	13	15	19	560	579	7.7586
Engineering	11	..	11	204	....	204	2.7336
English	51	19	70	1190	220	1410	18.8940
Finance	11	..	11	78	....	78	1.0452
Fine Arts.....	4	4	8	54	47	101	1.3534
French	23	8	31	438	54	492	6.5928
Geography .....	..	1	1	....	25	25	.3350
Geology	4	..	4	23	....	23	.3082
German	21	5	26	370	14	384	5.1456
Hebrew	2	..	2	6	....	6	.0804
History	16	1	17	382	....	382	5.1188
Hygiene .....	..	1	1	....	11	11	.1474
Italian	4	4	8	29	26	55	.7370
Latin	10	2	12	114	6	120	1.6080
Library Economy..	2	..	2	32	....	32	.4288
Mathematics	16	4	20	258	11	269	3.6046
Mechanical Draw'g	6	..	6	76	....	76	1.0184
Mechanics	8	..	8	130	....	130	1.7420
Music	2	1	3	23	16	39	.5226
Philosophy	6	..	6	75	....	75	1.0050
Physical Education.	6	..	6	33	....	33	.4422
Physics	2	..	2	121	....	121	1.6214
Politics	4	1	5	56	....	56	.7504
Practical Optics...	18	..	18	394	....	394	5.2796
Psychology	9	2	11	157	27	184	2.4656
Soc'l Correspond'ce	2	2	4	37	16	53	.7102
Sociology	4	..	4	88	....	88	1.1792
Spanish	5	2	7	80	8	88	1.1792
Stenography	9	..	9	202	....	202	2.7068
Typewriting	9	..	9	158	....	158	2.1172
Zoology	2	..	2	89	....	89	1.1926
Total	353	76	429	6361	1083	7444	100.0000

SUMMER SESSION OF 1914

Fifty-five hundred and ninety students were registered in the Summer Session of 1914. Of the total, almost 4,806 were placed on the rolls in the first four days of registration, and, of this number, 1,769 were registered on the opening day of the Session. The greatest number of enrollments on any single day of a preceding Summer Session was 1,445 in 1913.

The total enrollment of 5,590 marks an increase of 1,051 over 1913. This is the largest numerical increase in any Summer Session; the second largest is the 937 of 1913. The percentage gain over 1913 is 23.15 per cent. Following is a table showing the comparative enrollment for each year since the establishment of the Summer Session:

Year	General	Medical	Total	Percentage of Increase Over Preceding Year	Percentage of Increase Over 1900
1900	417	—	417	—	—
1901	579	—	579	38.85	38.85
1902	643	—	643	11.05	54.19
1903	940	53	993	54.43	138.18
1904	914	47	961	— 3.22	130.45
1905	976	42	1,018	5.93	144.12
1906	1,008	33	1,041	2.26	149.64
1907	1,353	42	1,395	33.72	234.53
1908	1,498	34	1,532	10.05	267.88
1909	1,949	22	1,971	28.65	372.66
1910	2,632		2,632	33.54	531.18
1911	2,973		2,973	12.96	612.95
1912	3,602		3,602	21.16	763.79
1913	4,539		4,539	26.01	988.49
1914	5,590		5,590	23.14	1,240.52

The tables appended hereto need but little comment. The percentage of women students has continued to increase slightly (60.47 as against 59 last year). The percentage of new students shows a slight decrease (57.05 against 57.24). In 1912 the percentage of non-matriculants fell from 58.26 per cent. of 1911 to 53.94 per cent.; last year the percentage of this group, while still less than in 1911, went back to 55.92 per cent.; this year it has increased to 57.31 per cent. With the exception of

the School of Law and the Schools of Mines, Engineering and Chemistry, the number of matriculated students has increased in every school and faculty of the University. Most notable is the increase in Columbia College, where the number of students has grown from 179 to 248.

In the non-professional graduate schools the gain is greatest in the students registered under the Faculty of Philosophy with Education as the subject of major interest (527 against 384). Outside of Education, the gain in this faculty is only 25. There is a good increase in Political Science (33), and in Pure Science (46). The undergraduates of Teachers College have gained 62.

The statistics of geographical distribution show a percentage increase in the number of students from the North Atlantic, the South Atlantic, the North Central and the Western divisions, and a decrease from the other divisions of the United States and from foreign countries. Twenty-one hundred and twenty-seven of the 5,590 students come from New York State, and of these, 1,600 from New York City. Outside of New York and New Jersey, the largest numerical increase from any State is in the number from Georgia (88 to 150).

2,513 degrees are held by 2,027 of 5,590 students as follows:

1381 A. B.	13 Ph. D.	1 LL. D.	1 B. E. L.
426 B. S.	4 Ph. G.	20 M. D.	2 M. E. L.
29 B. L.	1 Phar. D.	14 B. D.	9 B. E.
1 B. Arch.	40 Pd. B.	1 S. T. D.	15 M. E.
3 B. Mus.	11 Pd. M.	5 D. D. S.	1 C. E.
294 A. M.	2 Pd. D.	6 B. C. S.	1 Ch. E.
21 M. S.	16 L. I.	7 Ed. B.	1 E. E.
125 Ph. B.	29 LL. B.	4 B. Di.	1 J. D.
3 Ph. M.	4 LL. M.	3 M. Di.	18 Miscellaneous

STATISTICAL SUMMARY

TABLE A

STUDENTS CLASSIFIED ACCORDING TO SEX		
Men	2210	39.53%
Women	3380	60.47%
	<hr/> 5590	<hr/> 100.00%

TABLE B

STUDENTS CLASSIFIED AS OLD AND NEW		
Previously registered.....	2401	42.95%
New students.....	3189	57.05%
	<hr/> 5590	<hr/> 100.00%

TABLE C

STUDENTS CLASSIFIED ACCORDING TO FACULTIES		
I. Non-matriculated	3204	57.31%
II. Matriculated:		
1. Columbia College	248	
2. Barnard College	83	
3. Mines, Engineering and Chemistry	119	
4. Law	93	
5. Medicine	12	
6. Fine Arts	17	
7. Political Science	157	
8. Philosophy*	846	
9. Pure Science	146	
10. Teachers College	646	
11. Journalism	19	
	<hr/> 2386	<hr/> 42.68%
	<hr/> 5590	<hr/> 100.00%

*Including 527 students with education as a subject of major interest registered under the Faculty of Philosophy through Teachers College.

TABLE D

STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS		
Elementary schools	1092	19.54%
Secondary schools	911	16.30%
Higher educational institutions.....	285	5.09%
Normal schools	157	2.81%
Industrial schools	88	1.58%
Principals (school)	319	5.71%
Supervisors	177	3.16%
Superintendents	158	2.83%
Special teachers	134	2.39%
Private school teachers.....	143	2.56%
Private teachers	25	.44%
Librarians	9	.16%
Not engaged in teaching.....	2092	37.43%
	<hr/> 5590	<hr/> 100.00%
Total		

TABLE E

STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:			
Connecticut	95		
Maine	39		
Massachusetts	185		
New Hampshire	22		
New Jersey	436		
New York:			
Outside of New York City.	527		
Manhattan and Bronx.	1215		
Brooklyn	298		
Queens	75		
Richmond	12		
	<hr/>	1600	
		<hr/>	2127
Pennsylvania	379		
Rhode Island	30		
Vermont	17		
		<hr/>	3330
			59.56%
South Atlantic Division:			
Delaware	17		
District of Columbia	65		
Florida	39		
Georgia	150		
Maryland	117		
North Carolina	119		
South Carolina	86		
Virginia	148		
West Virginia	43		
		<hr/>	784
			14.02%
South Central Division:			
Alabama	52		
Arkansas	11		
Kentucky	57		
Louisiana	19		
Mississippi	7		
Oklahoma	12		
Tennessee	87		
Texas	61		
		<hr/>	306
			5.48%
North Central Division:			
Illinois	86		
Indiana	106		
Iowa	70		
Kansas	57		
Michigan	106		
Minnesota	56		
Missouri	55		
Nebraska	28		
North Dakota	6		
Ohio	279		
South Dakota	16		
Wisconsin	62		
		<hr/>	927
			16.58%
Carried forward.....		<hr/>	5347
			95.64%

Brought forward	5347	95.64%
Western Division:		
Arizona	3	
California	51	
Colorado	17	
Idaho	6	
Montana	11	
Nevada	1	
New Mexico	1	
Oregon	12	
Utah	8	
Washington	21	
	<hr/>	
	131	2.35%
Insular and Non-Contiguous Territories:		
Alaska	1	
Hawaiian Islands	3	
Porto Rico	6	
	<hr/>	
	10	.18%
Foreign Countries:		
Austria	1	
Belgium	2	
Bermuda	1	
Brazil	3	
British Guiana	1	
Canada	51	
China	21	
Colombia, So. Am.....	2	
Costa Rica	1	
Cuba	3	
England	1	
India	4	
Italy	1	
Japan	2	
Mexico	1	
Panama, Central America.....	2	
Persia	1	
Transvaal, So. Africa.....	1	
Turkey	3	
	<hr/>	
	102	1.83%
	<hr/>	
	5590	100.00%

TABLE F

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrollment
Agriculture	5	10	.07
Anthropology	2	24	.16
Architecture	12	64	.43
Astronomy	2	21	.14
Biblical Literature	5	37	.25
Biology	1	26	.17
Bookkeeping	2	38	.26
Botany	7	53	.36
Chemistry	21	331	2.22
Classical Philology:			
Classical Archaeology	2	22	.15
Comparative Philology	1	5	.03
Greek	4	21	.14
Latin	13	241	1.61
Commercial Arithmetic	2	23	.15
Economics	11	270	1.81
Education	85	4506	30.15
Engineering	3	26	.17
English	28	1136	7.60
Fine Arts	13	483	3.23
Geography	4	82	.55
Geology	6	33	.22
German	18	461	3.09
History	16	478	3.20
Household Arts	37	1507	10.08
Hygiene	1	29	.19
Industrial Arts	25	546	3.65
Kindergarten	3	85	.57
Law	14	337	2.26
Library Economy	4	70	.47
Mathematics	16	521	3.49
Mechanical Drawing	5	41	.27
Medicine*	8	92	.62
Metallurgy	3	9	.06
Mineralogy	3	17	.11
Music	10	191	1.28
Nature-Study	1	32	.21
Philosophy	10	187	1.25
Philosophy and Religion	4	24	.16
Physical Education	25	1151	7.70
Physics and Mechanics	14	328	2.19
Physiology	5	100	.67
Politics	6	88	.59
Psychology	9	230	1.54
Romance Languages:			
French	19	320	2.14
Italian	3	44	.29
Spanish	5	85	.57
Romance Philology	2	3	.02
Slavonic	2	7	.05
Sociology	4	90	.60
Speech	1	124	.83
Stenography and Typewriting	7	192	1.28
Vocational Guidance	1	64	.43
Zoology	2	40	.27
Totals	512	14945	100.00

*12 courses offered, but no registration in 4.

TABLE G—AGGREGATE ATTENDANCE ON COURSES, 1904-1914

Subject	Total Enrollment 1904	Total Enrollment 1905	Total Enrollment 1906	Total Enrollment 1907	Total Enrolmen 1908	Total Enrollment 1909	Total Enrollment 1910	Total Enrollment 1911	Total Enrollment 1912	Total Enrollment 1913	Total Enrollment 1914
Agriculture	—	—	—	—	—	—	—	15	30	14	10
Anthropology	13	—	—	—	—	—	—	17	13	17	24
Architecture*	—	—	16	32	18	26	30	50	64	63	64
Astronomy	—	—	—	—	—	—	—	—	29	24	21
Biblical Literature	—	—	—	—	—	12	19	11	22	33	37
Biology	—	—	—	—	—	—	—	—	18	10	26
Book-keeping	—	—	—	—	—	—	—	—	—	35	38
Botany	—	—	—	—	—	27	30	36	28	47	53
Chemistry	119	156	164	257	292	304	286	321	262	254	381
Classical Archæology	—	—	—	—	—	—	—	—	—	11	22
Comp'r've Philology	—	—	—	—	—	—	—	—	—	—	5
Com'rcial Arithmetic	—	—	—	—	—	—	—	—	—	—	23
Economics	28	12	32	35	54	97	119	125	169	187	270
Education	317	366	305	480	601	879	†1,630	†2,191	†2,793	†3,391	4506
Engineering	—	—	—	42	46	—	27	17	26	28	26
English	332	367	363	408	313	506	532	529	633	988	1136
Fine Arts	—	—	—	—	—	127	362	126	192	330	483
Geography	55	49	49	79	38	44	79	26	48	104	82
Geology	21	19	—	32	—	43	31	46	53	41	33
German	174	201	204	200	214	251	819	326	393	388	461
Greek	—	10	6	17	13	19	21	20	25	24	21
Hebrew	—	—	—	—	—	—	3	—	—	—	—
History	122	88	103	192	187	212	238	313	322	410	478
Household Artst.	14	35	58	96	111	266	411	534	873	974	1507
Hygiene	—	—	—	—	—	—	—	—	—	22	29
Industrial Arts§	124	134	127	146	166	202	302	229	305	226	546
Kindergarten	—	—	—	139	109	103	199	211	116	85	85
Latin	67	55	69	81	102	145	149	157	212	217	241
Law	—	—	—	—	—	—	81	122	244	348	337
Library Economy	—	—	—	—	—	—	27	72	54	66	70
Mathematics	217	210	199	246	340	318	282	327	297	479	521
Mechanical Drawing	35	38	40	44	62	51	32	21	25	29	41
Medicine	—	—	—	—	—	—	28	41	50	58	92
Metallurgy	—	—	—	—	—	—	—	—	6	13	9
Mineralogy	—	—	28	—	16	—	11	10	8	9	17
Music	34	47	24	42	44	31	92	103	151	130	191
Nature Study	34	42	24	54	40	—	—	20	14	27	32
Philosophy	48	42	45	67	118	90	100	85	125	98	187
Physical Education	149	157	147	172	187	881	649	649	792	881	1151
Physics & Mechanics	86	96	136	204	208	250	240	241	197	327	328
Physiology	23	19	23	25	48	54	62	50	29	24	100
Politics	—	—	—	—	—	—	5	18	32	48	88
Psychology	138	91	95	130	185	215	115	133	107	118	230
Religion	—	—	—	—	—	21	25	19	19	24	24
Romance Languages	92	114	101	189	194	218	275	329	335	429	452
Slavonic	—	—	—	—	—	—	—	—	—	—	7
Sociology	—	33	48	—	—	113	102	97	85	91	90
Speech	—	—	—	—	—	—	—	—	—	—	124
Stenography and Typewriting	—	—	—	—	—	—	24	62	86	133	192
Vocational Guidance	—	—	—	—	—	—	—	—	—	35	64
Zoology	—	—	—	—	—	—	17	36	20	20	40
Total	2248	2381	2406	3409	3701	5018	6954	7735	9352	11810	14945
No. of courses given	111	117	123	149	151	189	269	338	383	462	512

*Including courses in Architectural and Freehand Drawing only, 1906-1910.

†Including courses in the teaching of various elementary, secondary and technical subjects.

‡Including courses in Domestic Art, 1908 and 1909, and Domestic Science, 1904-1909.

§Including courses in the department of Manual Training, 1903-1909.

FRANK A. DICKEY,

Respectfully submitted,

September 1, 1914.

Registrar.

REPORT OF THE COMPTROLLER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR :

Notwithstanding serious labor difficulties during the summer months, the two buildings, Journalism and Furnald, the erection of which was begun last year, were ready for occupancy when the University opened last September, and are serving their purpose very satisfactorily. Inasmuch as space had been provided in the Journalism Building for future growth of the School of Journalism, it was possible, in addition to officers, reading rooms, laboratories and classrooms for that school, to accommodate in the building for the present the Institute of Arts and Sciences and to provide for other activities of Extension Teaching, besides a laboratory for the Department of History, offices and seminar rooms for the Department of Anthropology and offices, library and practice rooms for the Department of Music. The Bookstore and the printing plant of *Spectator* have been moved from West Hall to more adequate quarters in the basement of Journalism.

The completion of Journalism has at last made it possible to tear down West Hall, one of the old asylum buildings.

While it had served a useful purpose, this building had reached the point where it was a menace because of its non-fireproof construction. The improvement made by its absence from the westerly side of the Campus is marked.

In the planning of Furnald we were able to profit by our experience with Hartley and Livingston, and the result has been so satisfactory that 230 of the 280 available rooms in the building were rented during the first year. In view of the great need for additional accommodations for women students in the Summer Session, it has been decided to use Furnald

for that purpose during the coming summer, and the applications thus far show that the building will be entirely filled. The locker rooms and shower baths provided in the basement of Furnald for the athletic teams using South Field have also proven very satisfactory, although it has been possible, on account of lack of funds, to equip the rooms with only a small number of lockers from the Boat House. When these rooms are fully equipped with lockers, it will be possible to use them for all of the Physical Education classes which are conducted in the open air on South Field during the spring and fall.

The building on East Field for the Cancer Research Laboratory under the supervision of the George Crocker Special Research Fund was delayed somewhat by the difficulty in complying with the demands of the various municipal bureaus which now have jurisdiction over the erection of new buildings in this city. It was, however, completed and ready for equipment shortly after the University opened, and the Director of the Research Fund, after his experience during the past eight months, is very enthusiastic over the design and type of construction. As was pointed out in last year's report, this general style of building will be most economical, useful and appropriate for our engineering research laboratories, when we come to build them.

**Crocker
Research
Laboratory**

The completion of these three buildings leaves us, for the first time in over ten years, without a single new building under construction. A very interesting and comprehensive statement of the future physical needs of the University has been prepared by the Chairman of the Committee on Buildings and Grounds, and therefore need not be repeated at length in this report.

While undoubtedly we can use certain additional buildings, it is, in our opinion, far more important at the present time that we spend a sufficient amount from year to year to keep what we already have in proper repair. As our buildings grow older, as the number of students, and consequently the

Maintenance

use of the buildings both in the day and evening, increases, their depreciation becomes more marked. This must be offset by the annual expenditure of a sum sufficient to carry out the "stitch in time" policy and to avoid the necessity of our having to meet an enormous expenditure in the years to come. With this in mind, the Trustees have appropriated funds to complete the painting in Fayerweather, which was started in the summer of 1912; to continue the work begun in 1913 of renewing the gas, blast, suction and water piping in Have-meyer; to paint the halls, corridors, stairways and classrooms in Mines; to replace the old air compressor and feed water heater in the power plant with larger equipment; to renew the steam return lines from the Library and Hamilton, and to partially restore the defective stone work of the walks and curbing. It is hoped that it may be possible to continue this wise policy from year to year.

Attention should also be called to the increase, by the Trustees, of an appropriation sufficient to raise the minimum wage of the janitorial force from \$40 to \$50 per month.

It recently became necessary, because of conditions in the power plant of Teachers College, to study the question of providing sufficient space and equipment for heating and lighting all of the University buildings which are now, or may be erected in the future on Morningside Heights. It is gratifying to note that there will be no difficulty, whenever the need arises, to provide power, heat and light for all of the present and future buildings from the plant in University Hall, with all of the advantages and economies which go with a large central plant of this kind.

At Barnard College a more detailed study of the proposed new building has been carried on during the year, but as yet the necessary funds are not available for its erection in the immediate future.

In commemoration of the Twenty-fifth Anniversary of their graduation, the Class of 1889, School of Mines, presented a bronze replica of the statue known as "The Hammerman," by Constantin Meunier, which was mounted upon a suitable ped-

estal in front of the Mines Building. A bronze statue of Thomas Jefferson, by William Ordway Partridge, erected with the bequest of Joseph Pulitzer, supplemented by public subscriptions, was placed on a pedestal in front of the Journalism Building. Another gift was that of a bronze replica of the bust of Joseph Pulitzer executed by Rodin, together with a marble pedestal, donated and placed in the entrance of the School of Journalism by the staff of the New York *World*. The Classes of 1884, Mines, 1899, Science, and 1899, College, which contributed to the building of South Field, have placed a bronze tablet, commemorative of this gift, at the west entrance to South Field. **Gifts**

Respectfully submitted,

FREDERICK A. GOETZE,
Consulting Engineer.

June 30, 1914.

REPORT OF THE ASSISTANT LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1914

To the President of the University,

SIR:

On December 31, 1913, Dr. William Dawson Johnston, librarian since July 1, 1909, resigned to become librarian of the public library, Saint Paul, Minnesota. By action of the library committee of the Board of Trustees, the Assistant Librarian was placed in direct charge of the administration of the library, under the general direction and oversight of the President, who issued, on January 17, a statement of the Principles of Columbia University Library Administration. A provisional library council, with advisory powers only, consisting of the following members, was appointed: The President of the University, Professors Wheeler, Trent, Keyser, Simkhovitch, N. Abbott and Weeks. To this Council, with Professors Harper and Shotwell added to its membership, were transferred, on April 6, pending the appointment of a librarian and during the further pleasure of the Trustees, the powers and duties conferred upon the Librarian by the provisions of the Statutes, Section 70. The Assistant Librarian was appointed Secretary and Recording Officer of the Council, and he was designated the deputy of the Council to examine and certify all bills on account of the library, for books, periodicals, administration or other expenses.

The year has been marked by an important event in the development of coöperation between the New York Public Library and the University Library. A plan, long under consideration by the Trustees of the two institutions, was carried out on April 6th, when a circulation branch of the public library was opened in room 108A of the University Library. By this event, about 3,000 volumes became directly

**Relation to
Other
Libraries**

available for the use of officers and students of the University, while the collections in all other circulation branches became indirectly available by means of the Traveling Library Department of the Public Library.

The usual helpful relationship has continued with the Russell Sage Foundation Library, the Union Theological Seminary Library, and with the New York Academy of Medicine, the latter being particularly useful to students in the College of Physicians and Surgeons.

The librarian of the American Museum of Natural History, Dr. Ralph W. Tower, who is also Honorary Curator of the Natural Science Libraries of the University, has lent to the library many volumes, including several complete files of periodicals. The collection has been permanently increased by the addition of duplicates from the Museum Library, and in several instances, where expensive works have been needed, these have been purchased by the Museum and lent to the University.

Through the system of inter-library loans agreed upon by the libraries of the United States, 725 volumes have been borrowed from 19 institutions, and 476 volumes lent to 25 institutions. By this means scarce and expensive books needed for research have been made available for the use of students at slight cost. In many instances these books could not have been purchased. Of the volumes borrowed, 546 were from other New York libraries and 179 from libraries outside of New York.

For the first time in the history of the library, arrangements for inter-library loans have been extended beyond the limits of the United States. Through the American Ambassador in Rome, the Italian Minister of Public Instruction consented to lend to the University Library, for the use of a graduate student, books contained in the libraries of Italy. The books borrowed are the property of the Central National Library of Florence, the National Library of Venice, and the Marucelliana Library of Florence. There are few instances of such coöperation between the libraries of the Eastern and

Western Hemispheres, and this instance may be taken as a good omen looking toward helpful international library relationships in the interest of scholarship. Grateful appreciation is extended to Dr. Solomone Morpurgo, chief librarian, Central National Library, Florence; to Edoardo Daneo, Royal Minister of Public Instruction, Rome, and to the American Ambassador to Italy, the Honorable Thomas Nelson Page.

In connection with international relations it should be recorded also that Columbia University Library is represented in the library section of the Leipsic Exhibition of the Book Industry and Graphic Arts. Exterior and interior views of the General Library and charts showing methods of library work are displayed.

Since January 1st, there have been important changes in the administrative organization of the library. At the recommendation of the Assistant Librarian, the **Administrative Organization** Serial Department was discontinued, the Accessions Department organized, a central accounting and supply system installed, and a consolidation of reading-rooms effected. By action of the Library Council, the bindery was discontinued.

The Serial Department had performed all the functions of the library relating to serials except their purchase. It had charge of their receipt, checking and distribution, of cataloguing and classifying them and of preparing them for binding; it had been engaged also in recataloguing the serial collections, and in preparing a union list of serials received in the libraries of the city. Since April, these duties have been performed by other departments of the library, the staff of the Serial Department being divided among those departments. Serials are now received, checked and distributed by the Accessions Department; they are catalogued and classified by the Catalogue Department, and are prepared for binding by the department librarians and assistants in charge of reading-rooms.

The discontinuance of the Serial Department was involved in the consolidation of the Order, Gift and Exchange Depart-

ments into an Accessions Department. This Department now has charge of all requisitions for books and serials, and their receipt by purchase, gift or exchange. Formerly serials were ordered by the Order Department, and received and checked by the Serial Department. Now they are ordered, received, checked in the serial checking file, and distributed to reading-rooms by the Accessions Department. This physical union of duties made it possible to adopt a new serial checking card, the reverse of which contains the order record for checking serial bills. The routine work of the Order Division of the Accessions Department has been considerably changed by the Administrative Rulings of the Librarian, October 13, 1913, and of the Assistant Librarian, February 21, 1914. As representatives of the library, department librarians became responsible for all recommendations for the purchase of books chargeable against their respective allotments from the book funds. Their initials on order cards indicate not only that a book cannot be supplied without purchase (that is, by borrowing from the general library, a department library, or from some other library of the city), but that there is a sufficient balance in the allotment to which the book must be charged, and that the professors interested approve the expenditure.

In order to accomplish the above, department librarians, therefore, keep a duplicate file of all order slips sent in, with list prices. Each month they learn from the library book-keeper the actual balances on their allotments, including outstanding orders. While this plan adds somewhat to the duties of department librarians, it has the advantage of necessitating consideration of the condition of the funds before recommendations for purchases are sent in, and of providing an itemized list of books ordered and received, arranged according to allotments, for consultation by professors interested.

By Administrative Ruling of April 16th, the duty of sending out requests for gift and exchange material, and of receiving and acknowledging such material, was centralized in the appropriate divisions of the Accessions Department. Formerly many such requests had been sent out by department

librarians. In accordance with Administrative Ruling, March 3, 1914, a card record of discarded books and rejected gifts added to the collection of duplicate and exchange material, and of their disposition either by sale, exchange or gift, is kept in the Accessions Department. No part of the library collections is disposed of without the knowledge and advice of the Library Council.

Early in January, the Assistant Librarian recommended to the President the installation of a central bookkeeping system for the library, and in a letter dated April 22d he described the proposed system in detail. The plan was approved by the Finance Committee of the Board of Trustees, to take effect July 1st. Formerly the book accounts were kept by the Accessions Department, and the salary, emergency and incidental accounts by the Librarian's secretarial assistant. All these accounts are now to be kept by a skilled bookkeeper attached to the Librarian's office. The new scheme of financial administration may be outlined as follows: (1) Allotment of all funds at the beginning of the fiscal year in accordance with the provisions of the budget, (2) a central bookkeeping system, (3) weekly reports by the bookkeeper to the office of the Librarian of the balances on all funds, (4) the Assistant Librarian to approve no expenditures for which funds are not available as shown by these reports. The bookkeeper is responsible also for requisitioning all supplies through the University Bureau of Supplies, and for their receipt and distribution to library departments.

After prolonged consideration by the Library Council and its Sub-Committee on General Administration, the Council voted on May 1st not to maintain the library bindery during the year 1914-15. It was decided, however, to maintain a repair shop, where gilding and pamphlet binding might also be done.

The above administrative changes, together with the discontinuance of work noted elsewhere in this report (see p. 14), have made it possible considerably to reduce the staff of the library. The total number of persons who have left our

service since January 1st is 32. To offset these, only 7 have been added to the staff. The net reduction in the staff, by departments, is the following: Administration, 2; Accessions, 2; Binding, 12; Catalogue, 7; Reference, 2. Among the important resignations are those of Miss Anna K. Fossler, Supervisor of the Serial Department since July, 1909, and Mr. Wharton Miller, Supervisor of the Binding Department since October 1, 1913. It should be noted also that during the entire year the law librarianship has been vacant, and that the librarianship of the University has been vacant since January 1st.

The only important position that has been filled since January 1st is that of first assistant in the Accessions Department, now held by Miss Mary A. Cook, A.B., formerly of the University of Wisconsin Library.

Important physical changes in the library, affecting economy and efficiency in administration, are the union of the Mines and Metallurgy Reading-Rooms to form the School of Mines Library; the union of the History and Economics Reading-Rooms in Kent Hall, by housing them in connecting rooms; and the removal of the Janeway library from the College of Physicians and Surgeons to the Presbyterian Hospital.

The development of the department reading-rooms has made it necessary to find means of indicating to readers who consult the general catalogue the temporary location of books which have been put on reserve in those rooms, as well as those which are reserved in the general reading-room. Unless this were done, a reader might consult the catalogue, fill out a call-slip and present it at the Loan Desk, only to be informed that the book was temporarily in a department reading-room. It is, therefore, arranged (Administrative Ruling, February 16, 1914) that for each book transferred to a department reading-room for more than one month, department librarians shall send to the Reference Librarian a slip giving author, title, call number and date of transfer. Working from these slips, the Reference Department inserts yellow slips in the catalogue immediately in front of the catalogue

cards for the respective books. As an example, one of these yellow slips reads, "The book indicated by the next card is reserved in the History Reading-Room, 604 Kent Hall." The slips are removed by the Reference Department when the books are returned to the general library.

Another result of the multiplication of department reading-rooms was the opportunity for careless students to evade the necessary rules of the library. Last year it did little good to deprive a student of library privileges for continued violation of the rules, because he could continue to borrow books from any one of the 43 reading-rooms in which he had not incurred a fine. To prevent this evasion, each department librarian sends to the Reference Librarian every Monday the names of students who have been temporarily deprived of library privileges. These names are combined into one list, which is duplicated and sent to each department librarian on Wednesday. Both the library and students have benefited by this arrangement, since the books are retained for the use of that large body of students who generously cooperate with the library.

The most notable single addition to our collections is six volumes of the original manuscripts of two of the works of Washington Irving. The manuscripts were presented to the University in accordance with the wishes of the late Cortlandt Irving, grand-nephew of Washington Irving. They consist of about one-half of *Bracebridge Hall*, and a very considerable portion of the *Spanish Legends*, three volumes each, beautifully bound. It is appropriate that these manuscripts should become the property of Columbia University, since Washington Irving prepared to enter Columbia College, although he never matriculated. He, however, received the honorary degree of Master of Arts in 1821, and of Doctor of Laws in 1829. John T. Irving, Washington Irving's brother, and grandfather of Cortlandt Irving, was a graduate and for many years a Trustee of Columbia University. Cortlandt Irving graduated from the Law School in 1865. When, in 1907, he decided to present these manuscripts to the University, he wrote: "I think these

**Additions to
Collections**

manuscripts should become the property of an institution of learning with which my family have been connected for more than one hundred years." Columbia University Library thus becomes one of the three important repositories of Irving manuscripts in the vicinity of New York City. In the library of J. Pierpont Morgan is the manuscript of Irving's *Conquest of Granada*, and Mr. Isaac N. Seligman has, at his home in Irvington, an unrivalled collection of Irving manuscripts. Of the 51 tales in *Bracebridge Hall*, the Columbia manuscript contains 13 complete and 13 incomplete tales. Mr. Seligman has a smaller portion of the work, including parts of three tales which are incomplete, and 12 tales not represented at all, in the Columbia manuscript. The remainder of this work, about one-quarter of the whole, is still unaccounted for.

The collection of Johnson papers has been increased by the addition of 47 manuscripts by William Samuel Johnson, third President of Columbia College,—a further gift from the Johnson family of Stratford, Connecticut. The collection now includes 914 pieces. A calendar has been prepared in card form, and the manuscripts have already been used several times by historical scholars.

By the will of the late George W. Hill, of West Nyack, New York, his valuable mathematical and astronomical library, consisting of about 2,000 bound volumes and 4,000 unbound volumes, was bequeathed to Columbia University. Dr. Hill received the degree of Doctor of Laws from the University in 1894. He was a lecturer at the University from 1898 to 1901, and the lectures which he prepared at that time are soon to be published among his collected works by the Carnegie Institution of Washington.

Another important gift came from the estate of the late Mary E. Wilde, of Montclair, New Jersey. Seven hundred and fifteen volumes were selected for the University libraries, including important files of periodicals and sets of standard works in beautiful bindings. From Professor Brander Matthews, the library received 179 bound volumes and 415 unbound volumes, many of them by or relating to Molière. Professor Matthews has now presented to the University nearly the whole of his

collection of dramatic books. The library of the School of Medicine has been enriched by the following gifts: From Frederick J. Brockway, 150 volumes; from the widow of Dr. C. E. Gunter, 292 volumes; from the widow of Dr. Frank Hartley, formerly Professor of Clinical Surgery, his surgical library. The library of the School of Pharmacy received the following important gifts: From Mr. Ernest Stauffen, 26 volumes; from Mr. George Massey, 36 volumes.

Other gifts to the University library collections are 77 volumes from the American Museum of Natural History; 256 pieces from Roscoe Crosby Gage; 416 volumes and 74 pamphlets from Mrs. I. Keller; 56 volumes from George W. Peckham; the New International Encyclopedia, from Dodd, Mead & Co.; 26 volumes from D. J. F. Crowell; Ayer's American Newspaper Annual, 1881-1912, from Ayer & Son, Philadelphia.

Important gifts from officers of the University were received as follows: From President Butler, 1,191 pieces; from Professor Lindsay, 300 pieces; from Professor Seligman, 193 pieces; from Professor Starr, 86 volumes. Others who have contributed miscellaneous volumes are Professors Boas, Chandler, Hirth, J. B. Moore, Williams, Wilson and Woodbridge.

The following gifts were made for the purchase of books: From Mr. William G. Low, L. '67, \$250, for the purchase of books on international and maritime law; from Mr. James Loeb, \$175, for labor literature; from Mr. Arthur K. Kuhn, L. '97, \$200, for the purchase of books in comparative jurisprudence. The following gifts have been made to the Law School Alumni Fund for the library: From Mr. George W. Murray, L. '76, \$250; from Mr. Winfield Scott, L. '72, \$20; from Mr. David T. Davis, L. '98, \$25; from Mr. Walter E. Ogilvie, L. '86, \$25; from Mr. Wilfred A. Openhym, L. '08, \$25.

From Mr. Samuel P. Avery, a further gift of \$9,250 to defray the expense of equipping the Avery Library, should here be recorded.

The following table shows the number of volumes catalogued and added during the year:

Books (volumes) :	
General Library	15,772
Teachers College	3,305
School of Law.....	1,187
School of Medicine.....	2,992
College of Pharmacy.....	542
Avery Library	314
Columbia College	336
Barnard College	563
School of Journalism.....	4,110
Other Department Libraries.....	<u>4,534</u>
Total	33,655
MANUSCRIPTS	20
MAPS	435
PHOTOGRAPHS	360
LANTERN SLIDES.....	500
DISSERTATIONS	4,475

Almost continuously throughout the year, exhibitions have been held either in the University Library Exhibition Room or in the Avery Library. In the former the recorded attendance was 24,743, while **Exhibitions** in the latter it was 96,967, a total of 121,710 visitors. The smallest attendance in the University Library Exhibition Room is accounted for by the fact that the exhibitions were intended primarily for those connected with the University, whereas those held in the Avery Library were of more general interest. The Avery Library is well suited for exhibition purposes, and without exception the exhibitions were worthy of the attention which they attracted. A grave question is raised, however, by the very success of these exhibitions. Is it possible for nearly 100,000 people to visit a room in one year without seriously affecting the availability of that room as a place for reading and study? On principle, it seems unwise to change a reading room into a public exhibition room, one kind of use being inconsistent with the other. It may be possible to hold fewer widely advertised public exhibitions, and to fill in the intervals with a display of material which will appeal chiefly to University students, so that the distinctive character of the Avery Library as a place for study may be maintained.

The following exhibitions were held in the Avery Library during the year: October 10th to November 9th, Illuminated Manuscripts and Early Printed Books Illustrating the Liturgy and History of the Church, loaned by Mr. J. Pierpont Morgan; January 5th-17th, Lithographs and Etchings of Grecian Temples, by Joseph Pennell; January 28th to February 15th, Sculpture and Paintings, by the late Constantin Meunier, of Brussels; February 21st to March 4th, Pageantry exhibition, on the occasion of the Second Annual Conference on Pageantry, American Pageant Association; March 2d to April 15th, Works in Bronze and Marble, by Gutzon Borglum; May 2d to June 7th, Paintings by Alumni and Students of the School of Architecture, together with a collection of medals.

The exhibitions held in the University Library Exhibition Room were: July 7th to August 13th, Annual Exhibition of the Association of American Etchers; October 10th to November 8th, Pictures, Books and Documents relating to the History and Development of the Protestant Episcopal Church in America; November 28th to December 10th, Guild of Book Workers' Annual Exhibition of Bookbindings, Plaster-Cast Reproductions, Illuminations, and Book-Plate Designs, with a Collection of Miniature Books loaned by Mr. George D. Foran, New York; December 18th to January 30th, Manuscripts and Text-books Illustrating the History and Teaching of the Classics from the Twelfth to the Nineteenth Century, from the library of Mr. George A. Plimpton; February 12th-28th, Publications of Officers, Alumni and Students during the year 1913, together with books from the libraries of Samuel Johnson and Myles Cooper, first and second presidents of King's College; March 7th-30th, Cartoons by Sir John Tenniel; May 25th to June 6th, Pictures, Photographs, Manuscripts, Books and Pamphlets Illustrating the History and Development of the School of Mines, 1864-1914.

The second edition of the *Readers' Manual* was published in September. In it the list of libraries and the analysis of book collections in New York City were brought down to date. An extended statement of the rules applicable to all libraries of the Uni-

Publications

versity was added, and these rules were reprinted in an eight-page folder. *The University Bibliography*, 1913, appeared in June. It includes 178 official publications, 835 publications of officers and 64 doctoral dissertations, a total of 1,077 items. A monthly *Staff Bulletin*, sent also to members of the University Board of Trustees and of the Library Council, has been issued in multigraphed form; while weekly lists of new books have been supplied for publication in the *Columbia Spectator*.

The following articles relating to the libraries of the Universities may be recorded:

Davis Library of Highway Engineering, *Fortnightly Bulletin, Institute of Arts and Sciences*, January 30th; The Physics Department Reading-Room, *Columbia University Quarterly*, 16: 79-80; Our College Library and How to Use It (College of Pharmacy), by H. V. Army, *N. Y. Journal of Pharmacy*, January; Columbia Law Library and Its Work, by F. C. Hicks, *Columbia Alumni News*, vol. 5, nos. 16-19; The Henry O. Avery Architectural Library of Columbia University, New York, by E. R. Smith, *Journal of the Royal Institute of British Architects*, June 13, 1914, pp. 497-512. The *Columbia Spectator* for September 26, 1913, was devoted almost entirely to short articles descriptive of the University libraries.

The following table indicates to some extent the work done by this Department, including part of that done by the Serial Department before its dis-
Accessions
Department
 organization:

ORDER DIVISION:		Total	
Orders sent out.....	1st hand, 4,851; 2d hand, 686..		5,537
Volumes received....	1st hand, 9,018; 2d hand, 2,517..		11,535
Serials checked (pieces).....			66,409
EXCHANGE DIVISION:			
	Dissertations	Other	
Pieces received.....	4,216	296	4,512
Pieces exchanged.....	610	642	1,252
GIFT DIVISION:			
Vols.	Pamphlets	Manuscripts	Misc.
8,860	2,732	6	11

Exchange relations exist with 401 institutions.

The serial publications of the University have been used to maintain exchange relations with 252 periodicals currently received by the library, as shown in the following list:

Biochemical Bulletin	1
Columbia Law Review.....	23
Columbia University Quarterly.....	6
Contributions from Anthropology.....	22
Contributions from Botany.....	9
Contributions from Geology.....	1
Educational Review	8
Political Science Quarterly.....	107
Romantic Review	5
School of Mines Quarterly.....	61
Studies from Department of Pathology.....	1
Torrey Club Bulletin.....	5
Torreya	3
	252

As already noted on page 3, all books, including serials, documents, etc., are now catalogued and classified by the Catalogue Department. There are two grades of cataloguers, senior and junior. Each senior cataloguer is assigned certain subjects and is responsible for the cataloguing and classification of all books on those subjects. A section of shelving in the catalogue-room is assigned to her and all books on her subjects are placed there. Senior cataloguers classify all books belonging to their subjects which are to be shelved in the General Library. Department librarians classify all books for the department libraries and assist the senior cataloguers in the classification of difficult books for the general collection. The junior cataloguers work under the direction of the senior cataloguers. A senior cataloguer has general charge of cataloguing and classifying all serials, including documents; but monographic documents are distributed to senior cataloguers for classification.

The scope of the work of this department has been considerably modified since January 1st. In April the systematic

substitution of large cards for small cards in the general catalogue was suspended until such time as a special appropriation for this work can be made. The exact extent to which the recarding has proceeded is the following: All printed cards obtainable have been substituted for small cards in the general catalogue and department catalogues for the letter A, and through B as far as Bertocci. The corresponding subject and title cards for these letters have also been inserted. From Bertocci through B, the cards have been purchased and prepared for the copyists. For the letter C up to Cicero, orders for the purchase of printed cards have been prepared, but not sent out. The catalogues for Barnard College and the College Study and the corresponding titles in the general catalogue have been recarded as far as has been possible with printed cards. The mathematics collection has been entirely reclassified, and it has been recarded both for the general and departmental catalogues to the letter P, using typewritten as well as printed cards. In the same manner, international law has been recarded. An examination of the general catalogue will show that every tray contains a large proportion of large cards alphabeted in with small cards. This proportion will increase even without systematic recarding, because large cards, both printed and typewritten, are used for new cataloguing, and because a considerable amount of recarding is necessitated by current cataloguing.

In April the official catalogue was discontinued. In June it was decided that department catalogues should contain cards for books shelved in the respective reading-rooms only, and subject cards for the department catalogues were discontinued. Preparation of the Serial Union list was stopped, and the serial catalogue is continued only as a means for keeping the general catalogue up to date. In new cataloguing, main paging only is now given, except where the preliminary paging is of special importance.

The work of the Catalogue Department, including that done by the Serial Department before its disorganization, is represented by the following table:

	New	Recatalogued	Total
Volumes catalogued	27,729	7,374	35,103
Titles catalogued	19,231	2,438	21,669
Volumes transferred .....	.....	.....	2,673

Cards filed:

		Recorded	
General catalogue	34,703	57,665	92,368
Serial catalogue	19,365		19,365
Shelf lists	27,386		27,386
Department catalogues	25,828	11,642	37,470
Depository catalogue	69,167		69,167
Total cards filed.....	176,449	69,307	245,756

Kind of cards used:

Printed cards	44,797	66,881	111,678
Typewritten and multigraphed.....	131,652	2,426	134,078
Total	176,449	69,307	245,756

The Shelf Department has general charge of about 16.823 miles of shelving in the General Library and about 9.18 miles in the Department Libraries. In the General Library about 710,000 volumes, and in the Department Libraries about 329,000 volumes, could be shelved. The labelling of shelves, the cleaning of books and shelves, the distribution of new books after they are catalogued and classified, and of books already in the collection after they have been used by readers, the distribution of current serials to the various reading-rooms, the transfer of collections in the rearrangement of the libraries, the annual inventory of the library, and the search for missing and misplaced books—all are functions of this Department.

During the past year an inventory of the Department Libraries only has been taken, but the greater part of the General Library has been examined several times in the search for books missing when the inventory of the previous year was taken. The missing list now contains the titles of 1,298 volumes from the General Library, and 1,412 volumes from the Department Libraries. Many of these volumes will eventually

be recovered, and the list contains the titles of many books which have been missing for several years. It has been decided either to replace these volumes or to remove the record of them from the public catalogue. The subjects in which most volumes are missing are sociology, literature, history, zoology, classics and geology. The records of this department show that the departmental collections outside of the General Library have increased from 42,000 in 1910 to 122,944 in June, 1914. Much of this increase is accounted for by the removal of the Law and Avery collections to separate buildings, and the establishment of the department library for the School of Journalism.

As already stated in this report, it was decided by the Library Council to discontinue the library bindery after July 1, 1914. The transition from the well-organized bindery to a repair shop was, however, begun on June 1st. By June 15th the bindery force had been reduced from 12 to 3. Specifications and requests for bids were sent out to 60 binders of the city, and replies with schedules of prices were received from 11. During the month of June sample shipments were sent to the lowest bidder.

Binding
Department

The work of the Bindery Department for the year is indicated by the following table:

	Library bindery	Cost	Outside binders	Cost	Total pieces	Total Cost
Bound	4,918	\$5,007.75	1,901	\$2,519.82	6,819	\$7,527.57
Rebound	528	559.90	2,503	2,493.82	3,031	3,053.72
Pamphlets . . .	2,245	269.40			2,245	269.40
Repaired	1,346	201.90			1,346	201.90
Maps	3	.75			3	.75
Gilded	16,793	446.04			16,793	446.04
Totals	25,833	\$6,485.74	4,404	\$5,013.64	30,237	\$11,499.38

Of the total cost of the bindery, \$9,871.56 was charged against the appropriation for books and binding, and \$1,627.82 against other library funds.

The duties of this Department include the loan of all except reserve books for use outside the building, the loan of books procured from the stacks for use in the reading-rooms of the General Library, the collection of books from the stacks for temporary loan to Department Reading-Rooms (and, in consequence, the management and supervision of the page service in the stacks), the administration of inter-library loans, the collection of fines for overdue books, the administration of the petty cash account, and the selection of books for re-binding or repair which pass over the Loan Desk.

The chief task of the Loan Division is to supply books quickly, or to give an equally quick report that the book is out or for some other reason cannot be supplied. The difficulties of this task are shown by an inventory of books actually out of the library on one day, December 23, 1913. On this day 5,011 volumes were found to be charged to officers, graduates and students, 3,832 were charged to Department reading-rooms, 2,071 were on the shelves of seminar-rooms for temporary use, 804 were reserved in the General reading-room, and 707 were in the bindery, a total of 12,425 volumes.

The activities of the Department for the year, as compared with the previous year, are partially shown in the following table:

	1912-13	1913-14
Lent for outside use.....	137,626	138,975
Volumes renewed	18,929	29,852
Supplied for use in building.....	59,920	63,242
Total volumes supplied.....	216,475	232,069

The University Library is organized chiefly for reference use. The loan of books for extended periods is an important but subordinate function. The central loan desk supplies nearly half as many books for use in the General Library as for home use; while the recorded annual use of books in the various reading-rooms is fast approaching a million volumes. A rapid increase in the demand for books inevitably follows from the

**Reference
Department**

remarkable growth of the University; but the actual increase in service is also due to the enlargement in our open-shelf collections. In the last five years the number of books in the General reading-room has doubled. It now numbers 10,000 volumes, an increase of 1,650 in the last year. A large proportion of the books in the department libraries is on open shelves, available for use without formality. The appointment of department librarians has made this arrangement possible, since the books are systematically arranged on the shelves, and are not carried out of the reading-rooms without having been properly charged. The function of the reading-rooms is (1) to provide easy access to books for reference, and (2) to supply books for required reading. The latter are commonly called reserved books. This service requires on the part of the Reference Librarian and the Department Librarians activity in building up the library collections by recommendations for purchase, in assisting in the proper classification of books, in assembling either temporarily or permanently the volumes most needed for reference, and, lastly, in assisting students in the use of these books. The latter service is usually known as reference work. The limit beyond which a reference librarian should not go in answering questions is hard to determine. It is easy for a librarian, in the zeal of the search, to devote more than a justifiable amount of time to a query; and it is equally natural for officers and students to ask questions which they could more easily answer themselves, or which, in the case of students, ought to be asked of professors. It is clear, however, that a reference librarian is within the proper limits when he confines himself to putting a reader in the way of serving himself, namely, when he assists him in the use of books, and acting in the capacity of bibliographer, directs him to catalogues, bibliographies, indexes to documents and serials, calendars of manuscripts, concordances and similar tools of the research worker.

The following are a few of the questions asked and answered in the General reading-room which fall within this class:

(1) What bibliographies should be used in making a list of French 16th Century translations of the Greek and Latin classics?

(2) How can I locate foreign periodical articles on topics in French history?

(3) How can I verify book titles which are referred to by either incomplete or incorrect titles in the footnotes of the history that I am reading?

In a University devoted largely to advanced study and research, the demands upon the library shift constantly from one unworked field to another. The reference librarians first feel these demands, and attempt to satisfy them. They find many unexpected gaps in the collections. The next best thing to supplying a book either from our own collections or by borrowing from other libraries, is to indicate to the student what books there are on his topic, and in what libraries they can be found. This can be done often by reference to the Library of Congress depository catalogue, to the printed catalogues of other libraries, to union lists issued by several coöperating libraries, and to bibliographies. The result of the united investigations of the Reference Librarian and the Department Librarians into the library collections is to fill up many minor gaps, and to point out many others which ought to be filled. The Department Librarians are responsible for all the library collections in their respective subjects wherever they may be shelved. Therefore, their recommendations tend to improve the General Library collections, as well as those in the departments. Particularly is this the case in history, economics, social science, literature and philosophy.

The tendency to build up large department libraries, each sufficient unto itself, is one which continually has to be contended against. It is natural that departments of instruction as well as department librarians should have pride in making the collections shelved near the classrooms as complete as possible. Except in the case of law, medicine, pharmacy, the Avery Library and the Bryson Library, and possibly one or two others, this cannot be done without affect-

ing the unity and integrity of the University Library as a whole, and, furthermore, without violating Article four of the Principles of Columbia University Library Administration, issued by the President on January 17, 1914.

This article may well be quoted here: "Department Libraries to consist: (a) Of duplicates specially needed for constant work in a given department. (b) Of books temporarily drawn from the general collections for particular use during a limited time. (c) Of books so special and technical in character and at the same time in sufficiently frequent use to justify their permanent shelving in a department library. Books, however special or technical, that are used but rarely are shelved more economically and advantageously in the general library than as part of a departmental collection."

Department librarians are, therefore, not primarily administrative officers, but reference assistants. Except in the larger libraries which have several people on their staffs, administrative ability is of less importance than knowledge of books. Even in these cases, the fact that the purchasing, cataloguing and classification of books is done in the General Library minimizes the necessity for a separate organization. The Bryson library is the only one to which this statement does not now apply.

The reference collections of the University Library have been considerably increased during the year by the opening of a department reading-room in the School of Journalism. This collection now numbers 8,329 volumes, including 1,000 bound volumes of newspapers. One hundred daily newspapers, American and foreign, are on file; while a large collection of newspaper clippings, classified and in envelopes, accumulated during thirty years by Director Williams, has been made available by him for the use of students of the school.

The library of the School of Medicine, including seven department collections, now contains 23,200 volumes and 31,800 pamphlets, and receives currently 347 periodicals. The collection has been much increased in usefulness by improvement in the catalogues, and by attention to the binding of journals.

The development of this collection, it is hoped, will steadily progress.

The law library, on June 30, 1914, contains 56,427 volumes, being, therefore, the second in size among American University Law School libraries. The interest of law alumni in this library is materially aiding in its development. The special reference service which should be rendered cannot be given, however, until a law librarian is appointed.

There has been a notable increase in the library collections of the School of Pharmacy, and, what is even more significant, the librarian has given systematic instruction in the use of pharmaceutical literature. A course in bibliography was given to the senior class. Ten periods of two hours each were devoted to the subject, and the students not only verified a large number of original references and prepared extracts on these, but also did good work in searching the literature for obscure facts.

The following statistics indicate the recorded use of the University Libraries in terms of readers and books used:

Number of readers in reading rooms.....	581,912
Volumes used in reading rooms.....	889,389
Volumes lent for outside use.....	221,149
Total recorded use of libraries (vols.).....	1,110,538

Respectfully submitted,

FREDERICK C. HICKS,

Assistant Librarian.

June 30, 1914.

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, 1914.

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RECEIPTS AND PAYMENTS

RECEIPTS

Cash Balance, June 30, 1913.....	\$81,545 68
General Income of the Corporation—Schedule 3, page 9.	1,895,418 79
Additions to Permanent Funds—Schedule 4, page 11...	795,583 13
Gifts and Receipts for Designated Purposes—Schedule 5, page 15.....	468,606 89
Income of Special Funds—Schedule 6, 3d column, page 18.....	307,164 18
Miscellaneous—Schedule 7, page 21.....	3,117,962 44
Special Real Estate Income and Expense Account—Schedule 12, 4th column, page 51.....	102,134 40
	<u>\$6,768,415 51</u>

PAYMENTS

Current Expenses—Summary of Schedule 8, page 38....	\$2,542,646 71
Miscellaneous—Schedule 9, page 43.....	3,725,047 03
Interest—Schedule 11, page 50.....	146,428 35
Expenses of Special Real Estate, excluding Interest, as shown in Schedule 12, 1st column, page 51.....	92,518 08
Cash Balance, June 30, 1914—Balance Sheet, Schedule 2, page 2.....	261,775 34
	<u>\$6,768,415 51</u>

BALANCE SHEET, JUNE 30, 1914

Cash Accounts:			
General Funds:	Dr.		
New York Life Insurance & Trust Co.		\$85,690 89	
Bank of New York, N. B. A.		101,532 75	
Corn Exchange Bank—University Branch:			
Treasurer's Account.....	\$13,496 87		
Bursar's Account.....	1,890 92		
Corn Exchange Bank—Hudson River Branch.....		15,387 79	
Bursar.....		888 29	
Superintendent.....		100 00	
Secretary.....		50 00	
Librarian.....		30 00	
Registrar.....		25 00	
Summer Session.....		20 00	
Summer Session.....		25 00	
Special Funds:			\$203,749 72
New York Trust Co. (Principal).....		\$22,793 05	
New York Life Insurance & Trust Co. (Income).....		7,045 00	
Funds for Designated Purposes:			\$29,838 05
Miscellaneous (New York Life Insurance & Trust Co.).....		\$3,544 46	
Catherine Wolfe Bruce Fund (Bankers' Trust Co.).....		3,969 39	
Crocker-Research Fund (New York Life Insurance & Trust Co.).....		4,920 63	
Kennedy Endowment Fund (New York Life Insurance & Trust Co.).....		11,845 36	
Loubat Prizes (Columbia Trust Co.).....		3,817 27	
Students' Loan Fund (New York Trust Co.).....		90 46	
Arrears of Rent—Schedule 17, page 76.....		28,187 57	
Investment of Special and General Funds in Personal Securities—Schedule 16, page 75.....		36,201 98	
Income of Special Funds—Overdrafts—Schedule 6, 6th column, page 18.....		10,879,782 06	
University, Land, Buildings and Equipment—Morningside (Memoranda to Schedule 2), page 6.....		39,680 39	
College of Physicians and Surgeons—Additions and Alterations.....		14,355,634 73	
No. 18 East 16th Street, New York.....		925,742 91	
No. 41 West 47th Street, New York (Harper Mortgage Foreclosed), Net Expenses.....		167,109 75	
No. 16 West 51st Street, New York (Hadden Lease Surrendered), Expenses.....		4,344 41	
Camp Columbia, Morris, Conn.....		4,997 45	
Farm at Fishkill, New York.....		39,765 27	
Gallard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York—(Schedule 13, page 52).....		6,550 00	
Williamsbridge Property—Williamsbridge, New York—(Schedule 13, page 52).....		576,994 32	
Upper and Lower Estates—New York City (1912 Tax Valuations).....		214,922 84	
Columbia University Press.....		18,492,500 00	
Loans from Class of 1886, Students' Loan Fund.....		7 08	
Loans from Class of 1887, Mines, Loan Fund.....		460 00	
Loans from Lavy School Loan Fund.....		4,146 00	
Loans from Payne Loan Fund.....		75 00	
Loans from Shoemaker Loan Fund.....		2,111 75	
Loans from Students' Loan Fund.....		1,198 18	
Advance Payments against future Appropriations, etc.:.....		11,341 55	
Educational Administration; President's Emergency Fund, 1914-15.....		\$149 85	
Agriculture; Columbia Farm, Fishkill, N. Y., 1914-15.....		1,752 79	
Astronomy; Summer Course in Geodesy, 1914-15.....		1,825 56	
Civil Engineering; Instruction in Highway Engineering.....		10,000 00	

Civil Engineering: Camp Columbia: Assistance, 1914-15.....	882 25
Civil Engineering: Camp Columbia: General Expenses, 1914-15.....	1,084 78
Civil Engineering: Instruments and Repairs, 1914-15.....	392 83
Electrical Engineering: Testing Electric Meters, 1914 Contract.....	593 28
Summer Session, 1914.....	9,671 04
Cutting Fellowships, 1914-15.....	1,997 75
Buildings and Grounds—Morning-side: Fuel.....	1,197 00
Buildings and Grounds—Morning-side: Gas and Electricity.....	1,181 92
Buildings and Grounds—Morning-side: Maintenance of Residence Halls.....	215 13
Buildings and Grounds—Camp Columbia: General Expenses.....	1,483 78
Business Administration: Insurance, 1914-15.....	10,060 39
Business Administration: Insurance, 1915-16.....	9,618 67
Business Administration: Insurance, 1916-17.....	9,326 94
Principal of Hall Fund.....	250 00
Stadium, Hudson River, 116th to 120th Streets, New York.....	1,203 00
*Redemption Fund for Bond Issue, in hands of United States Trust Co. as Trustees.....	400,000 00
	\$46,485,864 97

*Redemption Fund:		\$400,000 00
For Investments, see Schedule 16, Part III, page 75.....	\$372,282 50	
Cash.....	27,717 50	

Cr.

Principal of Special Funds—Schedule 15, page 67.....	\$9,223,771 26
Income of Special Funds: Credit Balances June 30, 1914—Schedule 6, 7th column, page 18.....	167,651 97
Gifts and Receipts for Designated Purposes: Credit Balances June 30, 1914—Schedule 10, 5th column, page 47.....	93,029 34
Permanent Funds: For the Purchase of Land and Erection of Buildings—Memoranda to Schedule 2, page 7.....	7,795,499 00
Advance Payments, 1914-15.....	
Fees, Morning-side.....	\$4,720 50
Extension Teaching: Institute of Arts and Sciences.....	120 00
Buildings and Grounds: Furniture and Fixtures, 116th Street, Special.....	2,012 00
Buildings and Grounds: Residence Halls.....	2,961 97
Deposits for Apparatus.....	
Premium Account: Center Fund.....	
Premium Account: Kennedy Fund.....	
Unclaimed Salaries.....	
Class of 1886, Students' Loan Fund.....	
Class of 1887, Mines, Loan Fund.....	
Law School Loan Fund.....	
Payne Loan Fund.....	
Shoemaker Loan Fund.....	
Special Students' Loan Fund.....	
Students' Loan Fund.....	
Columbia College 4 $\frac{1}{2}$ Mortgage Gold Bonds.....	\$3,000,000 00
Columbia University Notes.....	300,000 00
Loupat Annuity Mortgage, on Nos. 503-511 Broadway, New York.....	448,000 00
Mortgage on No. 407 West 117th Street, New York.....	15,000 00
Real Estate Sales Account.....	
Estate Account—Summary, Schedule 14, page 53.....	
	† 11,432 01
	3,763,000 00
	5,658,385 35
	19,742,137 53
	\$46,485,864 97

† Transferred in 1913-14 to Students' Loan Fund.

MEMORANDA TO SCHEDULE 2

The debit item "University, Land, Buildings and Equipment—Morningside" is composed of the following:

Land: 114th to 116th Streets, Amsterdam Avenue and Broadway.....	\$2,022,440 06	
Improvements to Grounds.....	53,239 90	\$2,075,679 96
116th to 120th Streets, Amsterdam Avenue and Broadway.....	2,000,000 00	
Improvements to Grounds.....	429,601 17	2,429,601 17
116th Street, north side, Morningside Drive to Amsterdam Avenue.....		563,193 40
Avery Architectural Library Building: Construction.....		339,021 42
Crocker Research Building: Construction.....	39,501 85	
Interest.....	1,151 75	40,653 60
Charged off to Income Crocker Research Fund.....	5,000 00	35,653 60
Earl Hall: Construction.....		164,844 65
Engineering Building: Construction.....	284,075 50	
Equipment.....	20,325 47	304,400 97
Fayerweather Hall: Construction.....	274,113 67	
Equipment.....	14,645 43	288,759 10
Furnald Hall: Construction.....	352,148 69	
Equipment.....	22,333 34	374,482 03
Hamilton Hall: Construction.....	486,572 26	
Equipment.....	24,156 49	510,728 75
Hartley Hall: Construction.....	335,173 67	
Equipment.....	16,799 20	351,972 87
Havemeyer Hall: Construction.....	516,488 62	
Equipment.....	53,474 86	569,963 48
Kent Hall: Construction.....		530,692 42
Library Building: Construction.....	*1,108,213 09	
Equipment.....	97,037 38	
Changes, 1910-1914....	*46,600 00	1,251,850 47
Livingston Hall: Construction.....	333,520 98	
Equipment.....	17,008 63	350,529 61
Model House and Model of Buildings and Grounds.....		19,972 70
Philosophy Building: Construction.....		349,694 66
President's House: Construction.....	196,830 82	
Furnishing.....	17,569 74	214,400 56
St. Paul's Chapel: Construction.....	266,676 54	
Equipment.....	29,846 62	296,523 16
Schermerhorn Hall: Construction.....	457,658 17	
Equipment.....	35,786 35	493,444 52
School of Journalism: Construction.....	534,731 50	
Equipment.....	28,637 83	563,369 33
Carried forward.....		\$12,078,778 83

* In 1909-10 \$1,141.69 and in 1910-11 \$32,223.87 were paid for "Changes in the Library" and erroneously charged to construction. Corrected this year.

	Brought forward.....		\$12,078,778 83
School of Mines Bldg:	Construction.....	305,506 29	
	Equipment.....	19,460 85	324,967 14
University Hall:	Construction.....	951,524 21	
	Equipment.....	17,214 26	
	Equipment:		
	{ Power House.....	118,828 52	
	} Gymnasium.....	43,149 23	1,130,716 22
No. 407 West 117th Street, New York.....			23,650 00
No. 411 West 117th Street, New York (Maison Française).....			33,291 39
No. 413 West 117th Street, New York.....			23,439 12
No. 415 West 117th Street, New York.....			23,439 12
No. 419 West 117th Street, New York (Deutsches Haus).....			30,000 00
No. 421 West 117th Street, New York.....			23,234 80
Class of 1880 Gates.....			2,000 00
Class of 1881 Flagstaff.....			4,600 00
Equipment of Dining Room and Kitchen, Officers' Club.....			1,200 00
Fountain of Pan.....			12,013 50
Granite Posts for Gate at 119th Street and Amsterdam Avenue.....			2,563 00
Hamilton Statue.....			10,900 00
Lighting University Grounds.....			1,035 00
Pylons (Class of 1890, Arts and Mines, Gift)....			500 00
Setting Bust of Professor Egleston (Class of 1883, Mines, Gift).....			390 00
Repairs and Equipment of Old Buildings:			
East Hall.....	\$5,113 34		
South Hall.....	4,490 42		
West Hall.....	10,252 67		19,856 43
South Court Fountains.....			4,932 88
Assessments:			
Boulevard Sewer.....	2,579 90		
129th Street Sewer.....	749 25		
Opening and Acquiring Title to Addition to Riverside Park.....	8,168 98		
Opening 116th Street.....	2,882 77		
Opening 120th Street.....	38,956 09		
Opening Riverside Drive and Parkway.....	4,814 55		58,151 54
Expenses of Removal.....			59,987 56
Insurance.....			3,754 40
Interest.....			339,812 08
Legal Expenses.....			4,291 07
Outside Street Work.....			107,140 39
Vaults:			
East.....	30,382 79		
West.....	37,316 40		67,699 19
			<u>\$14,392,343 66</u>
CREDITS			
Award for widening 120th Street.....	\$922 50		
Interest on deposits of the Building Fund.....	11,332 68		
Interest on deposits of the Schermerhorn Building Fund.....	115 00		
Rents received from Old Buildings.....	4,510 00		
Sale of Old Brick.....	6,019 47		22,890 65
			<u>\$14,369,444 01</u>
Carried forward.....			\$14,369,444 01

Brought forward.....	\$14,369,444 01
Less overcharge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.....	13,809 28
	<u>\$14,355,634 73</u>

The credit item "Permanent Funds—For the Purchase of Land and Erection of Buildings" is composed of the following:

Adams (Edward D.) Gift (for Deutsches Haus)	\$30,000 00
Alumni Memorial Hall Gift (University Hall Enlargement).....	100,756 41
Anonymous Gift for Hamilton Statue.....	1,000 00
Anonymous Gift towards erection of Philosophy Building.....	350,000 00
Association of the Alumni of Columbia College (Hamilton Statue).....	10,009 00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....	339,250 00
Babcock and Wilcox Gift (Steel Boiler for Power House).....	3,250 00
Changes in Chapel Organ Gift.....	500 00
Clark (Edward Severin) Gift (Fountain of Pan)	12,013 50
Class of 1874 Gift (Marble Columns in Library)	1,678 00
Class of 1880 Gift (Hamilton Hall, Gates).....	2,020 00
Class of 1881 Gift (Flagstaff).....	4,600 00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall).....	1,000 00
Class of 1882 Gift (120th Street Gates).....	1,500 00
Class of 1883 Gift (Torcheres, St. Paul's Chapel)	5,280 00
Class of 1883, Mines, Gift (Setting of Bust of Prof. Egleston).....	390 00
Class of 1884, Arts, Gift (Marble Clock, Hamil- ton Hall).....	1,913 90
Class of 1884, Mines, Gift (Grading South Field)	5,000 00
Class of 1890, Arts and Mines, Gift (Pylons)....	2,000 00
Class of 1899 Gift (Grading South Field).....	5,000 00
Class of 1909, College, Gift (Class Shield in Hamilton Hall).....	20 00
Contributions to Bloomingdale Site.....	331,150 00
Contributions to Buildings, College of Physi- cians and Surgeons.....	71,551 05
Dodge (Marcellus Hartley) and Mrs. Helen Hart- ley Jenkins Gift (Hartley Hall).....	350,000 00
Dodge (William E.) Gift (Earl Hall).....	164,950 82
Fayerweather Legacy (Fayerweather Hall).....	330,894 03
Furnald (Estate of Francis P. Furnald and Mrs. S. Ella Furnald), Gifts (Furnald Hall).....	350,000 00
Hamilton Hall Gift.....	507,059 16
Havemeyer Gift (Havemeyer Hall).....	414,206 65
Hepburn (A. Barton) Gift for Maison Française	33,300 00
Kent Hall:	
Anonymous Gift.....	\$100,000 00
Charles Bathgate Beck Gift.....	384,872 57
Francis Lynde Stetson Gift.....	10,000 00
	<u>494,872 57</u>
Lewisohn (Adolph) Gift (School of Mines Building)	250,000 00
Low Library Gift (Library Building).....	1,100,639 32
Memorial Windows Gifts.....	14,300 00
	<u>\$5,290,095 41</u>
Carried forward.....	

Schedule 2—Continued

7

Brought forward.....	\$5,290,095 41
Livingston (Edward de Peyster) Gift (Memorial Window, Livingston Hall).....	1,124 00
Model of Buildings and Grounds Gift	19,972 70
Morgan (William Fellowes) Gift, (Illuminating University Grounds).....	1,035 00
President's House, Furnishing (Anonymous Gift)	7,569 74
St. Paul's Chapel Gift (Anonymous).....	250,000 00
St. Paul's Chapel Furniture Gift (Anonymous)..	2,846 62
St. Paul's Chapel Organ and Case Gifts.....	26,500 00
Schermerhorn Gift (Schermerhorn Hall).....	458,133 18
School of Journalism Building Gift (Pulitzer)..	*563,369 33
Sloan Torcheres Gift (Library Building).....	6,000 00
Sloane (Mr. and Mrs. William D.) Gift (Additions and Alterations to Sloane Hospital for Women).....	399,263 14
South Court Fountain Gift.....	4,932 88
South Field Fund.....	54,707 00
South Field Grading Gift (Anonymous).....	1,500 00
Stabler (Edward L.) Gift.....	1,200 00
Torcheres for School of Mines Building Gift....	1,000 00
Vanderbilt Gift (Vanderbilt Clinic).....	350,000 00
Villard (Henry) Legacy.....	50,000 00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	306,250 00
	<u>\$7,795,499 00</u>

*\$63,369.33 transferred in 1913-14 from Principal of Pulitzer Journalism Fund.

GENERAL INCOME OF THE CORPORATION

RENTS:

Upper and Lower Estates, 1913-1914.	\$692,897 67	
No. 18 East 16th Street, New York...	3,000 00	
No. 407 West 117th Street, New York.	1,599 96	
No. 421 West 117th Street, New York.	1,500 00	
Interest on Rents.....	743 88	* \$699,741 51

FEES:

Morningside:

Late Registration	\$1,633 00	
Matriculation.....	7,475 00	
Tuition.....	481,212 69	
Graduation.....	23,935 00	
Entrance and Special Examinations	5,845 00	
Gymnasium.....	13,265 00	
Locker	165 00	
Rooms in Residence Halls.....	113,820 19	
		649,350 88

College of Physicians and Surgeons:

Late Registration.....	70 00	
Matriculation.....	545 00	
Tuition.....	72,432 70	
Examinations.....	550 00	
Graduation.....	1,675 00	
Post Graduate.....	85 00	
		75,357 70

Summer Course in Geodesy.....

460 00

Summer Course in Surveying.....

5,997 50

Summer Session, 1913:

Morningside	170,647 91	
College of Physicians and Surgeons	1,372 50	
		172,020 41

Extension Teaching.....

122,601 07

1,025,787 56

SUNDRIES:

Other Receipts from Students:

Supplies and Material (See Memoranda to Schedule 3):

Morningside	22,506 21	
College of Physicians and Surgeons.....	968 28	
		23,474 49

Barnard College:

Electric Current.....	1,193 27	
Steam Heat and Power.....	4,485 00	
		5,678 27

Interest:

On General Investments.....	45,379 35	
On Deposits of General Funds.....	3,263 86	
On Redemption Fund.....	12,733 51	
On Deferred Payments in sale of Fifth Avenue and 47th Street lots.....	647 77	
		62,024 49

Miscellaneous:

Diplomas.....	\$14 00	
General Catalogue.....	69 22	
Income from Commons.....	12,283 02	
Kennedy Fund Income.....	98,102 05	
Post Office.....	325 00	

 Carried forward.....\$110,793 29 \$91,177 25 \$1,725,529 07

* Not included—unadjusted rents of expired leases estimated at \$22,131.66.

Brought forward...	\$110,793 29	\$91,177 25	\$1,725,529 07
SUNDRIES—Continued			
Telephone Service.....	8,511 50		
Tennis Tickets, sales.....	792 50		
West Hall.....	155 00	120,252 29	211,429 54
General Income for the year 1913-14..			\$1,936,958 61
Deduct:			
Arrears of Rent accrued, 1913-14		\$32,889 98	
Fees for 1913-14, received in 1912-13:			
Extension Teaching.....	\$5,110 00		
Residence Halls.....	394 84		
Summer Schools of Surveying and Geodesy.....	3,145 00	8,649 84	\$41,539 82
General Income collected in 1913-14..			\$1,895,418 79

MEMORANDA TO SCHEDULE 3

The item "Supplies and Material: Morningside," under "Sundries," comprises material furnished to students in

Chemistry	\$17,841 13
Civil Engineering.....	293 15
Electrical Engineering.....	96 17
Mechanical Engineering.....	415 28
Metallurgy	477 70
and Electric Light and Breakage in	
Furnald Hall.....	1,161 59
Hartley Hall.....	1,086 83
Livingston Hall.....	1,134 36
	<u>\$22,506 21</u>

The item "Supplies and Material: College of Physicians and Surgeons," under "Sundries," comprises material furnished to students in

Anatomy.....	\$66 50
Osteology.....	13 00
Physiological Chemistry.....	888 78
	<u>\$968 28</u>

ADDITIONS TO PERMANENT FUNDS

SPECIAL FUNDS:

Gift from an Anonymous donor to establish the Anonymous Fund for Church and Choral Music...	\$20,000 00		
Legacy from the late Annie P. Burgess to augment the Annie P. Burgess Fund.....	6,404 47		
Gift from Archer M. Huntington to establish the Nicholas Murray Butler Medal Fund.....	3,000 00		
Gift from Gerard Beekman of the Class of 1864 to establish the Chapel Music Fund.....	1,000 00		
Gift from the Class of 1885, Mines, to augment the Class of 1885, Mines, Fund.....	800 00		
Gift from Mrs. W. Bayard Cutting to establish the W. Bayard Cutting Fund.....	200,000 00		
Gift from Mrs. Paul Bartlett (formerly Mrs. S. F. Emmons) to augment the Samuel Franklin Emmons Memorial Fund.....	500 00		
Gift from George Otis Smith, M.D., to augment the Samuel Franklin Emmons Memorial Fund.....	200 00		
Contributions by friends of the late Richard Watson Gilder to augment the Richard Watson Gilder Fund	139 00		
Gifts from various friends of the late Frank Hartley, M.D., to establish the Hartley Scholarship Fund in the Medical School.....	4,400 00		
Gift from Mr. and Mrs. Asher Green to establish the Green Prize Fund.....	1,000 00		
Gift from an Anonymous donor to establish the Fine Arts Endowment Fund.....	250,000 00		
Phoenix Fund: From Manhattan Railway Company for right to lay third track in front of 92-4 First Avenue, New York.....	169 75		
Pulitzer Fund for School of Journalism: Income from stock of Press Publishing Company and Pulitzer Publishing Company under the Will of the late Joseph Pulitzer.....	175,000 00		
Anonymous Gift to provide additional funds for prizes in Mathematics.....	2,500 00		
Legacy from Susan E. Johnson Hudson to establish the John Visscher Wheeler Scholarship Fund.....	11,425 00		
Crocker Special Research Fund: Sale of "rights" on 700 shares Union Pacific Railroad Company's preferred stock	371 00		
Kennedy Endowment Fund:			
Sale of "rights" on 300 shares Union Pacific Railroad Company's preferred Stock.....	\$159 00		
Sale of "rights" on 2090 shares Great Northern Railway Company's preferred stock.....	3,553 00		
Profit in sale of 102 shares Granby Consolidated Mining, Smelting and Power Company's stock.....	25 50	3,737 50	\$680,646 72
Carried forward.....			\$680,646 72

Brought forward.....			\$680,646 72
FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS—MORNINGSIDE:			
Alumni Memorial Hall Gift, for University Hall Enlargement		\$756 41	
Samuel P. Avery, for erection of Avery Architectural Library Building.....		9,250 00	
T. M. Cheeseman, M.D., to be added to the Class of 1874 Gift to provide marble columns in the Library		30 00	
Estate of Francis P. Furnald and Mrs. S. Ella Furnald, \$50,000 each for erection of Furnald Hall.....	100,000 00		
No. 411 West 117th Street, New York-Maison Française:			
J. J. Jusserand, French Ambassador	\$200 00		
France America Committee.....	2,000 00		
Anonymous.....	1,000 00	3,200 00	
Memorial Windows: St. Paul's Chapel:			
B. Ayınar Sands (Barnard Window).....	\$500 00		
Class of 1889 (Barnard Window).....	1,200 00	1,700 00	114,936 41
			<u>\$795,583 13</u>

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES

GIFTS:

Felix Adler Professorship Fund, for Salaries in the Department of Philosophy and Psychology.....	\$2,900 00
Alumni Commemoration Fund Committee, for General Purposes.....	167 48
Advertising Men's League of New York, for a Fellowship in Psychology.....	1,125 00
American Brake Shoe and Foundry Company, for an Industrial Fellowship.....	2,500 00
Anonymous:	
To be expended under the direction of the President in the publication of a designated book by the Columbia University Press.....	1,500 00
Through Professor Adolphe Cohn, for French Lecture Fund.....	210 00
For Festival Chorus Concerts.....	100 00
For Legislative Drafting Research Fund.....	15,000 00
For President's Special Account.....	500 00
For Salaries and Expenses in the Department of Pharmacology, 1914-1915—through Dean Lambert.....	1,360 00
For Salaries in the Department of Philosophy and Psychology, 1914-1915.....	1,000 00
For Surgical Research.....	10,000 00
For Syllabus of Extension Teaching—through Professor James C. Egbert.....	51 04
Anthropology: Research on the Indians of British Columbia. Homer E. Sargent.....	499 50
Architecture: Atelier Fund	
Alumni Association of the School of Architecture of Columbia University.....	440 00
Association of the Alumni of Columbia College, for Alumni Prize in the College.....	50 00
Mrs. Emil L. Boas, to the Boas Memorial Library in the Deutsches Haus.....	25 00
Camp Columbia: Morris, Conn. M. Hartley Dodge, for Special Expenses.....	2,000 00
Columbia Table at Zoological Station, Naples:	
Isaac N. Seligman and Paul M. Warburg.....	250 00
Carried forward.....	<u>\$39,678 02</u>

Brought forward.....		\$39,678 02
Deutsches Haus, Maintenance :		
Herman Behr.....	\$50 00	
George Ehret.....	2,000 00	
A. Eilers.....	50 00	
Jacob Hasslacher.....	50 00	
Otto H. Kahn.....	100 00	
Willy Meyer, M.D.....	100 00	
Gottfried Piel.....	100 00	
Hugo Reisinger.....	250 00	
Herman Ridder.....	250 00	
Jacob H. Schiff, 1914-1915.....	100 00	
Felix Warburg.....	100 00	
Paul M. Warburg.....	250 00	3,400 00
East River Homes :		
To defray expenses for medical treatment of indigent persons, etc., in Vanderbilt Clinic.....		4,000 00
Mrs. James W. Gerard, for the Marcus Daly Scholarship.....		1,000 00
Germanistic Society of America, for salaries :		
In the Deutsches Haus.....	300 00	
In the Department of Germanic Languages.....	900 00	
In the Department of Germanic Languages, 1914-1915.....	300 00	1,500 00
Government of the Netherlands, towards salary of the Queen Wilhelmina Lecturer.....		875 00
Indo-Iranian Languages—Publication of the Indo-Iranian Series :		
Alexander Smith Cochran.....	\$992 01	
Professor A. V. W. Jackson.....	60 00	1,052 01
Professor A. V. W. Jackson, for Salaries in the Department of Indo-Iranian Languages.....		600 00
Mrs. Helen Hartley Jenkins, for a Wireless Station at Morningside.....		5,000 00
Morris Kinney, for a Greenhouse for the Department of Agriculture.....		5,000 00
Dr. and Mrs. Frederick S. Lee, for salaries in the Department of Physiology :		
1913-1914.....	\$1,000 00	
1914-1915.....	2,000 00	3,000 00
Library :		
Charles R. Crane, for purchase of books on the Near East.....		250 00
Arthur K. Kuhn, for purchase of books on Comparative Jurisprudence.....		200 00
Carried forward.....		\$65,555 03

Brought forward.....		\$65,555 03	
Law School Alumni Fund:			
David T. Davis.....	\$25 00		
George W. Murray.....	250 00		
W. E. Ogilvie.....	25 00		
W. A. Openhym.....	25 00		
Winfield Scott.....	20 00		345 00
James Loeb, for James Loeb Fund.....			175 00
William G. Low, for William G. Low Fund.....			250 00
Mrs. Annie M. McClymonds, for the Lewis K. McClymonds Scholarship.....			1,300 00
Maison Française—411 West 117th Street, New York, Maintenance:			
Frederick R. Coudert.....	\$10 00		
France America Committee.....	500 00		
French Government, for furnishing and equipment.....	574 16		1,084 16
Mining: Special Fund.			
James Douglas.....			1,000 00
Jacob H. Schiff, for salaries in the Department of Social Science:			
1913-1914.....	\$1,000 00		
1914-1915.....	1,000 00		2,000 00
Special Assistance in Earl Hall:			
M. Hartley Dodge.....	\$300 00		
Samuel Sloan.....	25 00		325 00
Special Scholarships:			
Anonymous.....	\$250 00		
Anonymous, 1914-1915.....	175 00		
George F. Butterworth.....	25 00		
Columbia Alumni.....	50 00		
Columbia Alumni Club of Western New York.....	180 00		
Julien T. Davies.....	50 00		
Mrs. George G. deWitt.....	150 00		
Gano Dunn.....	250 00		
Willard V. King.....	125 00		
New Jersey Alumni Association.....	125 00		1,380 00
State of New York:			
To Aid Blind Pupils.....		750 00	
To Aid Deaf Pupils.....		300 00	
For Scholarships.....		16,050 00	
Wawepax Society, for the John D. Jones Scholarship...		200 00	\$90,714 19
Carried forward.....			\$90,714 19

Brought forward.....		\$90,714 19
RECEIPTS:		
Anonymous Gift for Current Needs:		
Credited with refund by the Columbia University Press, of advances made for publications.....	307 98	
Agricultural Education Fund:		
Sale of Cow and Tools.....	215 00	
Barnard College: Salaries.....	131,850 00	
Biochemical Research Fund:		
Interest on Deposits.....	63 92	
Catherine Wolfe Bruce Fund:		
Interest on Deposits.....	108 14	
Carnegie Foundation Grants—for Retiring Allowances, etc.....		
	31,477 42	
Civil Engineering: Laboratory Tests.....		
	2,164 41	
Columbia Farms—Fishkill, New York:		
Sale of Produce.....	2,930 53	
Electrical Engineering—Meter Tests:		
Balance 1913 Contract.....	1,000 00	
Electro-Chemical Laboratory Equipment Fund:		
Interest on deposits.....	17 94	
Fire Loss—Department of Pathology.....		
	60 00	
Harkness Fund, for salaries in Departments of Pathology, Practice of Medicine and Surgery.....		
	21,308 33	
Lectures:		
Columbia University Press—Refund of advances for certain publications.....	371 04	
Legislative-Drafting Research Fund:		
For Research Work.....	350 00	
Library:		
Lost Books and Fines—Credited to Books and Binding.....	816 19	
Sale of Old Paper—Credited to Incidentals.....	23 45	
Loubat Prizes:		
Interest on deposits.....	108 51	
Mining and Metallurgy: Special Fund:		
Interest on deposits.....	22 95	
Sexennial Catalogue: Sales.....		
	2,163 59	
Teachers College: Salaries.....		
	182,233 30	377,892 70
		<u>\$468,600 89</u>

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1914

FUND	Debit Balances, June 30, 1913	Credit Balances, June 30, 1913	Income, 1913-1914	Total Credits	Expendi- tures, 1913-1914	Debit Balances, June 30, 1914	Credit Balances, June 30, 1914
Adams Fund.....		\$2,525 98	\$2,100 00	\$4,625 98	\$2,881 03		\$1,744 95
Aldrich Scholarship Fund.....		26	2,037 50	2,037 76	206 25		
Anonymous Fund for Church and Choral Music.....		109 98	412 50	522 48	5,020 00	\$5,020 00	87 22
Avery Architectural Library Fund.....		1,444 98	2,454 44	4,568 98	(1) 4,146 39		109 98
Barnard Fellowship Fund.....		1,635 03	330 00	1,965 03			422 59
Barnard (Margaret) Fund.....		2,019 50	82 50	2,432 00	385 00		1,580 03
Beck Prize Fund.....		354 75	412 50	396 00	82 50		2,432 00
Beer Scholarship Fund.....		3,661 87	412 50	3,960 00	41 25		354 75
Beck Lecture Fund.....		8,904 47	4,125 00	7,786 87	3,168 75		4,618 12
Bennett Prize Fund.....		263 00	5,300 00	14,204 47	(2) 6,053 50		8,150 97
Bergh Fund.....		117 21	41 25	304 25	40 00		264 25
Blumenthal Endowment Fund.....		68 75	2,500 05	2,617 26	(3) 2,617 26		275 00
Brunner Prize Fund.....		68 75	206 25	275 00	4,000 00	1 20	275 00
Burgess (Annie P.) Fund.....		365 27	4,006 25	3,998 80	150 00		421 52
Burgess (Daniel M.) Scholarship Fund.....	\$1 20		206 25	275 00			25 78
Burgess (John W.) Fund.....			206 25	571 52			
Butler Scholarship Fund.....			25 78	25 78			
Butler (N. M.) Medal Fund.....			247 50	247 50			
Campbell Scholarship Fund.....			10,312 50	10,983 19	247 50		
Carmentier (E. R.) Fund.....		670 69	12,375 00	55,028 01	12,000 00	1,016 81	47,746 76
Carmentier (J. S.) Fund.....		42,653 01	7,344 40	6,941 48	(3) 8,058 40		
Center Fund.....	402 92		7,247 50	873 08	92 50	1,116 92	780 58
Chandler (Chas. F.) Fund.....		625 58	247 50	221 00			221 00
Chandler Prize Fund.....		179 75	41 25	221 00			25 91
Chapel Music Fund.....			22 01	830 91			227 44
Class of 1886 Scholarship Fund.....		427 44	412 50	830 94	612 50		207 00
Class of 1885, Mines, Fund.....		170 25	370 70	140 95	338 24		102 71
Class of 1901, Decennial Fund.....		112 83	57 45	170 28			170 28
Columbia Fellowship Fund.....		1,811 93	536 25	2,348 18			2,348 18
Columbia Hudson-Fulton Prize Fund.....		82 50	41 25	123 75	68 00		55 75
Columbia University Football Assn. Fund.....		200 00	352 34	548 89	474 42		74 47
Convers Prize Fund.....		200 00	50 00	250 00	50 00		200 00
Cothel Fund.....			660 00	1,088 16	968 52		119 64
Crocker Research Fund.....		28,895 61	(4) 64,491 37	93,386 97	(4) 77,446 07		15,940 91
Crosby Collection of Lantern Slides Fund.....		1 50	70 12	70 12			2 92
Carrier Fund.....		993 87	2,062 50	2,064 00	2,062 50		1 50
Curtis Fellowship Fund.....		99 59	412 50	1,406 37	64 50		787 62
Curtis Medals Fund.....			53 62	153 21			88 71
Cutting Fund.....			4,000 00	4,000 00			4,000 00
Cutting, Jr., Fellowship Fund.....			600 00	600 00			600 00
DaCosta Professorship Fund.....	394 92		3,571 29	3,176 37	3,400 00	223 63	23 50
Darling Prize Fund.....		23 50	41 25	64 75	41 25		
Dean Lung Fund.....		797 47	9,281 25	10,078 72	9,000 00		1,078 72
Deutsches Haus Endowment Fund.....			612 50	612 50	612 50		

Driscoll Classical Fund.....	458 04	412 50	870 54	522 01	348 53
Dyckman Fund.....	261 56	412 50	674 06	400 00	274 00
Barrio Prize Fund.....	.....	51 56	51 56	50 00	1 50
Baron Professorship Fund.....	1,399 81	4,125 00	5,524 81	5,000 00	524 81
Einstein Fund.....	100 24	200 16	300 40	260 16	100 24
Eisberg Fund.....	.....	90 00	90 00	90 00	.....
Eumons Memorial Fund.....	.....	559 95	559 95	.....	559 95
Fine Arts Endowment Fund.....	.....	975 00	975 00	975 00	.....
Garth Fund.....	378 34	670 31	1,048 65	660 30	388 35
Gebhard Fund.....	469 96	825 00	1,294 96	800 00	494 96
German Lecture Fund.....	216 85	41 25	258 10	39 99	218 11
Gilber Fund.....	975 95	1,960 92	2,936 87	1,950 00	986 87
Goldschmidt Fellowship Fund.....	130 10	670 30	800 40	670 15	130 25
Gottlieb Lectureship Fund.....	403 28	412 50	815 78	399 98	415 80
Gottsberger Fellowship Fund.....	117 12	391 87	508 99	783 74	.....
Green Prize Fund.....	.....	50 00	50 00	50 00	.....
Harriman Fund.....	815 64	5,103 12	4,287 48	5,000 00	712 52
Howe Legacy.....	.....	82 50	253 99	26 00	163 99
Illig Fund.....	171 49	675 00	675 00	675 00	.....
Indo-Iranian Fund.....	.....	4,125 00	4,125 00	4,125 00	.....
James Fund.....	.....	3,452 56	3,452 56	(6)	.....
Kennedy Endowment Fund.....	100 83	216 54	317 37	216 54	100 83
Leav Library Fund.....	.....	288 75	288 75	.....	.....
Loubat Fund.....	3,312 83	4,125 00	7,437 83	4,924 85	2,512 98
Maison Francaise Endowment Fund.....	.....	206 25	206 25	206 25	.....
Mathematical Prize Fund.....	289 80	206 25	496 11	206 25	289 86
McKim Fellowship Fund.....	1,029 56	825 00	1,854 56	825 00	1,029 56
Member of Class of '85 Fund.....	150 64	43 31	193 95	.....	193 95
Mitchell Fellowship Fund.....	181 98	412 50	594 48	412 50	181 98
Moffat Scholarship Fund.....	.....	82 50	82 50	82 50	.....
Mosenthal Fellowship Fund.....	550 76	309 37	860 13	51 00	860 13
Opennym Fund.....	.....	123 75	292 08	123 75	168 33
Ordonaux Prize Fund.....	168 33	935 12	941 34	.....	941 34
Perkins Fellowship Fund.....	706 22	2,062 50	3,894 55	1,628 64	2,265 91
Peters, Jr., Engineering Fund.....	1,832 05	.....	.....	.....	.....
Philolexian Centennial Washington Prize Fund.....	.....	50 00	270 50	52 50	270 50
Philolexian Prize Fund.....	220 50	56 79	71 93	.....	19 43
Phoenix Legacy.....	535 31	11,542 17	12,077 48	(14) 23,805 36	303 72
Proudfit (A. M.) Fellowship Fund.....	922 47	618 75	1,541 22	1,537 50	.....
Psychology Fund.....	197 48	4,125 00	3,927 52	4,125 00	197 48
Pulitzer Fund for Journalism.....	49,898 91	27,970 06	77,568 97	(9) 94,426 10	16,857 13
Pulitzer Scholarship Fund.....	.....	12,747 41	10,645 42	10,895 00	249 58
Rolker, Jr., Prize Fund.....	1 25	41 25	42 50	41 25	1 25
Roosevelt Professorship Fund.....	787 89	2,062 50	2,850 39	2,500 00	350 39
Schermerhorn Scholarship Fund.....	.....	206 25	206 25	206 25	.....
Schiff Endowment Fund.....	1,800 00	4,125 00	5,925 00	4,100 00	1,825 00
Schiff Fellowship Fund.....	186 72	618 75	805 47	618 16	187 31
Schurz Fellowship Fund.....	534 98	412 50	947 48	427 76	947 48
Schurz Library Fund.....	15 26	412 50	427 76	372 36	55 40
Seidl Fund.....	.....	480 00	480 00	480 00	.....
Shoemaker Fund.....	624 37	429 69	1,054 06	486 60	567 46
Stokes Prize Fund.....	1,241 25	825 00	2,066 25	890 00	1,176 25
Carried forward.....	\$3,914 15	\$244,472 74	.....	\$37,474 90	\$113,582 30

FUND	Debit Balances, June 30, 1913	Credit Balances, June 30, 1913	Income 1913-1914	Total Credits	Expenditures, 1913-1914	Debit Balances, June 30, 1914	Credit Balances, June 30, 1914
Brought forward.....	\$3,914 15	\$169,999 88	\$244,472 74	.....	\$334,451 07	\$37,474 90	\$113,582 30
Stuart Scholarship Fund.....	21 71	.....	947 50	225 79	247 50	21 71	.....
Toppau Prize Fund.....	.....	153 19	165 00	318 19	165 00	.....	153 19
Trowbridge Fund.....	.....	.....	500 00	500 00	166 64	.....	333 36
Tyndall Fund.....	.....	.....	640 00	640 00	640 00	.....	.....
Van Amringe Fund.....	.....	51 56	167 57	219 13	167 62	.....	51 51
Waring Fund (Mrs. Waring).....	170 31	.....	2,000 00	(1) 2,000 00	2,000 00	.....	.....
Waring Fund (Miss Waring).....	.....	542 65	2,000 00	2,542 65	(1) 2,170 31	.....	372 34
Wheeler Scholarship Fund.....	.....	.....	.....	.....	26 28	.....	.....
Special Investments Account (Unassigned Income).....	.....	18,307 47	12,056 08	30,363 55	.....	.....	30,363 55
SCHOOL OF MEDICINE							
Blumenthal, Jr., Fund.....	.....	3,815 00	3,000 00	6,815 00	1,800 00	.....	5,015 00
Bull Memorial Fund.....	.....	2,605 17	1,327 76	3,932 93	359 74	.....	3,573 19
Carpenter (R. S.) Fund.....	1,325 00	.....	4,125 00	2,800 00	4,000 00	1,200 00	.....
Clark Scholarship Fund.....	.....	1,316 50	577 50	1,894 00	577 50	.....	1,316 50
Davenport Scholarship Fund.....	.....	36 51	268 12	304 63	265 00	.....	39 63
Doughy Scholarship Fund.....	.....	127 06	412 50	539 56	400 00	.....	139 56
Du Bois Memorial Fund.....	.....	3,000 00	900 00	3,900 00	.....	.....	3,900 00
Harsen Fund.....	.....	801 35	1,283 45	2,084 80	1,250 00	.....	834 80
Hartley Scholarship Fund.....	.....	10,118 09	1,400 00	11,518 09	12 83	.....	12 83
Jacobi Ward Fund.....	.....	866 14	1,031 25	1,897 39	(12) 11,518 09	.....	.....
Janeway Library Fund.....	.....	.....	412 50	72 50	1,450 43	.....	446 96
Miller Fund.....	340 00	.....	618 75	5,576 06	410 00	337 50	.....
Proudit (M. M.) Scholarship Fund.....	.....	4,957 31	23,500 00	23,500 00	618 75	.....	4,957 31
Sloane Hospital for Women Fund.....	.....	1,507 06	96 43	1,603 49	23,500 00	.....	.....
Smith Prize Fund.....	.....	877 04	78 37	955 41	.....	.....	1,603 49
Stevens Prize Fund.....	.....	.....	5,670 83	5,670 83	5,670 83	.....	955 41
Vanderbilt Clinic Endowment Fund.....	.....	8 78	200 00	208 78	.....	.....	.....
Wheelock Fund.....	.....	.....	.....	.....	207 74	.....	.....
	\$5,771 17	\$219,090 76	\$307,164 18	.....	\$392,062 50	\$39,060 39	\$167,651 97

- (1) Transferred to Barnard Medal Account (Schedule 10, page 47).
(2) Transferred to Investment Account to meet over-investment in exchange in securities..... \$40 00
(3) Charged off to Premium Account—Center Fund (Balance Sheet)..... 453 50
(4) Charged off to the Crocker Research Building (Memo. to Schedule 2).... 58 40
(5) Transferred to Deutschen Haus: Maintenance (Schedule 10, page 44).... 5,000 00
(6) Charged off to Premium Account—Kennedy Fund (Balance Sheet)..... 612 50
(7) Charged off to additional Income credited to the General Income of the Corporation—Schedule 3, page 8.) 3,452 56
(8) Transferred to Loubat Prizes (Schedule 10, page 47)..... 288 75
(9) Transferred to Maison Française: Maintenance (Schedule 10, page 44). 206 25
(10) Pulitzer Journalism Fund: Transferred to Estate Account to meet expenditures in years 1909-1912, inc. (Summary on page 53)..... 33,250 00

(10) Transferred to Shoemaker Loan Fund (Balance Sheet, page 3).....	206 25	
(11) Transferred from Surplus Income of Waring Fund for Miss Waring to Income of Waring Fund for Mrs. Waring to meet over-draft in latter account.....	170 31	
(12) Transferred to Principal of Jacobi Ward Fund (Schedule 15, page 62)..	11,518 09	\$55,256 61
Payments from Income of Special Funds, 1913-1914.....		\$336,805 89
(13) Transferred to Presidents' Emergency Fund (Schedule 8, page 22).....		\$2,617 26
(14) Phoenix Legacy: Payments (see Current Expenses, Schedule 8):		
Astronomy: Observatory.....		\$164 61
Botany: Department.....		220 53
Chemistry: Supplies.....		1,199 85
Civil Engineering: Department.....		6,000 00
Civil Engineering: Camp Columbia.....		645 32
Electrical Engineering: Instruments and Repairs.....		1,082 56
Electrical Engineering: Department.....		1,498 73
Engineering Drafting: Department.....		135 50
Geology: Department.....		439 47
Mechanical Engineering: Department.....		1,800 00
Metallurgy: Department.....		1,750 00
Mineralogy: Department.....		400 00
Mining: Department.....		2,000 00
Physics: Experimental: Laboratory Helper.....		600 00
Physics: Experimental: Department.....		1,000 00
Physics: Experimental: New Equipment.....		1,009 05
Physics: Mathematical: Apparatus.....		249 75
Zoology: Department.....		2,699 87
Zoology: Marine Table, Wood's Holl.....		500 00
Zoology: Additional Equipment.....		300 00
Zoology: Marine Laboratory, South Hartswell, Me.....		50 00
(15) Pulitzer Fund for Journalism: Payments (see Current Expenses, Schedule 8):		
Educational Administration: Salaries.....		\$1,400 00
Educational Administration: Printing.....		500 00
Economics: Salaries.....		500 00
Germanic Languages: Salaries.....		1,200 00
History: Salaries.....		600 00
Law School: Salaries.....		1,000 00
School of Journalism: Salaries.....		27,600 00
School of Journalism: Lectures.....		380 04
School of Journalism: Equipment.....		1,500 00
School of Journalism: Supplies.....		1,149 58
School of Journalism: Newspaper Clippings.....		750 00
Buildings and Grounds: Journalism: Maintenance.....		8,937 50
Library: Journalism: Staff.....		2,537 89
Library: Journalism: Books and Binding.....		1,500 00
Library: Journalism: Newspapers.....		500 00
Library: Journalism: Equipment.....		10,371 09
Business Administration: Legal Expenses.....		750 00
		\$61,176 10

(15) Includes \$1,500 Anonymous Gift through Dr. Francis C. Wood.

MISCELLANEOUS RECEIPTS

INVESTMENTS:

Special:

102 shares Granby Consolidated Mining, Smelting and Power Company's stock.....	\$7,420 50	
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200 shares International Harvester Company of New Jersey preferred stock.....	23,371 00	
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200 shares International Harvester Corporation's preferred stock.....	23,371 00	
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Bonds and Mortgages on

212 Grand Street, New York (part).....	1,500 00	
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57 Morton Street, New York (part).....	1,000 00	
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211-213 Avenue "A", New York (part).....	1,500 00	
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90-92 Avenue "B", New York (part).....	1,000 00	
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Northeast corner Avenue "B" and 12th Street, New York (part).....	1,200 00	
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35 West 47th Street, New York (part).....	9,000 00	
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67 West 47th Street, New York (part).....	2,100 00	
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69 West 47th Street, New York (part).....	1,375 00	
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12 West 48th Street, New York (part).....	10,000 00	
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34 West 48th Street, New York (part).....	5,000 00	
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58 West 48th Street, New York (part).....	10,000 00	
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66 West 48th Street, New York (part).....	5,050 00	
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528 West 114th Street, New York (part).....	250 00	
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103,137 50

General:

Bond and Mortgage on 14 West 48th Street, New York (part).....	5,600 00	\$108,737 50
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ARREARS OF RENT:

1911-1912.....	1,198 00	
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1912-1913.....	12,253 50	13,451 50
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ADVANCE FEES, ETC.—1914-1915:

Extension Teaching.....	120 00	
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Furniture and Fixtures, Morningside, Special.....	2,012 00	
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Residence Halls.....	2,961 97	
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Summer Schools in Surveying and Geodesy.....	4,720 50	9,814 47
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COLUMBIA UNIVERSITY NOTES:

Borrowed from New York Life Insurance and Trust Co.....		1,150,000 00
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DEPOSITS FOR APPARATUS.....		34,151 66
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DEPOSITS FOR KEYS.....		809 20
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FARM AT FISHKILL, NEW YORK:

On account of Sale of "Van Wyck" Farm.....		1,000 00
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LAW SCHOOL—SALARIES:

Over-payment in 1912-1913, refunded in 1913- 1914.....		300 00
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Carried forward.....		\$1,318,264 33
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Brought forward.....		\$1,318,264 33
REAL ESTATE SALES ACCOUNT:		
Balance on sale of lots Nos. 580-586 5th Avenue and 1-11 West 47th Street, New York		1,790,000 00
CLASS OF 1886, STUDENTS' LOAN FUND:		
Students' Notes paid.....		15 00
CLASS OF 1887, MINES, LOAN FUND:		
Students' Notes paid.....	2,452 00	
Interest on Students' Notes.....	105 63	2,557 63
PAYNE LOAN FUND:		
Students' Notes paid.....	709 00	
Interest on Students' Notes.....	42 55	751 55
SHOEMAKER LOAN FUND:		
Students' Notes paid.....		885 77
STUDENTS' LOAN FUND:		
Students' Notes Paid.....	3,651 95	
Interest on Students' Notes.....	351 72	
Interest on deposits	6 49	
Anonymous Gift	175 00	4,188 16
NO. 41 WEST 47TH STREET, NEW YORK (Harper Mortgage foreclosed):		
Rent.....		1,300 00
		<u>\$3,117,062 44</u>

CURRENT EXPENSES

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
PAET A—EDUCATIONAL ADMINISTRATION AND INSTRUMENTATION					
EDUCATIONAL ADMINISTRATION					
Salaries.....	\$89,099 54		\$74,449 54	\$1,400 00	\$13,250 00
Bureau of Supplies.....	11,979 91		11,979 91		
Conduct of Examinations.....	2,000 00		2,000 00		
Diplomas.....	2,399 80		2,399 80		
Lectures.....	\$2,643 65				
Advanced in 1912-13 against appropria- tion for 1913-14.....	743 31				
President's Emergency Fund.....	3,886 96		2,815 92		571 04
President's Fund.....	4,967 26		2,350 00	2,617 26	
Printing.....	7,500 00		7,500 00		
Public Ceremonies.....	13,275 00		12,775 00	500 00	
Sexennial Catalogue.....	750 00		750 00		
Student Organizations.....	5,211 73		3,099 84		
University Quarterly.....	745 99		745 99		
Columbia University Athletic Association.....	1,250 00		1,250 00		
Office of Appointments; Postage, Printing and Miscel- laneous.....	1,974 42		1,500 00	474 42	2,111 89
Committee on Undergraduate Admissions.....	1,200 00		1,200 00		
Postage, Printing and Miscellaneous.....	2,448 46		2,448 46		
Preparation and Rating of Examination Books.....	1,999 64		1,999 64		
Advertising; Shoemaker Fund.....	280 35			280 35	
President's Special Account.....	83 00				83 00
Secretary's Special Account.....	320 00				320 00
Special Assistance in Earl Hall.....	267 55				267 55
State Aid to Blind Pupils.....	451 00				451 00
State Aid to Deaf Pupils.....	221 00				221 00
EXCHANGE PROFESSORS		\$151,811 61			
University of Berlin.....	2,500 00			2,500 00	
University of Paris.....	900 00		900 00		
Queen Wilhelmina Lectureship.....	3,500 00		2,625 00		875 00
DEUTSCHES HAUS		6,900 00			
Maintenance.....	4,017 19				4,017 19
Curator of Collections.....	300 00				300 00
Emil Boas Library.....	304 70				304 70
		4,621 89			

MAISON FRANÇAISE								
Maintenance, including taxes.....			550 61					550 61
AGRICULTURE								
Salaries.....	2,000 00				2,000 00			
Columbia Farms; Fishkill, N. Y.	5,030 53				2,100 00			2,630 53
Supplies and Equipment.....	905 57				905 57			
			7,936 10					
ANTHROPOLOGY								
Salaries.....	10,883 31				5,683 31		4,200 00	1,000 00
Departmental Appropriation.....	35 00				35 00			
Lombard Professorship Fund.....	224 85						224 85	
Research on the Indians of British Columbia.....	904 25							904 25
			12,047 41					
ARCHITECTURE								
Salaries.....	27,500 00				27,500 00			
Departmental Appropriation.....	978 59				978 59			
For Drawing and Modelling.....	189 76				189 76			
Maintenance of Ateliers.....	330 70				330 70			
National Academy of Design.....	188 43				188 43			
			29,187 48					
ASTRONOMY								
Salaries.....	5,100 00				5,100 00			
Departmental Appropriation.....	164 61						164 61	
Observatory: For Apparatus.....	220 53						220 53	
Summer Course in Geodesy.....	1,600 00				1,600 00			
			7,085 14					
BOTANY								
Salaries.....	25,525 00				17,325 00			8,200 00
Departmental Appropriation.....	1,189 85						1,189 85	
Special Research Equipment.....	19 80							19 80
			26,744 65					
CHEMISTRY								
Salaries, General and Inorganic Chemistry.....	21,116 65				21,116 65			
" Organic Chemistry.....	7,400 00				7,400 00			
" Physical Chemistry.....	3,150 00				3,150 00			
" Analytical Chemistry.....	6,000 00				6,000 00			
" Food Chemistry.....	5,300 00				4,300 00			1,000 00
" Engineering Chemistry.....	10,250 00				10,250 00			
" Electro-Chemistry.....	2,750 00				2,750 00			
" Sanitary Chemistry.....	1,200 00				1,200 00			
" Barnard College.....	5,300 00							5,300 00
Carried forward.....	\$62,466 65		\$246,884 89		\$252,892 11		\$13,781 87	\$42,677 56

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....	\$62,466 65	\$240,884 89	\$252,892 11	\$13,781 87	\$42,677 56
Research Equipment—General and Inorganic Chemistry..	1,000 00		1,000 00		
Equipment: Sanitary Chemistry.....	250 00		250 00		
Laboratory Servants.....	5,751 00		5,751 00		
Supplies.....	6,000 00			6,000 00	
Breakage and Stock.....	33,624 04		33,624 04		
Chandler (Charles F.) Fund.....	92 50			92 50	48 97
Electro-Chemical Laboratory Equipment.....	48 97				295 10
Industrial Research Laboratory.....	295 10	109,528 26			
CHINESE		5,000 00		5,000 00	
Salaries.....					
CIVIL ENGINEERING					
Salaries.....	17,300 00		17,300 00		100 00
For Instruction in Highway Engineering.....	228 51				228 51
Departmental Appropriation.....	645 32			645 32	
Supplies.....	250 00		250 00		
For Research.....	1,628 64			1,628 64	
Testing Laboratory.....	1,944 83				1,944 83
Camp Columbia:					
Assistants.....	3,025 00		3,025 00		
General Expenses.....					
Advanced in 1912-13 against appropriation	\$389 99				
for 1913-14.....	110 01				
Instruments and Repairs.....	500 00		500 00		
Special Expenses.....	1,082 56			1,082 56	
	675 62				675 62
CLASSICAL PHILOLOGY		27,280 48			
Greek: Salaries.....	16,800 00		16,800 00		
American School at Athens.....	250 00		250 00		
Latin: Salaries.....	15,250 00		15,250 00		
American School at Rome.....	250 00		250 00		
Drisler Fund.....	522 01			522 01	
Departmental Appropriation.....	75 00		75 00		
Barnard College: Salaries.....	11,150 00				11,150 00
ECONOMICS		44,297 01			
Salaries.....	30,000 00		20,200 00	500 00	10,200 00
Departmental Appropriation.....	600 00		600 00		
Special Equipment.....	40 66				40 66
		31,540 66			

ELECTRICAL ENGINEERING							
Salaries.....	15,400 00					14,800 00	600 00
Laboratory Expenses in Testing Electric Meters for New York City.....	\$888 63						
Advanced in 1912-13 against appropriation for 1913-14.....	104 65						*400 00
Departmental Appropriation.....	1,498 79					1,498 79	64 34
Supplies.....	50 00					50 00	
Special Equipment.....	64 34						
	17,413 13						
ENGINEERING DRAUGHTING							
Salaries.....	9,200 00					9,200 00	135 56
Drawing Appropriation.....	135 56						
	9,335 56						
ENGLISH AND COMPARATIVE LITERATURE							
Salaries.....	59,000 00					37,000 00	17,000 00
Departmental Appropriation.....	200 00					200 00	
Dramatic Museum.....	793 41						793 41
	59,993 41						
GEOLOGY							
Salaries.....	18,250 00					11,325 00	2,800 00
Departmental Appropriation.....	749 47					499 47	
Summer Course.....	200 00					200 00	
Crosby Collection of Lantern Slides.....	167 20						100 00
	19,366 67						
GERMANIC LANGUAGES							
Salaries.....	28,750 00					18,050 00	8,700 00
Departmental Appropriation.....	49 86					49 86	
Lecture Fund.....	39 99						39 99
Collegiate German Study Fund.....	15 74						15 74
Equipment Fund.....	62 19						62 19
	28,917 78						
HISTORY							
Salaries.....	47,100 00					34,900 00	11,600 00
Departmental Appropriation.....	299 51					299 51	
	47,399 51						
INDO-IRANIAN LANGUAGES							
Salaries.....	6,275 00					5,000 00	600 00
Departmental Appropriation.....	50 00					50 00	
Publication in the Indo-Iranian Series.....	1,052 01						1,052 01
	7,377 01						
Carried forward.....	\$654,334 37					\$499,291 52	\$111,148 94

* Balance of \$593.28 charged in Schedule 9 against Contract for 1914.

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$654,334 37	\$499,291 52	\$43,893 91	\$111,148 94
MATHEMATICS					
Salaries.....	44,125 00		35,625 00		8,500 00
Departmental Appropriation.....	21 25		21 25		
Equipment Laboratory.....	90 82	44,237 07			90 82
MECHANICAL ENGINEERING					
Salaries.....	27,015 35		27,015 35		
Departmental Appropriation.....	2,425 00			1,800 00	
Use of Teachers College Shops.....	5,600 00		5,600 00		
Additional Equipment.....	887 10	35,927 45	887 10		
METALLURGY					
Salaries.....	13,479 04		13,479 04		
Departmental Appropriation.....	1,750 00			1,750 00	
Supplies.....	809 68		809 68		
Summer Course.....	400 00		400 00		
Electro-Metallurgical Laboratory—Equipment.....	10,867 53				10,867 53
Special Fund.....	1,087 25	28,393 50			1,087 25
MINERALOGY					
Salaries.....	9,720 00		9,720 00		
Departmental Appropriation.....	650 00		250 00	400 00	
MINING					
Salaries.....	14,253 81		14,253 81		
Departmental Appropriation.....	2,000 00			2,000 00	
Special Fund.....	6 08				6 08
MUSIC					
Salaries.....	12,500 00		300 00		200 00
Departmental Appropriation.....	1,000 00	13,500 00		1,000 00	
PHILOSOPHY AND PSYCHOLOGY					
Philosophy: Salaries.....	35,999 98		25,549 98	850 00	9,600 00
Departmental Appropriation.....	99 39		99 39		
Psychology: Salaries.....	13,517 35		7,692 35	4,125 00	1,700 00
Departmental Appropriation.....	548 66	50,165 38	548 66		

PHYSICAL EDUCATION					
Salaries.....	10,049 98	10,049 98			
Supplies and Repairs.....	600 00	600 00			
Care of Swimming Pool.....	1,300 00	1,300 00			
Columbia University Athletic Association.....	1,000 00	1,000 00			
	12,949 98				
PHYSICS (EXPERIMENTAL)					
Salaries.....	23,777 49	23,177 49	600 00		
Departmental Appropriation.....	1,000 00	1,000 00	1,000 00		
For New Equipment.....	1,009 05	1,009 05			
Adams Precision Laboratory.....	4,054 05				4,054 05
Apparatus and Equipment, including Mechanic.....	602 60	602 60			602 60
Electro-Mechanic Research Laboratory—Equipment.....	86 71	86 71			86 71
Wireless Station—Equipment.....	4,676 03	4,676 03			4,676 03
PHYSICS (MATHEMATICAL)					
Salaries.....	22,800 00	22,800 00			
Departmental Appropriation.....	75 00	75 00			
Apparatus.....	249 75	249 75			
	4,300 00				4,300 00
PHYSICS (BARNARD)					
Salaries.....	62,630 68				
PUBLIC LAW AND JURISPRUDENCE					
Salaries.....	23,400 00	12,000 00	10,600 00		800 00
Departmental Appropriation.....	50 00	50 00			
Legislative Drafting Research Fund.....	16,809 59				16,809 59
Politics Laboratory—Equipment.....	64				64
Special Equipment.....	9 36				9 36
	40,269 59				
ROMANCE LANGUAGES					
Salaries.....	35,500 00	24,900 00			10,600 00
Departmental Appropriation.....	97 86	97 86			
French Lecture Fund.....	210 00				210 00
SEMITIC LANGUAGES					
Salaries.....	7,399 98	7,000 00			399 98
Departmental Appropriation.....	35 51	35 51			
Carried forward.....	\$1,012,281 26	\$745,253 97	\$81,677 69		\$185,349 60

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$1,012,281 26	\$745,253 97	\$81,677 69	\$185,349 60
SOCIAL SCIENCE					
Salaries.....	15,900 00		800 00	14,100 00	1,000 00
Departmental Appropriation.....	150 00		150 00		
Bulletin of Social Legislation.....	1,168 75	17,218 75		1,168 75	
ZOOLOGY					
Salaries.....	34,233 33		20,533 33	4,400 00	9,300 00
Departmental Appropriation.....	2,699 87			2,699 87	
Marine Table, Wood's Hall.....	500 00			500 00	
Naples Zoological Station (Columbia Table).....	500 00				500 00
Additional Equipment.....	389 10		89 10	300 00	
Marine Laboratory, So. Harpswell, Me.....	50 00			50 00	
Dyckman Fund.....	400 00			400 00	
Special Equipment.....	220 37	38,992 67			
LAW SCHOOL					
Salaries.....	47,100 00		46,100 00	1,000 00	
Departmental Appropriation.....	288 63		288 63		
Carpenter (James S.) Fund.....	3,281 25			3,281 25	
SCHOOL OF JOURNALISM		50,669 88			
Salaries.....	27,600 00			27,600 00	
Lectures.....	380 04			380 04	
Equipment.....	1,500 00			1,500 00	
Supplies.....	1,149 58			1,149 58	
Newspaper Clippings.....	750 00			750 00	
SUMMER SESSION		31,379 62			
Administration and Instruction.....	130,350 14				
Advanced in 1912-13 against Appropriation for 1913-14.....	15,643 85		145,993 99		
EXTENSION TEACHING		145,993 99			
Salaries.....	6,000 00		6,000 00		
General Instruction and Administration.....	70,000 00		70,000 00		
Commerce.....	9,000 00		9,000 00		
Practical Optics.....	5,000 00		5,000 00		
Agriculture.....	2,000 00		2,000 00		
Institute of Arts and Sciences.....	11,225 00		11,225 00		
Choral Music.....	100 00				100 00
Printing of Syllabus.....	32 77	103,357 77			32 77

COLLEGE OF PHYSICIANS AND SURGEONS

ADMINISTRATION					
Salaries.....	8,986 67	.....	8,576 67	410 00	
Alcohol.....	628 69	.....	700 00		
Office Supplies and Sundries.....	700 00	.....	1,249 86		
Printing and Distribution of Announcements.....	1,249 86	.....		
		11,565 22			
ANATOMY					
Salaries.....	25,781 67	.....	25,781 67		
Departmental Appropriation.....	4,000 00	.....	4,000 00		
Supplies in Histology and Embryology.....	1,000 00	.....	1,000 00		
Fire Loss—Equipment.....	30 59	.....			30 59
Fire Loss—Departmental.....	274 31	.....			274 31
		31,086 57			
BACTERIOLOGY					
Salaries.....	7,500 00	.....	7,500 00		
Departmental Appropriation.....	1,999 37	.....	1,999 37		
		9,499 37			
BIOLOGICAL CHEMISTRY					
Salaries.....	9,000 00	.....	8,500 00		500 00
Departmental Appropriation.....	2,799 87	.....	2,799 87		
		11,799 87			
DISEASES OF CHILDREN					
Salaries.....		3,600 00	1,600 00	2,000 00	
GYNECOLOGY					
Salaries.....	3,850 00	.....	3,850 00		
Departmental Appropriation.....	48 00	.....	48 00		
		3,898 00			
HYGIENE AND PREVENTIVE MEDICINE					
Salaries.....	1,200 00	.....	1,200 00		
Departmental Appropriation.....	285 98	.....	285 98		
		1,485 98			
NEUROLOGY					
Salaries.....	2,249 92	.....	2,249 92		80 21
Departmental Appropriation.....	115 31	.....	35 10		
		2,365 23			
Carried forward.....		\$1,475,194 18	\$1,134,439 15	\$143,367 18	\$197,387 85

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$1,475,194 18	\$1,134,439 15	\$143,367 18	\$197,387 85
OBSTETRICS					
Salaries.....	4,500 00		3,000 00	1,500 00	
Departmental Appropriation.....	49 25		49 25		
For Pathological Work.....	500 00	5,049 25		500 00	
PATHOLOGY					
Salaries.....	18,650 00		13,650 00		5,000 00
Supplies.....	2,500 00		2,500 00		
Apparatus.....	200 00		200 00		
Supplies in Embryology.....	2 22				2 22
Annual Volume of Studies.....	300 00		300 00		
		21,652 22			
PHYSIOLOGY					
Salaries.....	17,830 00		16,830 00		1,000 00
Departmental Appropriation.....	1,720 00		1,720 00		
Wheeler Fund.....	207 74	19,757 74		207 74	
PRACTICE OF MEDICINE					
Salaries.....	23,958 26		15,490 93		8,458 33
Laboratory Appropriation.....	1,399 10		1,399 10		
Medical Nursing Fund—Bellevue Hospital.....	600 00		600 00		
Departmental Appropriation—Vanderbilt Clinic.....	1,611 21		1,611 21		
Metabolism Clinic—Equipment.....	36 50				36 50
		27,505 07			
SURGERY					
Salaries.....	20,360 00		12,510 00		7,850 00
Departmental Appropriation.....	3,200 00		3,200 00		
Surgical Research Laboratory.....	9,632 57				9,632 57
William T. Bull Memorial Fund.....	359 74	33,552 31		359 74	
THERAPEUTICS					
Salaries.....	10,019 99		7,749 99		2,270 00
Departmental Appropriation.....	1,410 04	11,430 03	1,060 04		350 00
CLINICAL INSTRUCTION					
Salaries.....		6,433 28	6,433 28		
HOSPITAL INSTRUCTION					
For Medical and Surgical Instruction to Fourth Year Students.....		2,000 00	2,000 00		

SLOANE HOSPITAL FOR WOMEN.....	23,500 00	23,500 00	23,500 00	23,500 00
VANDERBILT CLINIC.....	5,670 83	5,670 83	5,670 83	5,670 83
EAST RIVER HOMES GIFT For Medical Treatment of Indigent persons in Vander- bilt Clinic.....	4,000 00	4,000 00	4,000 00	4,000 00
CROCKER FUND:				
Salaries.....	23,686 66	23,686 66	23,686 66	23,686 66
Departmental Expenses.....	13,642 34	13,642 34	13,642 34	13,642 34
Equipment.....	14,997 52	14,997 52	14,997 52	14,997 52
Publication of Results on Cancer Research.....	7,119 55	7,119 55	7,119 55	7,119 55
Purchase of Radium.....	12,000 00	12,000 00	12,000 00	12,000 00
	71,446 07	71,446 07	71,446 07	71,446 07
TEACHERS COLLEGE				
Salaries.....	177,483 30	177,483 30	177,483 30	177,483 30
MISCELLANEOUS				
RETIRING ALLOWANCES.....	35,744 99	35,744 99	9,360 00	26,384 99
WIDOWS' ALLOWANCES.....	6,792 50	6,792 50	1,700 07	5,092 43
DISABILITY ALLOWANCES.....	2,500 00	2,500 00	2,500 00	
CHAPEL				
Salaries.....	3,500 00	3,500 00	3,500 00	
Chapel Services.....	1,200 00	1,200 00	1,200 00	
Emergencies.....	1,499 87	1,499 87	1,499 87	
	6,199 87	6,199 87		
FELLOWSHIPS				
Adams.....	1,250 00	1,250 00	1,250 00	1,250 00
Adams Publication Fund.....	1,631 03	1,631 03	1,631 03	1,631 03
Barnard.....	412 50	412 50	412 50	412 50
Class of '70.....	500 00	500 00	500 00	500 00
Curtis.....	618 75	618 75	618 75	618 75
Carried forward.....	\$4,412 28	\$1,935,911 64	\$1,244,911 89	\$250,463 84
				\$444,948 19

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....	\$4,412 28	\$1,935,911 64	\$1,244,911 89	\$250,463 84	\$444,948 19
Drisler.....	650 00	.....	650 00	.....	.....
Garth.....	660 30	.....	.....	660 30	.....
Gilder.....	.....	.....	.....	.....	.....
Advanced in 1912-13 against appropriation for 1913-14.....	\$1,200 00	.....	.....	.....	.....
.....	750 00	.....	.....	.....	.....
Goldschmidt.....	1,950 00	.....	.....	1,950 00	.....
Gottsberger.....	670 15	.....	.....	670 15	.....
International School of American Archeology and Ethnology.....	783 74	.....	.....	783 74	.....
Mitchell.....	500 00	.....	.....	500 00	.....
McKim.....	412 50	.....	.....	412 50	.....
.....	825 00	.....	.....	825 00	.....
Proudit (Letters).....	1,237 50	.....	.....	1,237 50	.....
Schiff.....	618 16	.....	.....	618 16	.....
Tyndall.....	648 00	.....	8 00	640 00	.....
University.....	7,800 00	.....	7,800 00	.....	.....
Advertising Men's League.....	1,125 00	.....	.....	.....	1,125 00
Industrial Research.....	1,675 00	.....	.....	.....	1,675 00
.....	.....	23,967 63	.....	.....	.....
SCHOLARSHIPS					
Aldrich.....	206 25	.....	.....	206 25	.....
Alumni Association.....	700 00	.....	700 00	.....	.....
Alumni Competitive.....	700 00	.....	700 00	.....	.....
Beck.....	175 00	.....	.....	92 50	82 50
Benefactors.....	12,650 00	.....	12,650 00	.....	.....
Brooklyn (College).....	2,100 00	.....	2,100 00	.....	.....
Brooklyn (Barnard).....	1,800 00	.....	1,800 00	.....	.....
Campbell.....	350 00	.....	102 50	.....	247 50
Class of '85, School of Mines.....	338 24	.....	.....	.....	338 24
Butler (Richard).....	150 00	.....	.....	.....	150 00
Class of '48.....	612 50	.....	.....	.....	612 50
Curtis.....	600 00	.....	600 00	.....	.....
Faculty.....	3,400 00	.....	3,400 00	.....	.....
Faculty Scholarship Fund.....	1,493 75	.....	1,493 75	.....	.....
Harper.....	350 00	.....	350 00	.....	.....
Hewitt.....	350 00	.....	350 00	.....	.....
Jones.....	200 00	.....	.....	.....	200 00
.....	1,260 00	.....	.....	.....	1,260 00
McClaymonds.....	1,000 00	.....	.....	.....	1,000 00
Marcus Daly.....	.....	.....	.....	.....	.....
Moffat.....	350 00	.....	287 50	82 50	.....

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
PART B—BUILDINGS AND GROUNDS					
MORNINGSIDE HEIGHTS					
Salaries.....	\$9,500 00		\$8,000 00		\$1,500 00
Care of Boat House.....	1,975 00		1,975 00		
Cleaning.....	3,000 00		3,000 00		
Fuel.....	25,000 00		25,000 00		
Furniture and Fixtures.....	750 00		750 00		
Gas and Electricity.....	4,998 57		4,998 57		
Maintenance:					
General Building.....	17,498 60		17,498 60		
Residence Halls.....	54,000 00		54,000 00		
School of Journalism.....	8,937 50		8,937 50		
Planting.....	1,000 00		1,000 00		
Post Office.....	1,798 68		1,798 68		
Power House and Janitorial Service.....	54,362 02		54,362 02		
Superintendent's Supplies.....	5,147 03		5,147 03		
Telephone Service.....	9,047 06		9,047 06		
Uniforms.....	600 00		600 00		
University Commons.....	13,817 49		13,817 49		
Water Rates.....	4,804 71		4,804 71		
Assay Laboratory—Removal from Havemeyer Hall.....	17 60				17 60
Fire Protection—Morningside Heights.....	4,004 73		4,004 73		
Laboratory of Industrial and Engineering Chemistry: Installing and Equipping in Havemeyer Hall.....	237 41				237 41
Model House and Models—Removal of.....	64 56		64 56		
No. 407 West 117th Street—Expenses.....	1,082 90		1,082 90		
No. 413 West 117th Street—Expenses.....	463 13		463 13		
No. 415 West 117th Street—Expenses.....	411 12		411 12		
No. 421 West 117th Street—Expenses.....	712 15		712 15		
	\$223,230 26				
COLLEGE OF PHYSICIANS AND SURGEONS					
Cleaning.....	747 79		747 79		
Departmental Assistance.....	8,813 90		8,813 90		
Fuel.....	12,240 28		12,240 28		
Furniture and Fixtures.....	278 05		263 05		
Gas and Electricity.....	1,227 70		1,227 70		
Power House and Janitorial Service.....	13,600 12		13,600 12		
Maintenance of Buildings.....	3,389 68		3,389 68		
Superintendent's Supplies.....	2,092 91		2,092 91		
Water Rates.....	2,778 37		2,778 37		
	45,148 80				

GYMNASIUM					
Janitorial Service.....	1,300 00	.....	.....	1,300 00	
Laundry Service.....	1,300 00	.....	.....	1,300 00	
Evening Service.....	750 00	.....	.....	750 00	
Furnald Hall:					
Janitorial Service.....	200 00	3,350 00	.....	200 00	
Laundry Service.....	300 00	500 00	.....	300 00	
CAMP COLUMBIA					
General Expenses.....	\$1,494 98	.....	.....	1,900 00	
Advanced in 1912-13 against appropriation				102 50	
for 1913-14.....	405 02	.....	.....	349 68	
Insurance.....		.....	.....
Taxes.....		2,352 18	.....	
SUMMER SESSION					
General Expenses.....		7,396 65	.....	7,396 65	
MAINTENANCE OF SOUTH AND EAST FIELDS					
Attendance and Supplies.....		2,400 00	.....	2,400 00	
PUBLIC CEREMONIES					
.....		1,199 55	.....	1,199 55	
URGENT REPAIRS					
.....		9,129 25	.....	9,129 25	
EMERGENCY REPAIRS					
.....		2,403 15	.....	2,403 15	
REMOVAL OF WEST HALL					
.....		750 00	.....	750 00	
		\$297,859 84		\$287,152 33	\$1,770 01
PART C—LIBRARY					
Salaries.....	50,057 08	.....	.....	49,157 08	\$900 00
Emergencies.....	1,750 00	.....	.....	1,750 00	
Departmental Appropriations:					
Books and Binding.....	17,116 19	.....	.....	16,300 00	816 19
Incidentals.....	2,180 76	.....	.....	2,170 76	10 00
Deficiency.....	5,241 67	.....	.....	5,241 67	
Exhibition of Books and Manuscripts on Ecclesiastical His-		.....	.....
tory.....	4,488 51	.....	.....	4,488 51	
		80,834 21	.....	
Carried forward.....		\$80,834 21		\$79,108 02	\$1,726 19

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$80,834 21	\$79,108 02		\$1,726 19
PURCHASES FROM SPECIAL FUNDS					
Barnard Library Funds.....	4,106 39			4,106 39	
Cathedral Fund.....	968 52			968 52	
Currier Fund.....	2,062 50			2,062 50	
Schurz Fund.....	372 36	7,509 77		372 36	
PURCHASES FROM GIFTS					
Chinese Bookbinding Fund.....	22 75				22 75
Committee of Fifty Fund.....	5 48				5 48
Crane (Charles R.) Fund.....	196 76				196 76
Geography of Germany.....	147 20				147 20
Loeb (James) Fund.....	122 71				122 71
Low (William G.) Fund.....	363 34	888 24			363 34
COLLEGE STUDY					
KENT HALL DEPARTMENTAL READING ROOMS		2,120 00	2,120 00		
Assistants.....		1,800 00	1,800 00		
PHILOSOPHY READING ROOMS					
Assistants.....		1,200 00	1,200 00		
SCHERMERHORN HALL READING ROOMS					
Assistants.....		1,200 00	1,200 00		
APPLIED SCIENCE READING ROOMS					
Assistants.....		1,500 00	1,500 00		
AVERY LIBRARY					
Library Staff.....	2,460 00				
Avery Library Fund.....	1,980 54	4,440 54	2,460 00	1,980 54	
LAW SCHOOL LIBRARY					
Library Staff.....	2,400 00		2,400 00		
Books and Binding.....	1,370 00		1,153 46	216 54	
Law School Alumni Fund.....	2,088 75				2,088 75
Books on Comparative Jurisprudence.....	28 80	5,887 55			28 80

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
PART E—ANNUITIES					
Burgess (John W.) Fund.....	\$4,000 00			\$4,000 00	
Carpenter (E. K.) Fund.....	4,000 00			4,000 00	
Carpenter (J. S.) Fund.....	4,000 00			4,000 00	
Cutting, Jr. (W. Bayard) Fund.....	600 00			600 00	
Dean Lung Fund.....	4,000 00			4,000 00	
Fine Arts Endowment Fund.....	975 00			975 00	
Furnald Hall Fund.....	11,666 66		\$11,666 66		
Seid Fund.....	480 00			480 00	
Trowbridge Fund.....	166 64			166 64	
Waring Funds.....	4,000 00			4,000 00	
		\$33,888 30			
		\$33,888 30	\$11,666 66	\$22,221 64	

SUMMARY OF SCHEDULE 8

	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$1,304,649 89	\$278,707 21	\$467,613 19	\$2,050,970 29
Part B.—Buildings and Grounds.....	287,152 33	8,937 50	1,770 01	297,859 84
Part C.—Library.....	96,961 68	26,066 26	4,731 98	127,759 92
Part D.—Business Administration.....	56,678 94	873 28	2,500 00	60,052 22
Part E.—Annuities.....	11,666 66	22,221 64	.....	33,888 30
	\$1,757,109 50	\$336,805 89	\$476,615 18	\$2,570,530 57
Advance payments in 1912-1913.....				27,883 86
Payments made in 1913-1914 for Current Expenses.....				\$2,542,646 71

MISCELLANEOUS PAYMENTS

CHARGEABLE TO PRINCIPAL OF SPECIAL FUNDS:

George Henry Hall Fund—Our share legal expenses in settlement of con- test over probate of Will.....	\$250 00	
Pulitzer Journalism Fund—In settle- ment of suit of Edith P. Moore against the University.....	100,000 00	\$100,250 00

INVESTMENTS IN PERSONAL SECURITIES:

SPECIAL FUNDS:

Received from an Anonymous Donor
as an investment of the Fine Arts
Endowment Fund:

\$15,000 St. Louis, Iron Mountain & Southern Railway Company's 4% Unifying and Refunding Bonds.....	\$15,000 00	
\$25,000 Toledo, Peoria & Western Rail- way Company's 4% First Mortgage Bonds.....	25,000 00	
\$30,000 Denver & Rio Grande Railroad Company's 4% First Consolidated Mortgage Bonds.....	30,000 00	
\$15,000 Des Moines & Fort Dodge Rail- road Company's 4% First Mortgage Bonds.....	15,000 00	
\$20,000 Northern Pacific-Great North- ern (C. B. & Q. collateral) 4% Joint Bonds.....	20,000 00	
\$10,000 Chesapeake & Ohio Railway Company's (Richmond & Alleghany Division) 4% First Consolidated Mort- gage Bonds.....	10,000 00	
\$10,000 Northern Pacific Railway Com- pany's (Prior Lien) 4% Bonds.....	10,000 00	
\$10,000 Kings County Electric Railroad Company's 4% First Mortgage Bonds	10,000 00	
\$10,000 Central Pacific Railway Com- pany's 4% First Refunding Mortgage Bonds.....	10,000 00	
\$10,000 Atlantic Coast Line Railroad Company's 4% First Consolidated Mortgage Bonds.....	10,000 00	
Carried forward.....	\$155,000 00	\$100,250 00

Brought forward.....	\$155,000 00	\$100,250 00
\$10,000 New York, Ontario & Western Railway Company's 4% Refunding Mortgage Bonds.....	10,000 00	
\$10,000 Norfolk & Western Railway Company's 4% First Consolidated Mortgage Bonds.....	10,000 00	
\$30,000 Wabash Railroad Company's (Omaha Division) 3½% First Mort- gage Bonds.....	30,000 00	
\$10,000 Atchison, Topeka & Santa Fé Railway Company's 4% Adjustment Bonds.....	10,000 00	
\$20,000 Scioto Valley & New England Railroad Company's 4% First Mort- gage Bonds.....	20,000 00	
15,000 Wilkesbarre & Eastern Railroad Company's 5% First Mortgage Bonds	15,000 00	\$250,000 00
Received from Mrs. W. Bayard Cutting as an invest- ment of the W. Bayard Cutting Fund:		
\$200,000 Brooklyn Rapid Transit Company's 4% First Refunding Mortgage Bonds.....	200,000 00	
Received from Mr. and Mrs. Asher Green, as an invest- ment of the Green Prize Fund:		
\$1,000 United States Steel Corporation's 5% Sinking Fund Bond.....	1,000 00	
Received from the Estate of Susan E. Johnson Hudson, deceased, as an investment of the John Visscher Wheeler Scholarship Fund:		
Bond and Mortgage on 220 East 24th Street, New York, at 5%, due 1915.....	10,000 00	
Phoenix Fund:		
Balance of subscription to 48 shares Delaware, Lackawanna & Western Railroad Company's new stock at par.....	1,200 00	
\$10,000 Duluth & Iron Range Railroad Company's 5% First Mortgage Bonds.....	10,262 50	
\$25,000 Kansas City, Fort Scott & Memphis Railroad Company's 6% Consolidated Mortgage Bonds.....	27,937 50	
\$50,000 St. Louis, Peoria & North Western Railway Company's 5% First Mortgage Bonds.....	52,000 00	
400 Shares F. W. Woolworth Company's preferred stock.....	47,195 50	
Carried forward.....	\$599,595 50	100,250 00

Brought forward.....	\$599,595 50	\$100,250 00	
KENNEDY ENDOWMENT FUND:			
Balance of subscription to 190 shares Great Northern Railway Company's preferred stock at par.....	\$7,600 00		
Profit in sale of 102 shares Granby Con- solidated Mining, Smelting & Power Company's stock.....	25 50	7,625 50	
GENERAL INVESTMENTS:			
Boards and Mortgages on 5th Avenue and 47th Street lots, at 4% and 4½%.....		<u>1,500,000 00</u>	\$2,107,221 00
UNIVERSITY, LAND, BUILDINGS AND EQUIPMENT—MORNINGSIDE:			
Avery Library, Construction.....		\$9,048 83	
Bust of Professor Egleston—Setting (Class of 1883, Mines, Gift).....		390 00	
Changes in Library Building.....		75 00	
Crocker Research Building, Construction.....		39,501 85	
Furnald Hall, Construction and Equipment.....		206,110 55	
Illuminating University Grounds (William Fellowes Morgan Gift).....		541 18	
Journalism Building:			
Construction	\$150,602 32		
Equipment	<u>28,637 83</u>	179,240 15	
Marble Columns in the Library (Class of 1874, Gift)...		25 00	
Philosophy Building, Construction.....		64 76	
President's House:			
Construction	\$4,185 65		
Furnishing	<u>5,048 22</u>	9,233 87	
Pylons (Class of 1890, Arts and Mines, Gift).....		500 00	
No. 411 West 117th Street, New York (Maison Fran- çaise):			
Equipment.....	\$3,201 39		
Alterations and Decorations.....	<u>533 21</u>	3,824 60	\$448,555 79
No. 41 WEST 47th STREET, NEW YORK (Harper Mortgage Foreclosed):			
Cost of Foreclosure.....		579 30	
Arrears of Taxes and Water Rates.....		3,676 96	
Taxes: one year to May 1, 1914, and Water Rates....		1,356 20	
Insurance.....		20 00	
Repairs		<u>11 95</u>	5,044 41
Carried forward.....			<u>\$2,061,671 20</u>

Brought forward.....		\$2,661,671	20
No. 16 WEST 51st STREET, NEW YORK (Hadden Lease Surrendered):			
Arrears of Taxes and Water Rates.....	3,565	10	
Taxes: one year to May 1, 1914, and Water Rates....	1,289	45	
Care of Property.....	53	25	
Insurance.....	10	00	
Repairs.....	36	50	4,954 30
CAMP COLUMBIA—MORRIS, CONN.:			
Special Expenses.....	70	00	
Legal Expenses.....	283	23	353 23
FARMS AT FISHKILL, NEW YORK:			
Commission and other expenses in sale of the "Van Wyck" Farm...			550 00
ADVANCED PAYMENTS AGAINST FUTURE APPROPRIATIONS, ETC.:			
Educational Administration: President's Emergency Fund.....	149	85	
Agriculture: Columbia Farm at Fishkill, New York..	1,752	79	
Astronomy: Summer Course in Geodesy.....	82	56	
Civil Engineering:			
Instruction in Highway Engineering.....	10,000	00	
Camp Columbia: Assistance.....	882	25	
Camp Columbia: General Expenses.....	1,034	78	
Camp Columbia: Instruments and Repairs.....	392	83	
Electrical Engineering—Testing Electric Meters—on account 1914 contract.....	593	28	
Summer Session.....	9,671	04	
Cutting Fellowships.....	1,997	75	
Buildings and Grounds—Morningside:			
Fuel.....	1,197	00	
Gas and Electricity.....	1,181	92	
Maintenance of Residence Halls.....	215	13	
Camp Columbia—General Expenses.....	1,483	78	
Business Administration:			
Insurance, 1914-15.....	158	67	
Insurance, 1915-16.....	158	66	31,002 29
ADVANCED TO STUDENTS ON THEIR NOTES:			
Class of 1887, Mines, Loan Fund.....	4,573	00	
Payne Loan Fund.....	855	75	
Shoemaker Loan Fund.....	1,190	45	
Students' Loan Fund.....	4,695	00	11,314 20
Carried forward.....			\$2,709,845 22

Brought forward.....	\$2,709,845 22
COLUMBIA UNIVERSITY NOTES:	
Paid New York Life Insurance and Trust Co.....	950,000 00
DEPOSITS FOR APPARATUS.....	34,963 86
DEPOSITS FOR KEYS.....	732 95
REAL ESTATE SALES ACCOUNT:	
Legal Expenses in sale of 5th Avenue and 47th Street Lots.....	1,505 00
* REDEMPTION FUND:	
Deposited with United States Trust Co., as Trustee, towards redemption of \$3,000,000 Columbia College 4½ Mortgage Bonds.....	28,000 00
	<u>\$3,725,047 03</u>

*Also deposited Bonds and Mortgages amounting to \$72,000—See Schedule 16 Part III, page 75.

**GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE
YEAR ENDING JUNE 30, 1914**

ACCOUNTS	Credit Balances, June 30, 1913	Receipts, 1913-1914	Total Credits	Payments, 1913-1914	Credit Balances, June 30, 1914
EDUCATIONAL ADMINISTRATION:					
Salaries.....			(2)(c) \$13,250 00	\$13,250 00	
Lectures.....		\$571 04	571 04	571 04	
Sexennial Catalogue.....		2,163 59	2,163 59	2,111 89	51 70
President's Special Account.....		500 00	500 00	83 00	417 00
Secretary's Special Account.....	\$12 50		(1) 432 50	320 00	112 50
Special Assistance in Earl Hall.....		325 00	325 00	267 55	57 45
State Aid to Blind Pupils.....		750 00	750 00	451 00	299 00
State Aid to Deaf Pupils.....		300 00	300 00	221 00	79 00
Anonymous Gift in Aid of Columbia University Press.....		1,500 00	1,500 00		1,500 00
EXCHANGE PROFESSORS:					
Queen Wilhelmina Lectureship.....		875 00	875 00	875 00	
DEUTSCHES HAUS:					
Salaries.....		300 00	300 00	300 00	
Maintenance.....	439 25	3,400 00	(5) 4,451 75	4,017 19	434 56
Emil Boas Library.....	288 51	25 00	313 51	304 70	8 81
MAISON FRANÇAISE:					
Maintenance, including Taxes.....	600 00	1,084 16	(2) 1,890 41	550 61	1,339 80
DEPARTMENTAL:					
Agriculture: Agricultural Education Fund.....	1,299 20	315 00	1,614 20		1,614 20
Agriculture: Columbia Farms, Fishkill, N. Y.....		2,930 53	2,930 53	2,930 53	
Anthropology: Salaries.....			(2) 1,000 00	1,000 00	
Anthropology: Research on the Indians of British Columbia.....					
Architecture: Atelier Fund.....	893 50	499 50	1,393 00	904 25	488 75
Astronomy: Catherine Wolfe Bruce Fund.....		440 00	440 00	440 00	
Astronomy: Publication of Work on Variation of Latitude.....	3,861 25	108 14	3,969 39		3,969 39
Botany: Salaries.....	38 77		38 77		38 77
Botany: Special Research Fund.....			(2) 8,200 00	8,200 00	
Chemistry: Food Chemistry: Salaries.....	21 24		21 24	19 80	1 44
Chemistry: Barnard: Salaries.....			(2) 1,000 00	1,000 00	
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	611 75	17 94	(2) 5,300 00	5,300 00	
			(2) 629 69	48 97	580 72

Chemistry: Industrial Research Laboratory Fund.....	1,163 84	825 00	1,988 84	(9) 295 10	1,693 74
Civil Engineering: Instruction in Highway Engineering.....	328 51	.....	328 51	(1) 328 51	.....
Civil Engineering: Testing Laboratory.....	1,128 07	2,164 41	3,292 48	1,944 83	1,347 65
Civil Engineering: Camp Columbia: Special Expenses.....	.....	2,000 00	2,000 00	675 62	1,324 38
Classical Philology: Barnard: Salaries.....	.....	.....	(2) 11,150 00	11,150 00	.....
Economics: Salaries.....	.....	.....	(2) 10,200 00	10,200 00	.....
Economics: Special Equipment.....	40 66	.....	40 66	40 66	.....
Electrical Engineering: Meter Testing.....	.....	1,000 00	1,000 00	1,000 00	(12)
Electrical Engineering: Special Equipment.....	64 34	.....	64 34	64 34	.....
English and Comparative Literature: Salaries.....	793 41	.....	17,000 00	17,000 00	.....
English and Comparative Literature: Dramatic Museum.....	.....	.....	793 41	793 41	.....
Geology: Salaries.....	100 00	.....	(2) 2,800 00	2,800 00	.....
Geology: Crosby Collection of Lantern Slides.....	.....	.....	100 00	100 00	.....
Germanic Languages: Salaries.....	52 79	1,200 00	(2) 9,000 00	8,700 00	300 00
Germanic Languages: Collegiate German Study Fund.....	247 82	.....	52 79	15 74	37 05
Germanic Languages: Equipment Fund.....	7 65	.....	247 82	62 19	185 63
Germanic Languages: Schiller Fund.....	.....	.....	7 65	.....	7 65
History: Salaries.....	.....	.....	(2) 11,600 00	11,600 00	.....
History: Special Equipment.....	38 65	.....	38 65	38 65	.....
Indo-Iranian Languages: Salaries.....	.....	600 00	600 00	600 00	.....
Indo-Iranian Languages: Publication in the Indo-Iranian Series.....	.....	1,052 01	1,052 01	1,052 01	.....
Mathematics: Salaries.....	.....	.....	(2) 8,500 00	8,500 00	.....
Mathematics: Equipment of Laboratory.....	106 09	.....	106 09	90 82	15 27
Metallurgy: Electro-Metallurgical Laboratory.....	12,442 90	.....	12,442 90	10,867 53	1,575 37
Metallurgy: Special Fund.....	1,496 92	.....	1,496 92	1,087 25	409 67
Mining and Metallurgy: Special Fund.....	758 36	22 95	781 31	.....	781 31
Mining: Special Fund.....	2 31	1,000 00	1,002 31	6 08	996 23
Music: Salaries.....	200 00	.....	200 00	200 00	.....
Philosophy and Psychology: Salaries.....	.....	3,900 00	(2) 12,300 00	11,300 00	1,000 00
Physics: Experimental: Adams Precision Laboratory.....	10,618 43	.....	10,618 43	4,054 05	6,564 38
Physics: Experimental: Apparatus and Equipment, including Mechanic.....	.....	.....	.....	.....	.....
Physics: Experimental: Electro-Mechanic Research Laboratory: Equipment.....	1,083 83	.....	1,083 83	602 60	481 23
Physics: Wireless Station: Equipment.....	86 71	.....	86 71	86 71	.....
Physics: Barnard: Salaries.....	.....	5,000 00	5,000 00	4,676 03	323 97
Public Law and Jurisprudence: Salaries.....	.....	(2) 4,300 00	(2) 4,300 00	4,300 00	.....
Public Law and Jurisprudence: Legislative Draughting Research Fund.....	.....	(2) 800 00	(2) 800 00	800 00	.....
Public Law and Jurisprudence: Politics Laboratory: Equipment.....	7,370 92	15,350 00	22,720 92	16,809 59	5,911 33
Public Law and Jurisprudence: Special Equipment.....	64	.....	64	64	.....
Romance Languages: Salaries.....	9 36	.....	9 36	9 36	.....
Romance Languages: French Lecture Fund.....	.....	210 00	(2) 10,600 00	10,600 00	.....
.....	.....	.....	210 00	210 00	.....
Carried forward.....	\$46,208 18	\$50,429 27	.....	\$185,349 60	\$34,426 60

ACCOUNTS	Credit Balances, June 30, 1913	Receipts, 1913-1914	Total Credits	Payments, 1913-1914	Credit Balances, June 30, 1914
Brought forward	\$46,208 18	\$50,429 27	.....	\$185,349 60	\$34,426 60
Romance Languages: Support of Journal of Romanic Philology	250 00	.....	250 00	.....	250 00
Social Science: Salaries	4,000 00	2,000 00	2,000 00	1,000 00	1,000 00
Social Science: Humane Education	.....	.....	4,000 00	.....	4,000 00
Zoology: Salaries	500 00	250 00	(2) 9,300 00	9,300 00	250 00
Zoology: Naples Zoological Station	222 42	.....	750 00	500 00	2 05
Zoology: Special Equipment Fund	75 00	.....	222 42	220 37	.....
Law School: Class of 1914, Law, for Medical Aid to Law Students	.....	.....	75 00	.....	75 00
EXTENSION TEACHING:	.....	.....	.....	.....	.....
Festival Chorus Concerts	.....	100 00	100 00	100 00	.....
Printing of SYLLABUS	.....	51 04	51 04	32 77	18 27
COLLEGE OF PHYSICIANS AND SURGEONS:	.....	.....	.....	.....	.....
Anatomy: Fire Loss: Equipment	30 59	.....	30 59	30 59	.....
Anatomy: Fire Loss: Department	274 32	.....	274 32	274 31	01
Biological Chemistry: Salaries	.....	.....	(6) 500 00	500 00	.....
Biological Chemistry: Biochemical Research Fund	2,118 51	63 92	2,182 43	.....	2,182 43
Biological Chemistry: Special Printing	650 00	.....	650 00	.....	650 00
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	.....	20 18
Neurology: Department Appropriation	80 21	.....	80 21	80 21	.....
Pathology: Salaries	.....	.....	(4) 5,000 00	5,000 00	.....
Pathology: Supplies in Embryology	4 15	.....	4 15	2 22	.....
Pathology: Fire Loss	.....	.....	60 00	.....	.....
Pharmacology: Salaries	.....	1,085 00	1,085 00	.....	1 93
Pharmacology: Department Appropriation	.....	275 00	275 00	.....	60 00
Physiology: Salaries	.....	3,000 00	3,000 00	.....	1,085 00
Practice of Medicine: Salaries	.....	.....	(4) 8,458 33	8,458 33	2,000 00
Practice of Medicine: Metabolism Clinic—Equipment	45 48	.....	45 48	36 50	8 98
Surgery: Salaries	.....	.....	(4) 7,850 00	7,850 00	.....
Surgery: Surgical Research Laboratory Fund	4,067 75	10,000 00	14,067 75	9,632 57	4,435 18
Therapeutics: Salaries	(15) 2,270 00	.....	2,270 00	2,270 00	.....
Therapeutics: Departmental Appropriation	(15) 350 00	.....	350 00	350 00	.....
East River Homes Gift: Vanderbilt Clinic	.....	4,000 00	4,000 00	4,000 00	.....
TEACHERS COLLEGE: Salaries	.....	.....	(5) 177,483 30	177,483 30	.....
RETIRING ALLOWANCES	.....	.....	(5) 26,384 99	26,384 99	.....
WIDOWS' ALLOWANCES	.....	.....	(3) 5,092 43	5,092 43	.....

FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:

Advertising Men's League Fellowship.....	1,125 00	1,125 00	1,125 00	1,125 00
Industrial Research Fellowship.....	1,675 00	1,675 00	1,675 00	1,675 00
Jones Scholarship.....	200 00	200 00	200 00	200 00
McClymonds Scholarship.....	150 00	1,300 00	1,450 00	1,360 00
Marcus Daly Scholarship.....	1,000 00	1,000 00	1,000 00	1,000 00
New York State Scholarships.....	400 00	16,050 00	16,050 00	16,050 00
Special Scholarships.....	1,200 00	1,380 00	1,780 00	1,355 00
Special Scholarships for Chinese Students.....	113 50	50 00	50 00	50 00
Alumni Association Prize.....	3,420 01	108 51	(*) 153 50	1,200 00
Barnard Medal.....	.....	.....	(*) 3,817 27	1,200 00
Loubat Prizes.....	.....	.....	.....	153 50
.....	.....	.....	.....	3,817 27
BUILDINGS AND GROUNDS:				
Salaries.....	18 68	.....	(*) 1,500 00	1,500 00
Assay Laboratory—Removal from Havemeyer Hall.....	701 61	.....	18 68	17 60
Laboratory of Industrial and Engineering Chemistry— Installing and Equipping in Havemeyer Hall.....	.....	.....	701 61	237 41
Repairs: Fire Loss—College of Physicians and Surgeons (Furniture and Fixtures).....	15 00	.....	15 00	15 00
Schermerhorn Pedestal—Resetting.....	91 50	.....	91 50	91 50
Book-cases in Residence Halls.....	84 00	.....	84 00	84 00
President's House: Furnishing.....	.....	.....	(1) 5,048 22	.....
Greenhouse for the Department of Agriculture.....	5,000 00	.....	5,000 00	(1*) 5,000 00
LIBRARY:				
Salaries.....	816 19	.....	(2) 900 00	900 00
Books and Binding.....	23 45	.....	816 19	816 19
Incidentals.....	465 94	.....	23 45	10 00
Chinese Book-binding Fund.....	251 78	.....	465 94	22 75
Committee of Fifty Fund.....	147 20	.....	251 78	5 48
Crane (Charles R.) Fund.....	575 82	.....	250 00	190 76
Geography of Germany.....	417 46	.....	47 20	147 20
Lewisohn Dissertation Fund.....	575 82	.....	575 82	.....
Loeb (James) Fund.....	619 45	.....	592 46	122 71
Low (William G.) Fund.....	7,354 48	.....	869 45	393 34
Law School Alumni Fund.....	.....	.....	7,699 48	476 11
Books on Comparative Jurisprudence.....	.....	.....	200 00	2,088 75
BUSINESS ADMINISTRATION: Salaries.....	167 48	.....	(3) 2,500 00	28 80
ALUMNI COMMEMORATION GIFT FOR GENERAL PURPOSES.....	27,478 48	.....	167 48	2,500 00
ANONYMOUS GIFT FOR CURRENT NEEDS.....	131,850 00	.....	27,786 46	167 48
BARNARD COLLEGE: Salaries.....	31,477 42	.....	131,850 00	22,318 24
CARNEGIE FOUNDATION GRANTS.....	21,308 33	.....	31,477 42	.....
HARKNESS FUND.....	200 00	.....	21,308 33	.....
RAIMAN (R. I.) GIFT.....	182,233 30	.....	200 00	200 00
TEACHERS COLLEGE: Salaries.....	.....	.....	182,233 30	.....
.....	\$468,606 89	.....	.....	.....
.....	\$104,938 35	.....	.....	.....
.....	.....	.....	.....	\$476,615 18
.....	.....	.....	.....	\$93,029 34

(1) Transferred from Anonymous Gift for Current Needs: To		
Educational Administration; Secretary's Special Account.	\$420 00	
Buildings and Grounds; President's House—Furnishing.....	5,048 22	\$5,468 22
<hr/>		
(2) Salaries of Barnard College: Credited to following Departments:		
Educational Administration.....	\$13,000 00	
Anthropology.....	1,000 00	
Botany.....	8,200 00	
Chemistry.....	5,300 00	
Classical Philology.....	11,150 00	
Economics.....	10,200 00	
English.....	17,000 00	
Geology.....	2,800 00	
Germanic Languages.....	7,800 00	
History.....	11,600 00	
Mathematics.....	8,500 00	
Philosophy and Psychology.....	6,900 00	
Physics.....	4,300 00	
Public Law and Jurisprudence.....	800 00	
Romance Languages.....	9,600 00	
Zoology.....	9,300 00	
Buildings and Grounds.....	1,000 00	
Library.....	900 00	
Business Administration.....	2,500 00	131,850 00
<hr/>		
(3) Credited to:		
Retiring Allowances.....	\$26,384 99	
Widows' Allowances.....	5,092 43	\$31,477 42
<hr/>		
(4) Credited to.		
Pathology; Salaries.....	\$5,000 00	
Practice of Medicine; Salaries.....	8,458 33	
Surgery; Salaries.....	7,850 00	\$21,308 33
<hr/>		
(5) Salaries, a/c Teachers College: Credited to following Departments:		
Educational Administration.....	\$250 00	
Chemistry—Food Chemistry.....	1,000 00	
Philosophy and Psychology.....	1,500 00	
Romance Languages.....	1,000 00	
Biological Chemistry.....	500 00	
Teachers College.....	177,483 30	
Buildings and Grounds.....	500 00	\$182,233 30

(6) Transferred from Income of Barnard Library Fund.....		\$40 00
(7) Transferred from Income of Loubat Prize Fund.....		288 75
(8) Transferred from Income of Deutsches Haus Endowment Fund.....		612 50
(9) Transferred from Income of Maison Frauguise Endowment Fund.....		206 25
(10) Industrial Research Fund—Chemistry: Payments:		
Chemistry: Industrial Research Laboratory.....	\$295 10	
Fellowships: Industrial Research Fellowship.....	1,675 00	\$1,970 10
(11) Civil Engineering—Instruction in Highway Engineering: Payments as follows:		
Civil Engineering: Salaries.....	\$5,100 00	
Civil Engineering: For Instruction in Highway Engineering.....	5,228 51	\$10,328 51
(Overdraft of \$10,000 carried in Balance Sheet.)		
(12) Electrical Engineering—Meter Testing: Payments as follows:		
Electrical Engineering: Salaries.....	\$600 00	
Electrical Engineering: Laboratory Expenses in Testing Electric Meters for New York City.....	993 28	\$1,593 28
(Overdraft of \$593.28 carried in Balance Sheet.)		
(13) Transferred from Materia Medica and Therapeutics to:		
Therapeutics: Salaries.....	\$2,270 00	
Therapeutics: Departmental Appropriation.....	350 00	\$2,620 00
(14) Credit balance of \$7,569.74 carried in "Memoranda to Schedule 2" among "Permanent Funds—For the purchase of Land, etc."		

INTEREST ACCOUNT

INTEREST PAID:

On Columbia College 4% Mortgage Gold Bonds.....	\$120,150 00	
On Columbia University Notes.....	8,358 35	
On Loubat Annuity Mortgage.....	17,920 00	
		<hr/>
Interest paid in 1913-14.....	\$146,428 35	

DEDUCT INTEREST APPORTIONED, as follows:

Gaillard-Loubat Library Endowment Fund.....	\$22,474 85	
George Crocker Research Building.....	1,151 75	23,626 60
		<hr/>
Interest Charged to the year 1913-14.....	\$122,801 75	
		<hr/> <hr/>

SPECIAL REAL ESTATE INCOME AND EXPENSE

	Expenses, 1913-1914	Interest Appropriation	Total Debits	Receipts, 1913-1914	Balances, June 30, 1914
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:					
Payments to Joseph F. Loubat under Annuity Agreement.....	\$60,000 00				
Taxes, one year, to May 1, 1914.....	11,195 80				
Commissions.....	1,023 34				
Sundries.....	8,370 79				
Insurance.....	5,600 74				
Appraisal.....	40 00				
	<u>\$86,230 67</u>				
Interest on Mortgage.....		\$17,920 00			
Interest on Advances.....		4,554 85			
		<u>\$22,474 85</u>	\$108,705 52	40,934 40	
Rents.....				60,000 00	
New York Life Insurance & Trust Co. Annuity.....				\$100,934 40	
					Debit
					\$7,771 12
WILLIAMSBRIDGE PROPERTY:					
Taxes, one year, to May 1, 1914, and Water Rates.....	\$5,552 54				
Caretaker.....	650 00				
Sundries and Repairs.....	14 87				
Legal Expenses.....	50 00				
Tax Registration.....	20 00				
	<u>\$6,287 41</u>		\$6,287 41		
Rent of Oval.....				\$1,200 00	
					Debit
					\$5,087 41
	<u>\$92,518 08</u>	\$22,474 85	\$114,992 93	\$102,134 40	\$12,858 53

SPECIAL REAL ESTATE ACCOUNT

GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:

June 30, 1913—To Balance.....Dr.	\$569,223 20	
June 30, 1914—To Deficit.....Dr.	7,771 12	
To Balance.....Dr.	<u> </u>	\$576,994 32

WILLIAMSBRIDGE PROPERTY:

June 30, 1913—To Balance.....Dr.	\$209,835 43	
June 30, 1914—To Deficit.....Dr.	5,087 41	
To Balance.....Dr.	<u> </u>	\$214,922 84

**SUMMARY OF INCOME AND EDUCATIONAL AND
ADMINISTRATION EXPENSES AND ESTATE
ACCOUNT FOR 1913-1914**

Estate Account, Credit balance, June 30, 1913.....		\$21,502,540 17
General Income, 1913-14 (Schedule 3, page 9).....	\$1,936,958 61	
Current Expenses chargeable against General Income of the Corpora- tion for 1913-14, Schedule 8, first column, page 38.....	1,757,109 50	
Interest Account: Debit balance, Schedule 11, page 50.....	122,801 75	1,879,911 25
Surplus		57,047 36
Also Credited with:		
Income on \$200,000 of the Pulitzer Journalism Fund for the years 1909-12, inclusive, in order to con- form with the Budget for those years.....	\$33,250 00	
Overpayment in 1912-13 of Salary in the Law School, refunded in 1913-14.....	300 00	33,550 00
		\$21,593,137 53
Charged with book value of lots 580-586 Fifth Avenue and 1-11 West 47th Street, sold in 1913-14.....		1,851,000 00
Estate Account, Credit balance, June 30, 1914.....		\$19,742,137 53
Redemption Fund: Deposited with United States Trust Company as Trustee		\$100,000 00
Less Surplus for 1913-14, as shown above.....		57,047 36
Deficit for 1913-14		\$42,952 64

PRINCIPAL OF SPECIAL FUNDS

ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:

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

ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND:

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

ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC:

Gift by 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

AVERY ARCHITECTURAL FUND:

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

BARNARD FELLOWSHIP FUND:

Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889 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, 1915. Established 1889 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

Carried forward..... \$210,233 31

Brought forward		\$210,233 31
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.		
Beck Scholarship Fund.....	\$2,000 00	
Beck Prize Fund	\$8,000 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
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
BERGH (HENRY) FUND:		
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
BLUMENTHAL ENDOWMENT FUND:		
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....		
		100,075 00
BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:		
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
BULL (WILLIAM T.) MEMORIAL FUND:		
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
BUNNER PRIZE FUND:		
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 1890..		
		1,000 00
BURGESS (ANNIE P.) FUND:		
Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.....		
		63,365 00
Carried forward.....		\$542,292 76

Brought forward.....	\$542,292 76
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
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
BURGESS (JOHN W.) FUND :	
Gift of Anonymous Donors to the general endowment of the University. Established 1910.....	100,000 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
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
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
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
CARPENTIER (JAMES S.) FUND :	
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
CARPENTIER (R. S.) FUND :	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
CENTER FUND :	
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
Carried forward.....	<u>\$1,494,339 26</u>

Brought forward.....	\$1,494,339 26
CHANDLER (CHARLES FREDERICK) FUND:	
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
CHANLER PRIZE FUND:	
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
CHAPEL MUSIC FUND:	
Gift of Gerard Beekman 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
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
CLASS OF 1848 SCHOLARSHIP FUND:	
Gift of an anonymous friend, 1902.....	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.....	9,000 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
COLUMBIA FELLOWSHIP FUND:	
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
COLUMBIA HUDSON-FULTON PRIZE FUND:	
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
Carried forward.....	<u>\$1,550,732 07</u>

Brought forward.....	\$1,550,732 07
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND:	
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
CONVERS (E. B.) PRIZE FUND:	
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.....	1,000 00
COTHEAL FUND:	
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..	16,000 00
CROCKER (GEORGE) SPECIAL RESEARCH FUND:	
Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.....	1,441,148 13
CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND:	
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.....	1,700 00
CURRIER (NATHANIEL) FUND:	
Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....	50,000 00
CURTIS FELLOWSHIP FUND:	
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.....	10,000 00
CURTIS (GEORGE WILLIAM) MEDALS FUND:	
Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,300 00
CUTTING (W. BAYARD) FUND:	
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.....	200,000 00
-- Carried forward.....	\$3,281,917 92

Brought forward.....	\$3,281,917 92
CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND:	
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 Wurmbrand and the Grafin Eva von Wurmbrand 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.....	15,000 00
DACOSTA PROFESSORSHIP FUND:	
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.....	86,576 83
DARLING (EDWARD A.) PRIZE FUND:	
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	1,000 00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND:	
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.....	225,000 00
DEUTESCHES HAUS ENDOWMENT FUND:	
Gift of Adolphus Busch, the income of which is to be expended in equipping and maintaining the work of the Deutsches Haus. Established 1912.....	14,700 00
DEVENDORF (DAVID M.) SCHOLARSHIP FUND:	
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.....	6,500 00
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND:	
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.....	10,000 00
DRISLER CLASSICAL FUND:	
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.....	10,000 00
Carried forward.....	<u>\$3,650,694 75</u>

Brought forward.....	\$3,650,694 75
DU BOIS (DR. ABRAM) MEMORIAL FUND :	
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.....	18,000 00
DYCKMAN FUND :	
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 Zoölogy and approved by the President." Established 1899.....	10,000 00
EARLE PRIZE FUND :	
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	1,250 00
EATON PROFESSORSHIP FUND :	
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
EINSTEIN FUND :	
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
ELSBERG (ALBERT MARION) PRIZE FUND :	
Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the "Albert Marion Elsberg Prize in Modern History." Established 1912.....	2,000 00
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND :	
Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913	13,923 27
FINE ARTS ENDOWMENT FUND :	
Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.....	250,000 00
GARTH MEMORIAL FUND :	
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
Carried forward.....	\$4,066,970 52

Brought forward.....	\$4,066,970 52
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
GERMAN LECTURE FUND:	
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
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP:	
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
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND:	
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
GOTTHEIL (GUSTAV) LECTURESHIP FUND:	
Gift from Temple Emanu-El 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
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:	
Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeny Gottsberger. Established 1904.....	9,500 00
GREEN PRIZE FUND:	
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
HARRIMAN (REVEREND ORLANDO) FUND:	
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
HARSEN SCHOLARSHIP FUND:	
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 the Harsen Scholarships.....	31,114 10
Carried forward.....	\$4,305,036 13

Brought forward.....	\$4,305,936 13
HARTLEY (FRANK) SCHOLARSHIP FUND:	
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
ILLIG FUND:	
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
INDO-IRANIAN FUND:	
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
JACOBI WARD FUND:	
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
JAMES (D. WILLIS) FUND:	
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
JANEWAY LIBRARY FUND:	
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
KENNEDY (JOHN STEWART) ENDOWMENT FUND:	
On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1909.....	2,181,380 36
LAW LIBRARY FUND:	
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
LOUBAT FUND:	
Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000 00
LOUBAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903.....	100,000 00
Carried forward.....	\$6,807,484 58

* Increased by \$11,518.09 accumulated income.

Brought forward.....	\$6,807,484 58
MAISON FRANÇAISE ENDOWMENT FUND:	
Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Française. Established 1913.	5,000 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
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
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
MILLER (GUY B.) FUND:	
Bequest 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
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
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
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
ORDRONAUX (JOHN) FUND:	
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
PERKINS FELLOWSHIP FUND:	
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 be next awarded in June, 1914.....	5,700 00
PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH:	
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.....	50,000 00
Carried forward.....	\$6,926,734 58

Brought forward..... \$6,926,734 58

PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:

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

PHILOLEXIAN PRIZE FUND:

From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4..... 1,376 80

PHENIX LEGACY:

On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881 124,659 77

PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:

Legacy of 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..... 15,000 00

PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE:

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..... 15,000 00

PSYCHOLOGY FUND:

Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899..... 100,000 00

PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:

Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903..... * 759,943 17
 Carried forward..... \$7,943,714 32

* In 1913-14 \$34,731.50 was set aside for the erection of the School of Journalism Building, and \$28,637.83 for equipment.

Brought forward.....	\$7,943,714 32
PULITZER SCHOLARSHIP FUND:	
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 by \$250,000 legacy	300,448 75
ROLKER (CHARLES M., JR.) PRIZE FUND:	
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
ROOSEVELT (THEODORE) PROFESSORSHIP FUND:	
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
SCHERMERHORN SCHOLARSHIP FUND:	
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
SCHIFF (JACOB H.) ENDOWMENT FUND:	
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.....	100,000 00
SCHIFF FELLOWSHIP FUND:	
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
SCHURZ (CARL) FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
SCHURZ (CARL) LIBRARY FUND:	
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.....	10,000 00
SEIDL FUND:	
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,".....	12,000 00
Carried forward.....	\$8,447,163 07

Brought forward.....	\$8,447,163 07
SHOEMAKER (WILLIAM BROCK) FUND:	
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.....	10,000 00
SLOANE HOSPITAL FOR WOMEN FUND:	
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 in 1889.....	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
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
STEVENS PRIZE FUND, SCHOOL OF MINES:	
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
STOKES (CAROLINE PHELPS) FUND:	
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
STUART SCHOLARSHIP FUND:	
The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, 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
TOPPAN PRIZE FUND:	
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
TROWBRIDGE FELLOWSHIP FUND:	
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
TYNDALL FELLOWSHIP FUND:	
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
Carried forward.....	<u>\$8,987,346 26</u>

Brought forward.....		\$8,987,346 26
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
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
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."		
For Mrs. Waring.....	\$50,000 00	
For Miss Waring.....	50,000 00	100,000 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.....		11,425 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
		<u>\$9,223,771 26</u>

INVESTMENTS IN PERSONAL SECURITIES

I—Special Funds

BONDS

\$10,000 Atchison, Topeka & Santa Fé Railway Co's 4 per cent. 100 Year Adjustment Bonds, due 1995.	\$10,000 00
9,000 Atchison, Topeka & Santa Fé Railway Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995.....	9,000 00
10,000 Atlantic Coast Line R. R. Co's 4 per cent. First Consolidated 50 Year Mortgage Bonds, due 1952.....	10,000 00
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	4,574 00
200,000 Brooklyn Rapid Transit Co's 4 per cent. First Refunding Mortgage Bonds, due 2002.....	200,000 00
18,000 Buffalo, Rochester & Pittsburgh, R. R. Co's 5 per cent. General Mortgage Bonds, due 1937..	17,940 32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 Year Bonds, due 1952.....	20,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Bonds, due 1925.....	49,625 00
15,000 Central Pacific Railway Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.....	14,700 00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	27,440 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987....	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
50,000 Chesapeake & Ohio R. R. Co.'s 4½ per cent. General Mortgage Bonds, due 1992.....	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
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per. cent. First Mortgage Bonds, due 1949	31,931 17
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926.....	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000 00
17,000 Chicago, Rock Island & Pacific Railway Co's 4 per cent. General Mortgage Bonds, due 1988...	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
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250 00
30,000 Denver & Rio Grande R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1936....	30,000 00
Carried forward.....	<u>\$841,447 99</u>

Brought forward	\$841,447 09
\$15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent. 30 Year First Mortgage Bonds, due 1935.....	15,000 00
25,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Railway Co.).....	25,000 00
85,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	85,262 50
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	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
10,000 Kings County Elevated R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	10,000 00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000 00
29,000 Manhattan Railway Co's 4 per cent. Consoli- dated Bonds, due 1990.....	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
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	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
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948.....	50,000 00
10,000 New York, Ontario & Western Ry. Co's 4 per cent. Refunding Mortgage Bonds, due 1992.....	10,000 00
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932.....	22,500 00
10,000 Norfolk & Western Ry. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1996.....	10,000 00
317,000 Northern Pacific—Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	303,155 00
370,000 Northern Pacific Railway Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047.....	262,915 00
125,000 Northern Pacific Railway Co's (Prior Lien Rail- way & Land Grant) 4 per cent. Bonds, due 1997.	125,750 00
50,000 Oregon Short Line R. R. Co's 5 per cent. Con- solidated First Mortgage Bonds, due 1946.....	56,112 50
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000 00
Carried forward.....	<u>\$2,246,267 41</u>

Brought forward.....	\$2,246,267	41
\$15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent. Unifying & Refunding Bonds, due 1929.....	15,000	00
50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent. First Mortgage Bonds, due 1948.....	52,000	00
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000	00
70,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	70,000	00
6,000 Southern Railway Co's 5 per cent. First Mortgage Bonds, due 1996 (Memphis Division)..	6,000	00
15,000 State of New York (Loan for Canal Improve- ments: Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000	00
12,000 Texas & Pacific Railway Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000	00
25,000 Toledo, Peoria & Western Ry. Co's 4 per cent. First Mortgage Bonds, due 1917.....	25,000	00
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000	00
6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947.....	6,060	00
1,000 United States Steel Corporation's 5 per cent. 10-60 Year Sinking Fund Bond, due 1963.....	1,000	00
30,000 Wabash R. R. Co's 3¼ per cent. First Mort- gage Bonds, due 1941 (Omaha Division).....	30,000	00
52,000 West Shore R. R. Co's 4 per cent. First Mort- gage Bonds, due 2361.....	52,245	50
15,000 Wilkesbarre & Eastern R. R. Co's 5 per cent. First Mortgage Bonds, due 1942.....	15,000	00
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	45,750	00
		\$2,669,322 91
STOCKS		
16 shares Albany & Susquehanna R. R. Co.....	2,000	00
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337	50
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475	00
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
\$15,000 City of New York 3½% Consolidated Stock (Street and Park Opening Fund) due 1918..	15,212	50
2,000 City of New York 3½% Corporate Stock (for replenishing the Fund for Street and Park Opening) due 1929.....	2,043	00
17,000 City of New York 4½% Corporate Stock, due 1957.....	17,000	00
66,000 City of New York 4% Corporate Stock, due 1936.....	63,360	00
Carried forward.....	\$151,428	00
	\$2,669,322	91

Brought forward.....	\$151,428 00	\$2,669,322 91
5 shares Consolidated Gas Co. of New York.....	193 53	
122 shares Delaware & Hudson Co.....	12,639 34	
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300 00	
167 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	8,242 50	
262 shares Illinois Central R. R. Co.....	30,367 40	
300 shares International Nickel Co.....	14,500 00	
21 shares Lackawanna Railroad Co. of New Jersey.....	2,117 50	
500 shares Manhattan Railway Co.....	70,500 00	
13 shares National Bank of Commerce in New York.....	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co.....	11,002 50	
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362 50	
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.....	14,325 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
155 shares United New Jersey R. R. & Canal Co. . .	28,894 88	
400 shares F. W. Woolworth Co., preferred.....	50,450 00	714,756 56

BONDS AND MORTGAGES

On northwest corner of Avenue "A" and East 13th Street, New York, at 4½ per cent., due 1919.....	\$83,500 00	
On 90-92 Avenue "B," New York, at 4½ per cent., due 1918.....	61,000 00	
On 354 Broadway, New York, at 4½ per cent., due 1914	62,700 00	
On 924-926 Broadway, New York, at 4½ per cent., due 1914.....	100,000 00	
On 158-160 Eldridge Street and 62 Delancy Street, New York, at 5 per cent., due 1918.....	27,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000 00	
On 212 Grand Street, New York, at 5 per cent., due 1916.....	30,000 00	
On 26 John Street, New York, at 4½ per cent., due 1915.....	110,000 00	
On 824 Madison Avenue, New York, at 4½ per cent., due 1916.....	60,000 00	
On 136 Monroe Street, New York, at 5 per cent., due 1916.....	15,000 00	
On 57 Morton Street, New York, at 5 per cent., due 1916.....	25,500 00	
On 93 Park Row, New York, at 4 per cent., due 1915.	15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 4 per cent., due 1914.....	67,500 00	
On 136-138 Rivington Street, New York, at 4½ per cent., due 1914.....	50,000 00	
Carried forward.....	\$807,200 00	\$3,384,079 47

Brought forward.....	\$807,200 00	\$3,384,079 47
On 745-747 East 6th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	45,000 00	
On 238 East 15th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000 00	
On 220 East 24th Street, New York, at 5 per cent., due 1915.....	10,000 00	
On 17 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1915.....	43,500 00	
On 33 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	44,000 00	
On 35 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	26,000 00	
On 41 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1913. (Foreclosed).....	60,500 00	
On 47 West 47th Street, New York, at 5 per cent., due 1915.....	38,500 00	
On 67 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	40,000 00	
On 69 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	40,000 00	
On 12 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	67,500 00	
On 30 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	30,000 00	
On 34 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	45,500 00	
On 38 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1919.....	35,750 00	
On 40 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1919.....	36,350 00	
On 44 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	10,000 00	
On 56 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	36,500 00	
On 58 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1907.....	15,000 00	
On 66 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1916.....	36,500 00	
On 27-31 West 55th Street, New York, at $4\frac{1}{2}$ per cent., due 1917.....	60,000 00	
On 170 West 65th Street, New York, at $4\frac{1}{2}$ per cent., due 1914.....	18,000 00	
On northeast corner 69th Street and Columbus Avenue, New York, at $4\frac{1}{2}$ per cent., due 1916...	110,000 00	
On 205 West 101st Street, New York, at $4\frac{1}{2}$ per cent., due 1914.....	105,000 00	
On 223-225 West 109th Street, New York, at 4 per cent., due 1914.....	52,000 00	
Carried forward.....	\$1,844,800 00	\$3,384,079 47

Brought forward.....	\$1,844,800 00	\$3,384,079 47
On 229-233 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 235-237 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 528 West 114th Street, New York, at 5 per cent., due 1916.....	27,750 00	
On 417 West 117th Street, New York, at 5 per cent., due 1916.....	4,000 00	
On north side of 129th Street, 315 feet east of Fourth Avenue, New York, at 4½ per cent., due 1916....	15,000 00	
On 419-421 East 153d Street, New York, at 4½ per cent., due 1915.....	30,000 00	
On south side Avenue "J," Brooklyn, at 4½ per cent., due 1915.....	5,500 00	
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1916.....	5,000 00	
On 632 Sixth Avenue, Brooklyn, at 4½ per cent., due 1916.....	2,300 00	
On 163-173 Sterling Place, Brooklyn, at 5 per cent., due 1917.....	35,000 00	
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00	2,194,350 00

MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent.....		20 25
		<u>5,578,449 72</u>

CROCKER SPECIAL RESEARCH FUND INVESTMENTS

\$50,000 Chicago, Milwaukee & St. Paul Railway Co's 4 per cent. 25 Year Bonds, due 1934....	\$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	
100,000 City of New York 3¼ per cent. Registered Corporate Stock (School Houses and Sites, Borough of Queens), due 1929.....	92,375 00	
700 shares Union Pacific R. R. Co's preferred stock.....	65,512 50	
150,000 Mortgage on 644-654 Greenwich Street, New York, at 4½ per cent., due 1918.....	150,000 00	
200,000 Mortgage on Southeast Corner of Lenox Avenue and 117th Street, New York, at 4 per cent., due 1914.....	200,000 00	
60,000 Mortgage on Southeast Corner of Lenox Avenue and 130th Street, New York, at 4½ per cent., due 1917.....	60,000 00	
40,000 Mortgage on 712 Madison Avenue, New York, at 4½ per cent., due 1916.....	40,000 00	
Carried forward.....	<u>\$691,227 50</u>	<u>\$5,578,449 72</u>

Brought forward.....	\$691,227 50	\$5 578,449 72
\$175,000 Mortgage on 124 West 42d Street, New York, at 4½ per cent., due 1918.....	175,000 00	
500,000 Mortgage on 1 East 64th Street, New York, at 4½ per cent., due 1915.....	500,000 00	
70,000 Mortgage at Wakefield, New York City, at 5 per cent, due 1909.....	70,000 00	1,436,227 50

JOHN STEWART KENNEDY FUND INVESTMENTS

\$50,000 Baltimore & Ohio R. R. Co.'s 4 per cent. Refunding Mortgage Bonds, due 1941 (Pittsburgh, Lake Erie and West Virginia System).	\$44,687 50	
17,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	16,128 75	
25,000 Cleveland Electric Illuminating Co's 5 per cent. First Mortgage Bonds, due 1939.....	25,250 00	
75,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947. (Guaranteed by Chicago & Northwestern Railway Co.).....	75,000 00	
100,000 Montana Central Railway Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000 00	
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.	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	
50,000 Norfolk & Western Railway Co's 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222 50	
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288 75	
200,000 Northern Pacific Railway Co's 3 per cent. (General Lien Railway and Land Grant) Bonds, due 2047.....	147,000 00	
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000 00	
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500 00	
39 shares Central Syndicate Building Company's Stock.....	3,705 00	
1,300 shares Great Northern Iron Ore Certificates	81,250 00	
2,090 shares Great Northern Railway Co's preferred stock.....	264,100 00	
3,200 shares Northern Pacific Railway Co's stock	407,200 00	
300 shares Union Pacific R. R. Co's preferred stock.....	28,012 50	
225,000 Mortgage on 29-33 Park Place, New York, at 4½ per cent., due 1915.....	225,000 00	
Carried forward.....	\$1,898,035 00	\$7,014,677 22

Brought forward.....	\$1,898,035 00	\$7,014,677 22
\$26,500 Mortgage on 91-93 Ninth Avenue, New York, at 5 per cent., due 1917.....	26,500 00	
30,000 Mortgage on 32 East Broadway, New York, at 4½ per cent., due 1917.....	30,000 00	
155,000 Mortgage on north side 108th Street, 125 feet east of Broadway, New York, at 4½ per cent., due 1916.....	155,000 00	
60,000 Mortgage on 524-526 West 145th Street, New York, at 4½ per cent., due 1914.....	60,000 00	2,169,535 00
		<u>\$9,184,212 22</u>

II—General Funds

\$4,000 Consolidation Coal Co's 10 Year 6 per cent. Convertible Secured Bonds, due 1923.....	\$4,000 00
80,000 Manhattan Railway Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....	80,000 00
160 shares Consolidation Coal Co. of Maryland Stock (par \$100).....	12,000 00
1,000 City of New York 4½ per cent. Corporation Stock, due 1960.....	1,005 00
500 City of New York 4½ per cent. Corporation Stock, due 1962.....	501 88
38 shares International Nickel Co's Stock (par \$100)..	5,062 96

BONDS AND MORTGAGES

On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent., due 1918.....	23,000 00
On 580-586 Fifth Avenue, New York, at 4½ per cent., due 1927.....	1,100,000 00
On 1-11 West 47th Street, New York, at 4 per cent. and 4½ per cent., due 1927.....	400,000 00
On 14 West 43th Street, New York, at 5 per cent., due 1914.....	70,000 00
	<u>1,695,569 84</u>
	<u><u>\$10,879,782 06</u></u>

III—Redemption Fund

BONDS

\$30,000 Baltimore & Ohio R. R. Co's (Pitts. L. E. & W. Va. System) 40 Year 4 per cent. Refunding Bonds, due 1941.....	\$27,450 00
50,000 Baltimore & Ohio R. R. Co's 3½ per cent. First Mortgage Bonds, due 1925 (Southwestern Division).....	44,937 50
40,000 Central New England Railway Co's 50 Year 4 per cent. First Mortgage Bonds, due 1961.....	37,211 25
50,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds (C. B. & Q. Collateral) due 1921.....	47,933 75
30,000 St. Louis-Southwestern Railway Co's 4 per cent. First Mortgage Bonds.....	27,750 00

BONDS AND MORTGAGES

On northwest corner Second Avenue and 12th Street, New York, at 4½ per cent., due 1916.....	100,000 00
On 52 West 48th Street, New York, at 4½ per cent., due 1914.....	35,250 00
On 62 West 48th Street, New York, at 4½ per cent., due 1911.....	30,750 00
On 425 West 117th Street, New York, at 4½ per cent., due 1898.....	15,000 00
	<u>\$372,282 50</u>

ARREARS OF RENT, JUNE 30, 1914

Arrears of Rent, 1911-1912.....	\$1,560 50	
Collected in 1913-1914.....	1,198 00	\$362 50
Arrears of Rent, 1912-1913.....	\$15,203 00	
Collected in 1913-1914.....	12,253 50	2,949 50
Rents Receivable from Upper and Lower Estates, 1913-1914.....	\$692,897 67	
Collected in 1913-1914.....	660,007 69	\$32,889 98
Total Arrears, June 30, 1914.....		<u>\$36,201 98</u>
200-200a Barclay Street and Park Place, 12 months' rent to May 1, 1914.....		\$2,600 00
201-201a Barclay Street and Park Place, 12 months' rent to May 1, 1914.....		2,500 00
612 Fifth Avenue, 6 months' rent to May 1, 1914.....		2,250 00
43 West 48th Street, 6 months' rent to May 1, 1914.....		993 00
61 West 48th Street, 6 months' rent to May 1, 1914.....		848 50
65 West 48th Street, 18 months' rent to May 1, 1914 (balance).....		2,297 00
17 West 49th Street, 12 months' rent to May 1, 1914.....		2,905 00
45 West 49th Street, 12 months' rent to May 1, 1914.....		1,864 00
47 West 49th Street, 6 months' rent to May 1, 1914.....		914 50
51 West 49th Street, 12 months' rent to May 1, 1914.....		1,776 00
65 West 49th Street, 6 months' rent to May 1, 1914.....		656 00
68 West 49th Street, 30 months' rent to May 1, 1914 (balance).....		3,812 50
3 West 50th Street, 6 months' rent to May 1, 1914.....		1,541 48
8 West 50th Street, 12 months' rent to May 1, 1914.....		2,993 00
12 West 50th Street, 6 months' rent to May 1, 1914.....		1,277 50
19 West 50th Street, 12 months' rent to May 1, 1914.....		1,908 00
44 West 50th Street, 6 months' rent to May 1, 1914.....		905 50
51 West 50th Street, 18 months' rent to May 1, 1914.....		1,876 50
60 West 50th Street, 6 months' rent to May 1, 1914.....		796 00
62 West 50th Street, 12 months' rent to May 1, 1914.....		1,487 50
		<u>\$36,201 98</u>

NEW YORK, June 30, 1914

JOHN McL. NASH
Treasurer

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., BOSTON

PATTERSON, TEELE & DENNIS
ACCOUNTANTS AND AUDITORS
NEW YORK AND BOSTON

CABLE ADDRESS
"DIGNUS"

30 BROAD STREET

NEW YORK, SEPTEMBER 11TH, 1914

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1914, 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 (see Schedule 16) 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, 1914, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Accountants and Auditors

BARNARD COLLEGE

Principal of Special Funds June 30, 1914

BARNARD (ANNA E.) SCHOLARSHIP FUND:	
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
BOGERT (CHARLES E.) SCHOLARSHIP FUND:	
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
BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND:	
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
BREARLEY SCHOOL SCHOLARSHIP FUND:	
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
BROOKS (ARTHUR) MEMORIAL FUND:	
Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector the of 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
BURGESS (ANNIE P.) FUND:	
Legacy from the estate of Mrs. Annie P. Burgess. Established 1913	63,808 33
CARPENTER (HENRIETTA) FUND:	
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, and 1914	305,000 00
CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:	
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

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 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 2,400 00

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 276,977 21

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

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

HERTZOG (EMMA) SCHOLARSHIP FUND:

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

KAUFMANN (JESSIE) SCHOLARSHIP FUND:

Gift of Mr. Jullus 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

KENNEDY (JOHN STEWART) FUND:

Legacy from the estate of the late John Stewart Kennedy. Established 1910 49,918 00

KINNICUTT (ELEONORA) SCHOLARSHIP FUND:

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

KOHN MATHEMATICAL PRIZE FUND:

Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics..... 1,148 94

MCLEAN (MRS. DONALD) SCHOLARSHIP FUND:

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

MOIR (WILLIAM) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912..... 10,000 00

OGILVIE (CLINTON) MEMORIAL FUND:

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

POPE (MARY BARSTOW) SCHOLARSHIP FUND:

Gift in memory of Miss Mary Barstow Pope, some time teacher in Miss Chaplin's School, by her friends, her fellow teachers, and her pupils. Established 1913..... 4,000 00

PULITZER (LUCILLE) SCHOLARSHIP FUND:

Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is awarded to students entering the College from the City of New York, who are found to have passed excellent examinations and to be worthy of financial aid. Established 1899 and 1903..... 70,657 23

ROCKEFELLER (JOHN D.) ENDOWMENT FUND:	
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901.....	250,000 00
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:	
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 (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. Fliske-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.....	5,000 00
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
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
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	3,254 55
WOERISHOFFER FUND:	
Gift of Mrs. Charles Woerlshoffer for endowment. Established 1913	5,000 00
	\$1,432,477 07

BARNARD COLLEGE—FINANCIAL STATEMENT, 1913-1914

RECEIPTS

Schedule I.

Balance : New York Trust Company	\$10,695.46
Dividends	69,025.51
Miscellaneous Sources	49,997.53
Fees	131,656.47
Gifts for General Purposes	500.00
Gifts for Designated Purposes	123,375.28
	\$385,250.25

DISBURSEMENTS

General Purposes :

Educational Administration	\$143,298.39
Buildings and Grounds	21,327.74
Ella Weed Library	2,738.81
Business Administration	3,650.00
Brooks Hall	28,677.09
	\$199,632.03

Annuities	12,900.00
Loans Repaid	12,000.00
Investments	119,443.53
Interest	1,358.73
Miscellaneous	27,546.79
Balance : New York Trust Company	13,069.17
	\$385,250.25

BARNARD COLLEGE—BALANCE SHEET, 1913-1914

ASSETS	LIABILITIES
Land, Buildings and Grounds	Principal of Permanent Funds
Investment of Special Funds.....	Principal of Special Funds.....
Cash at Banks:	Unexpended Money for Designated Purposes
Corn Exchange Bank	Income of Fiske Fund in excess of expenditures.....
New York Trust Company.....	City of New York Assessment for 120th Street.....
Advance Payments for:	Accounts Payable.....
Income Pulitzer Scholarship Fund...*	Summer Session.....
Insurance Buildings and Grounds ...	Loans.....
Insurance Brooks Hall	
Summer Session	
Accounts Receivable.....	
Deficiency Account.....	
\$3,488,490.28	\$3,488,490.28

TEACHERS COLLEGE

FINANCIAL STATEMENT 1913-1914

Having audited the accounts of Teachers College for the year ended June 30, 1914, we hereby certify that the following Balance Sheet and Revenue Account, with accompanying schedules, show the true financial condition of the Corporation at June 30, 1914.

The securities representing the investments have been verified by actual inspection.
 There is invested in College Property the sum of \$3,574,553.49, represented by college buildings, sites and parks, which is shown on the books.

LESLIE & COMPANY, Chartered Accountants,
 Auditors.

New York, 128 Broadway.

Balance Sheet as at June 30, 1914

ASSETS

CURRENT ASSETS AVAILABLE FOR GENERAL PURPOSES ONLY:

CASH ON HAND.....	\$5,867.31
ACCOUNTS RECEIVABLE.....	13,899.39
EXPENDITURE OF INCOME FOR YEAR 1914-15 PREPAID.....	8,146.02
	<hr/>
	\$27,912.72
	<hr/>
	14,113.49
	<hr/>
	\$13,799.23

INVESTMENT OF COLLEGE PARK FUNDS in excess of Principal on hand, being the equivalent of the Mortgages on that property.....	\$9,120.09
CASH ON HAND APPLICABLE ONLY, as follows: For Principal of Other Funds, as per contra.....	4,993.40
For Under-Investment of Endowed Funds: Principal, as per contra \$1,747,238.53 Investments, as above (\$2,222,712.21 less Mortgage \$500,000.00).....	<hr/>
	1,732,712.21
	<hr/>
	24,516.32
	<hr/>
	10,730.53

NET CURRENT ASSETS BEING SURPLUS INCOME ON HAND, AS PER CONTRA

IN TRUST FOR ENDOWMENT AND SPECIAL PURPOSES: INVESTMENTS OF ENDOWED FUNDS: Productive Investments for General Purposes.....	
Productive Investments for Special Purposes only.....	
	<hr/>
	\$1,725,903.70
	496,808.51
	<hr/>
	\$2,222,712.21
	<hr/>
	80,000.00

INVESTMENT OF COLLEGE PARK FUNDS in excess of Principal on hand, being the equivalent of the Mortgages on that property.....

CASH ON HAND APPLICABLE ONLY, as follows: For Principal of Other Funds, as per contra.....	\$54,542.05
For Under-Investment of Endowed Funds: Principal, as per contra \$1,747,238.53 Investments, as above (\$2,222,712.21 less Mortgage \$500,000.00).....	<hr/>
	1,732,712.21
	<hr/>
	24,516.32
	<hr/>
	10,730.53

For Surplus Income from Funds for Special Purposes, as per contra.....

	<hr/>
	2,392,491.11
	<hr/>
	\$2,406,290.34
	<hr/>

LIABILITIES

MORTGAGES:

WHITTIER HALL	\$500,000.00
COLLEGE PARK	80,000.00
	<hr/>
	\$580,000.00

BALANCE:

Consisting of:

PRINCIPAL OF ENDOWED FUNDS:

For General Purposes	\$1,226,683.39
For Special Purposes	530,545.14
	<hr/>
	\$1,757,228.53

PRINCIPAL OF OTHER FUNDS:

For Improvement and Additions to College Property	\$38,468.20
For Student Loan Funds (less Loans \$6,654.75)	15,460.45
For Gifts for Designated Purposes unexpended	613.40
	<hr/>
	54,542.05

SURPLUS INCOME FROM FUNDS FOR GENERAL PURPOSES.....

	13,790.23
	<hr/>
	10,720.53

SURPLUS INCOME FROM FUNDS FOR SPECIAL PURPOSES

	1,826,290.34
	<hr/>
	\$2,406,390.34
	<hr/>

Revenue Account for Year Ended June 30, 1914

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, TUITION FEES, ETC.....	\$539,230.44			\$539,230.44
INCOME FROM INVESTMENTS:				
From General Funds:				
(a) Stocks and Bonds.....	34,852.62			58,125.35
(b) Whittier Hall.....	20,000.00			21,311.50
(c) Bank Interest.....	3,272.73			3,836.13
From Scholarship, etc., Funds.....		18,993.00	3,012.50	
From Library Funds.....		3,701.10	125.03	
				\$83,252.98
SPECIAL FUND FOR PUBLICATION.....		13,671.47		13,671.47
DEFICIENCY OF INCOME FOR YEAR.....	\$597,355.79	\$35,671.57	\$3,137.53	\$636,164.89
	1,027.32	*1,309.69	1,308.88	1,026.51
	\$598,383.11	\$34,361.88	\$4,446.41	\$637,191.40

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION.....	\$496,231.22	\$18,417.70	\$4,321.30	\$519,090.22
MAINTENANCE OF BUILDINGS AND GROUNDS.....	77,425.92			77,425.92
LIBRARY.....	7,297.56	3,701.10	125.11	11,123.77
BUSINESS ADMINISTRATION.....	17,378.41			17,378.41
SPECIAL FUND FOR PUBLICATION.....		12,243.08		12,243.08
	\$598,383.11	\$34,361.88	\$4,446.41	\$637,191.40

* Surplus.

Principal and Investment of Endowed Funds

(AS PER BALANCE SHEET)

	PRINCIPAL			INVESTMENTS	
	As at July 1, 1913	Additions during year	As at June 30, 1914	Stocks, Bonds and Whittier Hall	Uninvested and June 30, 1914
I. FOR REVENUE FOR GENERAL PURPOSES :					
Stocks and Bonds.....	\$759,409 45	\$2,125 25	\$761,594 70	\$760,815 01	\$779 69
Whittier Hall.....	417,858 69	47,239 00	465,088 69	*965,088 69	.....
Total.....	\$1,177,328 14	\$40,355 25	\$1,226,683 39	\$1,725,903 70	\$779 69
II. FOR REVENUE FOR SPECIAL PURPOSES :					
Caroline L. Macy Bequest.....	\$197,306 37	\$231 25	\$197,537 62	\$185,921 72	\$11,615 90
Bryson Library Fund.....	83,827 85	.....	83,827 85	82,848 75	979 10
Bryson Library Avery Collection Fund.....	2,100 00	.....	2,100 00	2,000 00	100 00
Kemp Estate Legacy Fund.....	37,935 45	†3,553 00	34,382 45	26,704 20	7,678 25
Hoadley Scholarship Fund.....	3,000 00	.....	3,000 00	3,000 00	.....
Tileston Scholarship Fund.....	2,514 11	.....	2,514 11	2,203 38	310 73
Caroline Scholarship Fund.....	5,027 08	.....	5,027 08	5,027 08	.....
Army and Navy Scholarship Fund.....	3,153 75	.....	3,153 75	2,688 75	465 00
Ruynan Scholarship Fund.....	1,128 80	.....	1,128 80	1,071 80	57 00
Alfred Tennyson Prize Fund.....	100 50	.....	100 50	.....	100 50
Helen Hartley Fund.....	149,987 50	.....	149,987 50	149,262 82	724 68
Teachers Retirement Fund.....	7,439 00	.....	10,517 29	6,080 01	4,437 28
Mortgage Reserve Fund.....	50,550 69	†23,282 50	27,268 19	30,000 00	†2,731 81
Total.....	\$544,071 10	+ \$23,525 96	\$530,545 14	\$496,808 51	\$23,736 63
* Including Mortgage \$500,000.					
† Deductions.					
‡ Over-invested.					
				Total Uninvested \$24,516.32.	

COLLEGE OF PHARMACY—FINANCIAL STATEMENT, 1913-14

July 1, 1913, to June 30, 1914

RECEIPTS

Balance, 83d Session, Garfield N. B.	703.94
Balance, 83d Session, Lincoln Trust Co.	10,810.19
Balance, 83d Session, West Side S. B.	2,649.11
Balance, 83d Session, Petty Cash.	50.00
Interest, Lincoln Trust Co.	453.93
Interest, West Side Savings Bank.	108.70
Inheritance, Ernest Molwitz Estate.	500.00
Student Fees, Regular Courses.	51,061.00
Student Fees, Post Graduate Course.	1,059.00
Student Fees, Food and Drug Course.	466.00
Student Fees, Special Courses.	191.00
Student Fees, Summer Courses.	950.00
Student Fees, Examinations.	4,060.00
Breakage Deposits and Receipts.	2,132.15
Membership Dues.	450.00

\$75,643.02

DISBURSEMENTS

Mortgage, Principal	\$ 15,000.00
Mortgage, Interest	3,712.50
Salaries	28,715.00
Trustees' Prizes.	300.00
Special Order Board of Trustees.	605.62
Faculty Share, Summer Course.	475.00
Examination Committee.	1,139.89
Secretary's Office.	471.19
Insurance	72.76
Treasurer's Office.	33.26
Student Fees Refunded.	145.00
Return Breakage	596.70
Auditing of Treasurer's Accounts.	50.00
Dean's Office	40.00
Dean's Attendance at Convention.	180.93
American Conference of Pharmaceutical Faculties	10.00
Superintendent's Supplies	249.97
Repairs	450.37
Fuel	606.96
Gas and Electricity.	632.14
Furniture and Fixtures.	570.80
Water Rates.	102.30
Printing and Advertising.	1,123.64
Library, Books and Binding.	519.13
Department of Pharmacy	1,385.74
Department of Materia Medica.	1,848.90
Department of Materia Medica (Microscopes)	583.50
Department of Chemistry	504.61
Department of Analytical Chemistry.	937.42
Department of Bacteriology	133.15
Balance July 1, Lincoln Trust Company.	\$60,256.48
Balance July 1, Garfield National Bank.	9,920.77
Balance July 1, West Side Savings Bank.	2,159.96
Balance July 1, Petty Cash	3,255.81
	50.00

\$75,643.02

SpecColl
MCo11
RA
982
.N48
C7
1914



