



Columbia University
in the City of New York

ANNUAL REPORTS

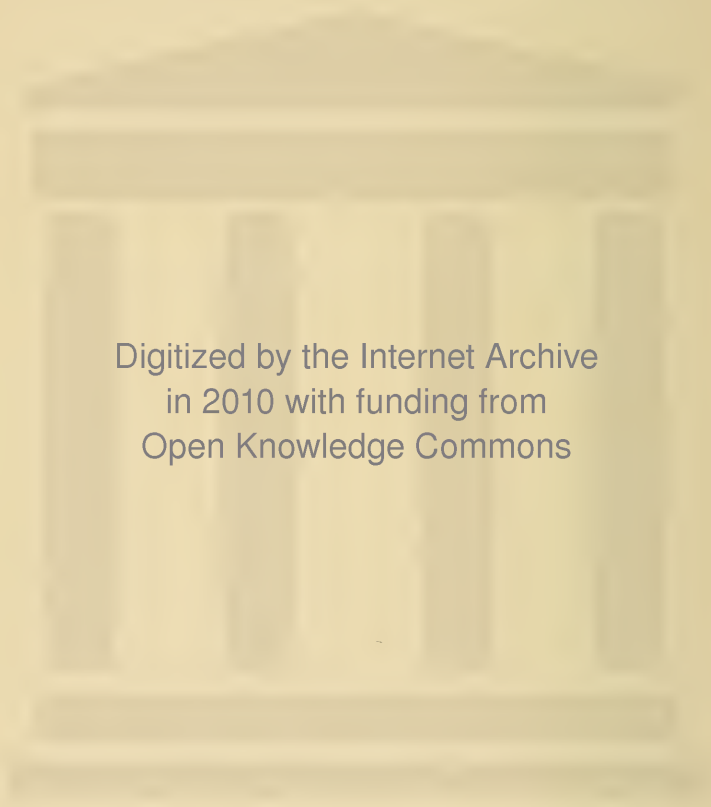
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Columbia University
in the City of New York

ANNUAL REPORTS

OF THE

PRESIDENT AND TREASURER

TO THE

TRUSTEES

WITH ACCOMPANYING DOCUMENTS

FOR THE YEAR ENDING

JUNE 30, 1915

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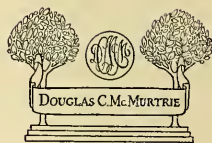
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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In compliance with the provisions of the Statutes, the President begs to submit herewith the Annual Report on the work of the University for the year ending June 30, 1915. Accompanying this report and made a part thereof are the reports submitted by the several Deans, Directors and other chief administrative officers of the University. The attention of the Trustees as a whole, and in particular the attention of the appropriate committees, is called to the specific recommendations and proposals contained in these reports. Prompt and favorable action on many of these recommendations and proposals would add to the effectiveness of the work of the University.

The great size of the University and the very rapid increase during recent years in the extent and variety of its activities, have directed constant attention to the importance of an effective, economical and smooth-working system of University administration. There is some measure of truth in the cynical suggestion that administration may best be defined as the doing extremely well of something that had better not be done at all. The tendency not only in universities but in all forms of public business to multiply and to complicate the details of routine administration is as strong as it is mischievous. The whole

University
Administration

purpose of university administration is to make it possible for the University's scholars to do their work of teaching and investigation with the least interruption, annoyance or division of interest, and to record and to classify in the simplest way possible the personal performances of those who come to the University as students.

Certain it is that one of the greatest obstacles to the quick and satisfactory transaction of any university's business is what our own Professor of Engineering Chemistry has wittily described as "fussy administration." Fussy administration manifests itself chiefly through the committee system, which is a plural executive with necessarily divided responsibility. Many minds chosen for their representative character and capacity are needed to formulate and to settle questions of policy, but when policies are once formulated and settled, they are far better executed by a single individual than by a number of men acting in consultation. Professor Whitaker has accurately described the difference between good administration and bad in the following sentences:

It is when this big, unwieldy committee engages in the consideration of nursery problems or attempts to function as an administrative body, that it becomes ridiculous. It has repeatedly been demonstrated that the administrative efficiency of a committee varies inversely as the square of the number of men on the committee. It is well known that business administration is much more efficient and prompt than public, society or academic administration, and the reason is to be found, to a large extent, in the complete freedom of business administration from a triangular or pentagonal committee attempting to make a job for itself out of the duties of a reliable man.¹

¹From the *Journal of Industrial and Engineering Chemistry*, September, 1912, pp. 634-636.

In Columbia University the effort has been consciously made for many years past to get all matters of administration out of the hands of faculties, boards and committees, and into the hands of individuals chosen for their competence in administrative work and for their special knowledge of a particular subject. In no other way could the work of the University have been carried on, and in no other way could the present very excellent administrative system have been worked out. One of the good results which follow upon separating administration from a plural executive is that faculties, boards and committees are left free to devote their time and thought to the consideration and formulation of educational policies. This is their true business and their proper function. The individual administrative officer may then in turn be held to strict accountability for the work which is devolved upon him. It cannot be said that the separation between legislation and administration is as yet complete in all parts of the University, but an advance in this direction is constantly making, and each new step is justified by the results. The several Deans and Directors, the Provost, the Secretary, the Comptroller, the Registrar, the Bursar and the Superintendent of Buildings and Grounds have each definite administrative functions to perform for which they and they alone are responsible. It is because of the devotion, the ability and the administrative competence of the incumbents of these offices that the work of the University is carried on with such smoothness and satisfaction. Such contribution as Columbia University has been able to make to the subject of university administration may be summarized by the statement that it has consciously and with success separated the task of pure administration from the task of academic legislation. What shall be the conditions of admission to the work of a given school

in the University is a matter to be determined by the faculty or administrative board of that school; whether a given student shall be adjudged to have complied with the conditions of admission to that school and shall be admitted is a matter for the Director of Admissions to determine.

As a consequence of this system, there is little or no friction between the various boards of the University, or between the several administrative officers. All work devotedly and harmoniously for a common end, each in his own special sphere of activity and usefulness. Meanwhile the educational policies, including the standards of admission and graduation, programs of study and all matters pertaining to these or arising out of them, are settled as they should be settled, by the teaching staff organized into faculties, administrative boards and standing committees.

The success of the existing plan of administration is due in large measure to the budget system. The initiative in the making of the Annual Budget is taken by the President who, in November of each year, calls upon all administrative officers and heads of departments of instruction for their recommendations and suggestions in regard both to appropriations and to changes in the teaching staff, for the year that begins on July 1 following. The replies, which are usually voluminous and detailed, are subjected to careful scrutiny by the President and the several Deans and Directors, who discuss the new proposals very fully with those officers who have made them. All suggestions for promotion or increase of compensation, or for original appointment to the academic staff, are, except in an emergency, made at this time. It is the invariable rule for the President to make no recommenda-

The University
Budget

tion and for the Trustees to take no action in regard to changes in grade or in salary, and to make no new appointments, until such matters are brought before them on the recommendation of the appropriate academic body or by some group of officers of instruction. After six weeks of study and criticism, all proposals that have been made in connection with the budget of the following year are laid by the President before the appropriate committee of the Trustees, with an expression of his own opinion as to each item. These items are usually classified by the President as in his judgment necessary to carrying on the existing work of the university, as highly desirable, or as desirable but not urgent. The several committees of the Trustees give to these budget proposals and to the President's recommendations the most careful and minute examination. They invite to conference with them such administrative officers and such officers of instruction as can help to throw light upon the desirability or necessity of any particular item. Finally the conclusions of these committees are arrived at and reported to the Trustees on the first Monday of February. Under the By-Laws these reports, which are submitted in printed form, are then referred without debate to the Committee on Finance, which reports to the Trustees on the first Monday in March a proposed budget for the year beginning July 1 following, which budget contains in minutest detail an estimate of income and recommendations of appropriations to be made to carry on the work of the ensuing year. It is for the Committees on Education and on Buildings and Grounds to determine, when making their reports, what appropriations and other action they regard as necessary. It is for the Finance Committee, when making its report on the budget in the final form, to determine how much and which of the

proposed expenditures can be safely approved in view of the probable income of the corporation.

The annual budget is adopted by the Trustees on the first Monday of March in each year, and the action taken is at once certified to all administrative officers and heads of departments, in order that preparations may be made without delay for such changes and improvements as have been authorized in the budget. The budget itself becomes effective on July 1.

It is a corollary of the budget system that no money may be paid out by the Treasurer except in accordance with the provisions of the budget, unless the Trustees by special vote authorize a subsequent and supplemental appropriation for any purpose. This action is very rarely taken, and it is never taken save to meet an unforeseen emergency.

So accurate are the budget forecasts that the difference between the estimated income and the income actually collected, and the difference between the budget appropriations and the amounts actually expended, are almost always very inconsiderable.

Because of the budget system it is possible to tell at a glance from what sources the income of the University is derived and for what general purposes it is expended. The cost of instruction in each department is clearly shown, as is the cost of maintaining libraries, laboratories and departmental studies. No attempt is made to apportion among the different schools, faculties and departments of instruction the so-called general or overhead charges of university administration. No good purpose would be served by undertaking such an apportionment, which could do no more than gratify an idle statistical curiosity. A university is not a factory; the systems of cost accounting which are useful in promoting scientific management in a mill or a machine shop

are wholly foreign to a university's spirit and purpose, and quite meaningless when applied to university accounts.

In the Annual Report for 1914, three recommendations were made that have already been favorably acted upon and have gone into operation.

Recent Advances in
University Policy

The statute relating to academic fees has been revised and simplified and each student in the University will hereafter be called upon to pay three, and but three, necessary fees. He will pay each year a university fee of \$10, or if a student in the Summer Session or Extension Teaching a fee of \$5. Payment of this fee marks his membership in the University as a whole, and is evidence of the fact that he is entitled to its general facilities, opportunities and privileges. He will also pay a tuition fee which, in all parts of the University except the School of Law and Barnard College, is calculated upon the point system; that is to say, the student will pay a tuition fee of \$6 per point, a point being defined as academic work involving one hour of attendance a week for a half-year. In the School of Law and in Barnard College the flat fee is still retained and is fixed at \$180 and at \$200, respectively. All special fees for registration, matriculation, gymnasium privileges, laboratory privileges and other similar purposes have been abolished. The third necessary fee is the graduation fee, fixed by long custom in this country and abroad, to be paid by each student who presents himself for examination for graduation. In addition to these three stated and normal fees, the university fee, the tuition fee and the graduation fee, no payments of any kind are required of students save for room rent, in the case of those who live in one of the Residence Halls; for deposits in the case of those students who, in a few laboratory

Academic
Fees

courses are given temporary possession of valuable and destructible material, which deposits are returned to them if the material is returned in good order; and for the privilege of delayed registration or a special examination if these are applied for.

It is calculated that, assuming a registration of the present size, the university fee will produce sufficient revenue to offset the loss from the fees that have been abolished. In effecting this readjustment of fees, the tuition fee has been slightly raised, the unit having been advanced from \$5 to \$6 per point. This is equivalent to saying that the fee, if estimated on the old basis, has been increased from \$150 to \$180. This has been done for the purpose of distributing more equitably over those who enjoy the privileges of the University the annual cost of maintenance. This cost has increased very greatly during the past generation, while the tuition fees have remained substantially stationary. As a result the students have been offered an extraordinary and greatly increased educational opportunity at the expense of the income of the teaching staff.

Fortunately, Columbia University has been able to make very important additions to the salaries of the teaching staff during the past decade, but the cost of living continues to rise and these additions must be continued and increased. It is only fair that some portion of this cost should be borne by those for whose benefit the University is maintained. The student who is called upon to meet an extra cost of \$30 a year, or \$120 for four years, is asked to make a very slight sacrifice in comparison with the professor who is called upon to serve through a great portion of his active life for \$1,000, \$2,000, or \$3,000 a year less than he ought to receive. The new fee system is simple and logical, and there is every reason to believe that it will work well.

The University Council and the several Faculties have also adopted during the year the proposal to constitute a single University Committee on Admissions. The Trustees, therefore, provided in the annual budget for an Office of Admissions, with Professor Adam Leroy Jones as director, to which office is now entrusted the task of admitting students to all parts of the University, alike as members of entering classes or with advanced standing. This office which works in co-operation with the several faculties and administrative boards, is able to maintain a substantially uniform standard in dealing with applications for admission, as well as to appraise in one and the same way college degrees and records of work done in other colleges and universities. It is already plain that the institution of this committee is a marked advance in university administration, and it may be confidently expected to become of increasing importance in the life and work of the University.

Admission to
the University

Steps were quickly taken, both by the Faculty of Columbia College and by the Administrative Board of Extension Teaching, to put into effect the recommendation of the last Annual Report in regard to a course in preparation for business life, which might be offered to College students as an alternative to the work of the first year in law, medicine, engineering or teaching, or a group of the usual elective studies. It is too soon to say what the effect of this new group of courses will be, but those who are most concerned with making and caring for it are confident of its success.

The College and
Practical Life

In the same connection it is clear that the University may offer through Extension Teaching a new and im-

portant service to the city of New York and to the country. There are in and about New York thousands of adult aliens who look forward to becoming naturalized citizens of the United States. It is difficult for adult aliens to obtain any systematic instruction in the duties and privileges of American citizenship. They are left largely to the exploitation of political and philanthropic committees or to such individual efforts of their own as they are able to put forth. It is now recommended that through Extension Teaching there be organized a definite program of study to prepare adult aliens for American citizenship. This course would be offered naturally in the evening at Morningside Heights, but it should also be offered at other available places in and about the greater City of New York where the greatest service can be rendered. It would be easy and appropriate, for example, to repeat this course of instruction on the east side of the Borough of Manhattan, in the Borough of Brooklyn and in the Borough of the Bronx. It might also be found desirable to repeat it in Newark, Jersey City and Paterson.

Such a program of study for adult aliens might well include oral and written English; an outline of American history, economic as well as political; an outline of American politics, including the principles of the Constitution, the organization and development of political parties, and a study of those questions that now most largely engage public attention; an outline of economics, with special application to present-day problems; and an outline of American literature, with biographical sketches of the leading American men of letters. Such a program of study successfully followed for a year or two would be of the greatest possible service in preparing the adult alien for the new duties and

Preparation of
Adult Aliens for
Citizenship

privileges that citizenship will bring to him. The children of aliens find excellent preparation for citizenship in the work of the public schools, but for the adult alien there is need of some such organized instruction as is now proposed.

In the Annual Report for 1904 there was discussed at some length the steps which had been taken by the President and the University Council to make provision for the supervision and direction of athletic sports. In the Annual Report for 1906 there was a return to the subject, and in that report the Trustees were informed of action that had been taken to prohibit the continuance at Columbia of intercollegiate football and of the reasons for such action. While the action taken by the University authorities was anything but popular, and while it led for several years to protests and to criticism, the grounds upon which the action rested were so substantial and convincing that the University authorities were never in doubt as to its correctness. The Reports of 1904 and of 1906 emphasized the desire of the University to do more for the development of athletic sports than had been done in the past, and to promote policies that would encourage the largest possible student participation in physical exercise, in outdoor sports and in intercollegiate contests.

Athletic
Sports

But the situation in regard to intercollegiate football was then peculiar and demanded special consideration. What the situation was can best be described by quoting the following passage from the Annual Report for 1906:

During the autumn of 1905 various occurrences took place which served to focus public attention upon the game of football as it had come to be played by American college students. The various changes which had been made from time to time

in the rules governing the game had completely altered its original character. Moreover, the vigor of the more important contests and the excitement attending them had proved most attractive to a large portion of the public outside of the universities, so that they took on more and more the character of a public spectacle instead of a sport. While to many the game had become intensely uninteresting, to others it represented the most interesting and important thing in the world. Immense crowds were attracted to witness the contests, and sums equal to the annual income of many an American college were received in gate money in a single day. Football indeed, threatened to overshadow and in some institutions did already overshadow every other academic interest. The example of the colleges had speedily been followed by the secondary schools, the game was increasingly popular there, and not a few schoolmasters were beginning to complain of the evils which afflicted the colleges. Appreciation of these facts had been growing in the public mind for some years past and the events of the football season of 1905 brought matters to a crisis. Not only were participants in the contests often injured and sometimes killed, but the whole effect of the intense absorption in the game was antagonistic to the purposes and ideals of American colleges and universities. Because the game was obviously popular and because participation in it was supposed to advertise an institution of learning and to attract students, it was either applauded, or excuses were made for it, by many persons who should have known better.

Not only did all the disadvantages above mentioned surround the game of football, but it had become a game in which the large majority of students could not participate. It required of most participants, great weight and unusual physical strength; of others, swiftness of foot and highly trained powers of attack and defence. It was not a game that could be played in order to gain ordinary physical exercise. It required arduous training, almost complete absorption, and exceptional physical powers. As a result, it had come to be at war with every sound principle of college sport or athletic exercise.

The moral qualities which it was supposed to foster were not strongly in evidence. The most important football games had become in fact purely professional contests, for professionalism is not so much a thing of money as it is a thing of spirit and point of view. At times when students should themselves be taking physical exercise for their own good, they stood grouped by hundreds, watching a contest between trained representatives of their own institution and another. That these contests were gladiatorial in character, the history of the last few years of the game plainly proves. After nineteen hundred years, the words of Seneca were again applicable:

Man, who ought to be sacred to his fellow-man, is now killed by sport; . . . Kill him! Hammer him! Roast him! What makes him so shy of jumping on the gridiron? Why doesn't he knock them out? Does he want to live forever? . . . Tell me, do you not understand even this much: that disgraceful exhibitions react on those who permit them?

Seneca was right. The most serious effects of intercollegiate football were not worked upon the participants but upon the spectators and upon the general public. The participants were very often entirely unconscious of the criticism to which they exposed themselves, but there is not wanting evidence that the spectators, particularly the student spectators, were often swept into a vortex of hysteria and emotionalism which left its permanent mark upon their characters.

Despite the fact that Columbia University is not and never has been one of the institutions in which athletic sports have had undue prominence, there was, in the face of conditions such as these, a duty resting upon the University, the performance of which could not properly be avoided or postponed. Columbia University must dissociate itself entirely from any such demoralizing influences, academic and extra-academic, as surrounded the game of football. Immediately upon the close of the autumn season, therefore, the Committee on Student Organizations, acting after consultation with the President and with his entire approval, announced that on December 31 the permission to maintain a football association at Columbia University would be revoked and the existing asso-

ciation disbanded. The Committee on Student Organizations further expressed the opinion that the present game of football should be abolished and they recommended to the University Council that the game be prohibited at Columbia University.

Following these recommendations the University Council on December 19, 1905, after hearing the representatives of the Football Association, the undergraduates and the alumni interested in the game of football, adopted a resolution declaring it to be inexpedient to take any action looking to any modification of the action already taken by the Committee on Student Organizations in regard to the game of football. Therefore, there was no longer authority to maintain at Columbia an intercollegiate football association and the game was discontinued. Whether the action then taken was taken by the President in exercise of his authority to administer discipline, or by the University Council in exercise of its authority to advise the President as to matters affecting the efficiency of the University's work, is not now important. The fact is that the President, the University Council, and the committees of University officers particularly charged with student and athletic affairs were of one mind in the matter and that the action was taken. Its beneficent effects were not long in showing themselves. The undergraduate body grew rapidly in number and improved in quality. The effectiveness of the academic work during the early part of the first half of the academic year was greatly increased. The tone and spirit of the student-body were vastly improved. Not all these important gains were due to the abolition of intercollegiate football, but they took place in spite of the absence at Columbia of what had been supposed to be an absolute necessity to American undergraduate life.

It was never the intention of the University authorities to proscribe intercollegiate football if the rules governing the game were improved; if the attitude of students and the public toward it became more reasonable; and if participation in the game was no longer in necessary conflict with proper performance of academic work. So striking was the improvement in all of these respects that when, in 1914, a serious and concerted effort was made to secure permission to re-establish intercollegiate football at Columbia, the several academic authorities were quite ready to hear what was to be said upon the subject. The representations made on behalf of both students and alumni were entirely reasonable and in the best possible spirit. It was a great satisfaction to find the Board of Student Representatives including the following statement in their memorandum submitted to the University Committee on Athletics, under date of December 16, 1914:

Columbia's fine stand in refusing to play the old style game has helped to improve the sport so that it now accords with the sound principles of college athletics and physical exercise. The University would increase its influence toward making athletics clean and wholesome by recognizing the change which it has, in a large measure, helped to bring about. This it would do by permitting the establishment of this new game which still goes under the old name.

Similarly the Chairman of the University Committee on Athletics, himself a keen participant in outdoor sports of every kind and an alumnus of thirty years' standing, in the report submitted on behalf of his committee, wrote:

The present game should not be classed with the game of ten years ago. It has been tremendously improved in every way and there is no reasonable doubt that the general agitation at the time when Columbia abolished football and that action

itself had a most material effect in bringing about this improvement.

It is easy to see that arguments presented in this spirit and temper would have great weight, since they proceeded from a recognition and an appreciation of what the University had tried to do when intercollegiate football was prohibited in 1905. The University was not then trying to punish students or to deprive students and alumni of anything in which they were interested and which they found useful and stimulating to the development of college spirit; for no one better understands the value and significance of college and university spirit than the University authorities themselves. But it was trying to dissociate Columbia from what was believed to be an academic scandal and an academic abuse of the first magnitude. In that attempt it was wholly successful.

During the autumn and winter of 1914-1915 the representations made by the Board of Student Representatives and by the University Committee on Athletics were considered by the Faculty Committee on Student Organizations, by the Faculty of Columbia College and by the University Council. As a result, action was taken without dissent re-establishing intercollegiate football for a trial period of five years under certain restrictions that were stated. The purpose of these restrictions was to make it certain that the lesson of the last ten years should not be lost, and that football in common with all other branches of athletics should be made subordinate and kept subordinate to the academic work of the University. Through the provision that practice periods and methods of training must have the authorization of the Department of Physical Education, there was established a direct

relationship between this form of sport and the provisions which the University makes for the care of the health and the development of the strength of the students. The plan as proposed is now in operation. It has been received with great satisfaction, both by the students and by the alumni, and it is entirely satisfactory to the Faculties. It has met with general approval on the part of the public. There is every reason to hope, therefore, that the students of Columbia College may in the future find themselves in better position than ever before to participate in athletic sports and in intercollegiate contests and with the whole body of University opinion in sympathy with them, because the abuses and dangers of an older day have been removed and their recurrence avoided.

It may not be generally known how complete are the provisions made by the University for the oversight of the health and physical exercise of the students. The University Medical Officer Physical Exercise
and Health in his report sets out in detail the extent and variety of his important work. During the past academic year he held no fewer than 8,211 office consultations with students, and, as a result, has served them in many ways other than through diagnosis and prescription. The Department of Physical Education has completely altered its policy in recent years and has moved away from the old formal drills in gymnastics that were once prescribed for freshmen and sophomores to classes in physical education which offer instruction in games and sports in which students wish to engage, as well as practical instruction in hygiene and sanitation. The old drudgery of drill has been done away with and actual participation in pleasure-giving and health-giving sport and exercise substituted for it.

Particular attention is directed to the Report of the Board of Student Representatives which is included in the Annual Reports as an appendix to the report of the Secretary of the University. The reading of this Report will make it plain how broad and how successful are the provisions at Columbia University for student responsibility for student interests and activities. Despite the enormous size of the student body and the vigor and vitality of American youth, serious cases of discipline are almost non-existent. The reason is not that the students at Columbia University are very different in type and in temperament from students anywhere else, but that there has been built up among them a spirit of responsibility for standards and for conduct that is far more effective as a disciplinary agent than faculty rules or administrative orders. It is the custom to state to each incoming Freshman class in Columbia College that there is in the College and in the University but a single rule of order,—namely, every student is assumed to be a gentleman and is expected to conduct himself as such. So well understood is the significance of this single rule, and so admirable has been the influence and the action of the Board of Student Representatives, that a large company of students at work in the heart of a great metropolis is practically as free from the necessity of formal discipline as could possibly be imagined. In more than one instance, the action of the Board of Student representatives, in regard to some particular violation of good order or of the amenities, has been more severe than the action of a faculty would probably have been; but this is normal and healthy because it represents not only effective and responsible self-government on the part of the students and their representatives, but the educational value of

responsibility for the good name of the University of which every student is a full member.

A not inconsiderable part of the occupations of the President is to reply to letters addressed to him in criticism of some reported utterance by a member of the teaching staff, and in making such reply to point out what is the precise status and responsibility of an academic teacher, and what is the University's share of responsibility for his utterances. The number of such criticisms made on the part of the public has notably increased in recent years, and during the past year, probably on account of the European War, these criticisms have been even more numerous than heretofore. In most cases they are based on incorrect or garbled reports of what the person in question really said. In other cases they reflect merely narrowness of view and stupidity, or a desire to use the University as an agent for some particular propanganda which the critics hold dear. One thing these criticisms have in common; they almost invariably conclude by demanding the instant removal of the offending professor from the rolls of the University.

Criticism of
University
Professors

During the past year one amiable correspondent has attacked a University officer under the caption of a 'Snake at large.' The fact that the gentleman in question was not a snake but a professor and that he was not at large but in retirement, had no weight in the eyes of the writer of the letter. It appears that in this case the offense was the expression in public of a favorable opinion as to the nutritive qualities of beer. The effect of this reported utterance on the mind of the objector was to deprive him of any modicum of reason that he may have hitherto possessed. He was and still is very much offend-

ed that the officer in question was not subjected to some public humiliation and rebuke.

In another case a clergyman wrote to object to the reported utterances in the classroom—incorrectly reported, it turned out—of a professor who was described as endeavoring to destroy whatever of faith in Christianity there was in the members of one of his classes. This particular complainant did not ask for the dismissal of the professor in question, but his letter left no doubt that such action would be entirely acceptable to him.

A third and more exigent correspondent wished a professor dismissed—and dismissed by cable, inasmuch as he happened to be in Europe at the time of his offense—for having written a letter to the public press in which he expressed a personal view as to the merits of the European War that was not in accordance with prevailing American opinion. This correspondent based his demand for the professor's discharge upon the fact that he was traitorous and densely ignorant. Of course these two defects would doubtless have weight with the offender's colleagues and with the Trustees if the matter ever came before them in formal fashion.

Still another complainant was an official representative of a belligerent power, who wrote to denounce a University professor as a slanderer because of some difference of opinion as to the qualifications and character of an individual whose name was given. In this case the complainant did not ask for the dismissal of the offending professor but only that he should "be kindly called to account."

All this would be amusing were it not sad. It illustrates once more how much the public at large has still to learn as to the significance and purpose of universities. The notion which is sedulously cultivated in some quarters that there are powerful interests, financial, economic

and social which wish to curb the proper freedom of speech of university professors in America, probably has little or no justification anywhere. So far as Columbia University is concerned it has no justification whatever. That there are large elements in the population which do desire to curb the proper freedom of speech of university professors, is however indisputable. Evidence for this is to be found not only in such correspondence as has just been referred to, but in letters addressed to the public press, and even in editorial utterances on the part of supposedly reputable newspapers. The fact is that people generally have a great deal to learn as to the significance and functions of a university. The last thing that many persons want is freedom either of speech or of anything else unless its exercise happens to accord with their own somewhat violent and passionate predilections. It must be said, on the other hand, that professors of established reputation, sound judgment and good sense rarely if ever find themselves under serious criticism from any source. Such men and women may hold what opinions they please, since they are in the habit of expressing them with discretion, moderation, good taste and good sense. It is the violation of one or another of these canons which produces the occasional disturbance that is so widely advertised as an assertion of or attack upon academic freedom. Genuine cases of the invasion of academic freedom are so rare as to be almost non-existent. It may be doubted whether more than two such cases have occurred in the United States in the past forty years. It is a misnomer to apply the high and splendid term 'academic freedom' to exhibitions of bad taste and bad manners. A university owes it to itself to defend members of its teaching staff from unjust and improper attacks made upon them, when in sincerely seeking truth they arrive at results which are either

novel in themselves or in opposition to some prevailing opinion. Here again the question is much more largely one of manner than of matter. The serious, scholarly and responsible investigator is not a demagogue, and demagogues should not be permitted to take his name in vain.

A well-organized group of American youth such as is to be found at any college or university of considerable size offers almost irresistible temptation to the propagandist. It seems to the ardent supporter of some new movement the most natural thing in the world that he should be permitted, in season and out of season, to harangue college and university students on the subject around which he feels that the whole world revolves. Any attempt to protect the students or the reputation of a given college or university for sobriety and sanity of judgment, is forthwith attacked as a movement toward the suppression of free speech. A portion of the newspaper press and not a few of their more constant correspondents are aroused to action, and pretty soon there is a full-fledged agitation in progress, directed against those responsible for the administration and good order of the college or university in question. In particular, the agitation in favor of woman suffrage, and those in favor of what is called prohibition or of what is called socialism, are most active and determined in seeking to use colleges and universities as agencies and instruments of propaganda.

It may properly be pointed out that in each of these cases, and in others that are similar, there is not and cannot be involved any question of free speech in the proper sense of that term. There is no good reason why the youth who are committed to the care of a college or uni-

Attempts to Exploit
the University

versity should be turned over by that college or university to any agitators or propangandists who may present themselves. On the other hand, there is every reason why the college or university should protect its students from outside influences of this sort. The sound and proper policy appears to be for a college or university to see to it that its students receive information and instruction on all of these subjects, and on similar matters that interest large groups of people, from its own responsible officers of instruction or from scholarly experts selected by them because of their competence and good sense. For many years it has been the rule at Columbia University, established in 1891 by President Low, that any bonâ fide organization of students interested in a political or social movement and wishing to organize a club or association in support thereof might hold one meeting for organization in the University buildings, but that, so far as clubs and associations interested in political or highly contentious subjects were concerned, all subsequent meetings must be held outside of the University precincts. This plan has worked well for nearly twenty-five years. The University has been most hospitable to clubs and organizations of every sort, provided they were organized in good faith by duly registered students. Under the operation of this rule, no serious abuses have arisen and no charge has been made, or could justly be made, that freedom of speech was in any way interfered with or limited. On the other hand, the University and its students have been protected from constant and persistent agitation, during political campaigns in particular, in regard to matters that lie quite outside the main business and purpose of the University.

After prolonged conferences and consultations with the Managers of the Presbyterian Hospital, and after a

careful study of the needs and future interests of the College of Physicians and Surgeons, including an examination of all possible sites for a Medical Center for New York Medical School in the immediate vicinity of the University, the Trustees, on February 1, 1915, adopted the following resolutions:

RESOLVED, That the Trustees of Columbia University in the City of New York hereby declare their willingness to cooperate, on terms to be hereafter settled, with the Managers of the Presbyterian Hospital in purchasing and developing the proposed site on Broadway between 165th and 168th Streets; upon condition, however, that adequate funds shall be provided by gift to the University on or before June 30, 1920, for the purchase of their share of the land and for the construction and maintenance on the said site of new buildings for the College of Physicians and Surgeons; it being distinctly understood that if such funds as the said Trustees shall consider adequate for the above purposes are not provided by June 30, 1920, they shall be relieved from all obligation hereunder.

RESOLVED, That the Committee on Conference with the Managers of the Presbyterian Hospital have authority to continue the negotiations with the Managers of the Presbyterian Hospital and with the boards of control of other hospitals and institutes, and to report to the Trustees from time to time the results of such negotiations.

Thereafter, on March 16, 1915, the Presbyterian Hospital entered into a contract with the owners of the property in the Borough of Manhattan bounded north-erly by 168th Street, southerly by 165th Street, easterly by Broadway, and westerly by Fort Washington Avenue, to purchase the same for two million dollars on or before September 16, 1915. As the time approached for the completion of the purchase, it was learned that the Managers of the Presbyterian Hospital had expected that the University would join them in purchasing the

property at once and without waiting for the fulfillment of the conditions set out in the resolutions adopted by the trustees on February 1, 1915. To meet this expectation and to prevent the failure of the entire plan, it became necessary for the University to find ways and means of joining the Hospital in the purchase. Inasmuch as the University is restricted, and properly restricted, in the purchase and development of this site, to the use of such funds as may be given for the purpose, an entirely new situation presented itself. Arrangements were made to extend the term of the contract to purchase until November 20, 1915, and it is confidently hoped that before that date the University will receive gifts sufficient to enable it to purchase such share in the site as will be needed for the Medical School of the future.

Too much emphasis cannot be laid upon the importance of the undertaking upon which the University has entered in co-operation with the Hospital. No such carefully thought out and far-reaching plan for medical teaching and research has heretofore been presented in this country. The present great centers of medical teaching and research in the world are Paris, Vienna and Berlin. In the United States, important beginnings in modern organization and method have been made in only a few places, and American medical schools have for the most part been compelled to develop their methods and systems of education without a proper association between the hospitals and the schools. This is particularly true of New York. In spite of the excellence and fine traditions of the College of Physicians and Surgeons, and in spite of the fact that the city is the home of other good medical schools and of several noteworthy hospitals, New York has lagged far behind in medical teaching and research just because that inti-

mate co-operation and interdependence of medical school and hospital on which this excellence depends have been lacking.

The intercorporate alliance entered into in 1911 between Columbia University and the Presbyterian Hospital opened the way to new and better things. The purpose of this alliance was an intimate union of the Medical School and the Hospital, in order that the medical, surgical and pathological resources of the Hospital should be placed at the immediate disposition of the Medical School for teaching and research, and in order that the scientific skill and experience of the Medical School might be placed at the service of the Hospital for the care of the sick and injured.

In order to gain the full benefits of the alliance, it was necessary that both Medical School and Hospital should be rebuilt in thoroughly modern fashion and in juxtaposition. To do this required on the part of each institution a retracing of some steps that had previously been taken. The Presbyterian Hospital had purchased property upon the East River with a view to erecting thereon a new series of hospital buildings, while the University had acquired East Field with a view to erecting thereon buildings for the Medical School which should provide at least three times the accommodations afforded by the present buildings. It was soon developed, however, that it would not be wise or possible for the Medical School to be built at or near the site which the Hospital had acquired, and inquiry quickly made it plain that there was no property available in the immediate vicinity of the University adequate to make provision both for the Medical School and for the Hospital. Therefore it became necessary to choose a new site,—one which should be convenient of access, well situated as to light and air, and large enough to

accommodate not only a thoroughly modern teaching hospital and a thoroughly modern medical school, but to make provision for the future growth of both institutions and for the affiliation with them of other special hospitals and institutes founded to care for some particular aspect of medicine or scientific research. Such a site was found in the property selected at Broadway and 165th to 168th Streets. This site measures 574 feet on the north, 778 feet on the west, 536 feet on the south, and 782 feet on the east. It contains approximately ten acres of ground. It seems to offer an ideal situation for the proposed buildings. It is on high ground, it is well supplied with light and air, it is easily accessible both by subway and by surface lines to patients and to students, it is free from objectionable surroundings, and it will be adequate for the purposes intended. In order to enable the University to carry out its part of the contemplated enterprise, it will be necessary to raise by gift a fund of no less than \$7,500,000 within the five-year period, for the following purposes:

Estimated cost of new building for School of Medicine, including space for sanitary science and cancer research, 3,500,000 cubic feet at 50 cents,	\$1,750,000	
Estimated cost of rebuilding Vanderbilt Clinic, 900,000 cubic feet at 50 cents, [Sloane Hospital is not included in the estimate]	450,000	
New equipment, estimated,	100,000	
	\$2,300,000	
Estimated value of half of 59th Street site; half being reserved for use of Sloane Hospital,	300,000	
Net cost of new Medical School buildings and equipment,		\$2,000,000
Estimated cost of purchasing and holding newsite,		1,000,000
Estimated cost of students' dormitory, including dining hall,		400,000
Endowment for sanitary science and public health,	1,000,000	
For general endowment,	3,100,000	4,100,000
<i>Total to be raised by Columbia University,</i>		<i>\$7,500,000</i>

Some generous gifts to aid this great plan have already been received or pledged. It can hardly be doubted that a public undertaking of such magnitude, affording as it does so great an opportunity to increase the reputation of the city of New York and to advance medical science and the care of the public health, will make strong appeal to those large-hearted men and women who wish to identify themselves with the highest type of public service. No names will be longer held in grateful remembrance than those which are associated with the carrying forward to successful completion of this epoch-marking project.

During the past few years much consideration has been given by the University Council and by several of the Faculties as well, to the status and significance of the degree of Master of Arts. The enormous increase in the number of graduate students and the large proportion of those students who become candidates for the degree of Master of Arts, have raised some new and significant questions in regard to that degree. Its equivocal character has frequently been pointed out. It is primarily a degree conferred for not less than a year of resident study after the Bachelor's degree has been obtained. This year of resident study may, however, be occupied in any one of a number of widely different ways. It may, for example, be occupied in beginning genuinely advanced work and inquiry, with a view to going forward to the degree of Doctor of Philosophy later on. Or it may be occupied with studies which, while advanced, are little more than a new group of Senior electives. Or, again, it may be occupied in a way that will increase the fitness of the individual student for secondary school or college teaching without

The Better
Organization of
Advanced Instruction
and Research

his becoming a professional student of the theory and practice of education. It is clear then that graduate students who are candidates for the degree of Master of Arts group themselves in different ways and so give rise to some new problems of University organization and administration. Now a new element enters into the problem through the fact that the Schools of Law, Medicine and Engineering are themselves advanced or graduate schools, and that it is the wish and purpose of their Faculties to promote research in the professional fields severally committed to them, and to provide facilities and opportunities for training in methods of investigation to mature students who have completed with credit not only a college course but a professional school course as well.

In other words, the growth and development of the University has presented a new set of problems that differ from those which were so satisfactorily solved in 1890 and the subsequent years when the present University system was worked out and adopted. At that time the University Council was constituted with dual functions, which have been gradually developed, extended and strengthened. The University Council is, from one point of view, an upper legislative body or senate, whose concurrence is necessary to any important act proposed by one of the lower legislative bodies or faculties, which might affect general University policy. From another point of view the University Council is a group of representatives of the Graduate Faculties for the purpose of unifying the rules and regulations governing the award of advanced degrees and of controlling those degrees. During the past ten years the University Council has very properly laid more and more emphasis upon its work as an upper legislative body, and less and less emphasis upon its work as an

organization to control and to unify the work leading to the advanced degrees. Matters arising in the latter field have been, for some time past, dealt with by a standing committee, and the Council has done no more than formally ratify the work of that committee.

Meanwhile the importance of the Council has grown apace, and to-day, representing as it does every Faculty and Administrative Board, its concurrence is and should be necessary to any important legislative act which touches University policy in any way. The Council is the body through which the University mind on any topic can best and most directly find expression. Its members are in close touch with the Faculties that elect them, or with the Boards of which they are members. It is in the highest sense important that the University Council should be encouraged and given opportunity not only to pass upon but to consider carefully and to debate all important educational undertakings, projects and changes of policy.

If the Council is to do this and to do it effectively, then it may be desirable to create out of existing material a new administrative board so chosen that all important scientific and scholarly interests may be represented, to control and to stimulate the work of research in the University, and to take the initiative in all matters relating to the degree of Doctor of Philosophy. Such an administrative board might readily be constituted out of and around the existing joint Committee of Instruction of the Faculties of Political Science, Philosophy and Pure Science. Representation of the Faculties of Applied Science, of Law, and of Medicine might be added to the existing joint committee; and this body, thus enlarged in representative capacity and perhaps somewhat altered in number, might be made directly responsible for the degree of Doctor of Philosophy and

for the oversight of the research work of the University, both that leading to the degree of Doctor of Philosophy and that which it is proposed to develop and to stimulate in advance of the requirements both of residence and of competence for that degree. At present there are under the control of the various University Faculties, not fewer than 600 students who are looking forward to presenting themselves as candidates for the degree of Doctor of Philosophy in a longer or a shorter time. The supervision and direction of the work of these candidates would appear to be ample to occupy the time and attention of an administrative board and of the Dean of the Graduate Faculties. Here is a specific problem which cuts across all existing University Faculties, and even to some extent across the existing distinction between graduate and undergraduate courses of instruction. The problems arising in this connection require for their solution entire openness of mind, absence of formal academic routine, and that flexibility of administration which can adapt itself to the needs of each individual student and of each separate problem that is to be attacked.

As the University grows and extends its activities and as its service to the public is so richly multiplied, it is of vital importance that it lay increased and steadily increasing emphasis upon the work of research. It is this which marks off the true university from the *poly-technicum* or from the merely philanthropic organization of higher education. So long as the spirit of research dominates the university and is its major interest, just so long will its teaching be kept fully alive and just so long will its public service be real and vitalizing. To organize and to stimulate research, therefore, is the university's chief business. The effect of a sound and well considered policy in this regard will be felt in every

part of the university's activities, however remote that part may, at first sight, appear to be from this central point.

Were the organization of research and the oversight of candidates for the degree of Doctor of Philosophy to be provided for in the manner above outlined, then there would remain the question of how best to provide for the great army of graduate students who have neither the desire nor the competence to go forward in the work of serious investigation, but who do wish to profit by one or more years of graduate study and who are desirous of obtaining a Master's degree as an evidence that they have pursued such study successfully.

There are two ways in which the hundreds and thousands of students of this type may be cared for:

They might be divided into groups according to their subjects of major interest and assigned to the care of that Faculty to which the subject of major interest would naturally belong. Were this plan followed then graduate students of Mining or of Engineering would be under the charge of the Faculty of Applied Science; graduate students of Medicine would be under the charge of the Faculty of Medicine; graduate students of Private Law would be under the charge of the Faculty of Law; graduate students of Political Science, Philosophy and Pure Science would be under the charge of those Faculties as at present. The University Council would remain in this, as in all other matters, the upper legislative body and its concurrence would be required to make valid any proposed change of general policy in regard to students of this type. This is perhaps the more simple and economical of the two possible methods of procedure. The alternative would be to create out of the membership of the Faculties concerned an administrative board to care for students of this kind and to supervise and direct their work. Such a solution of the problem

seems, however, to introduce unnecessary complications and to multiply machinery where no multiplication is necessary.

It is important that governing principles in regard to these matters be decided upon without undue delay. The whole University is familiar with the outlines and general conditions of the problems involved, and it ought to be possible within the compass of the present academic year, to agree upon and to adopt a simple system of organization that will meet the needs of what has become a very important and a very pressing situation.

Should some such plan as that above outlined be adopted, it is to be hoped that there will be attracted to the University in the near future an increasing number of advanced students well trained in methods of research, who have already obtained the degree of Doctor of Philosophy and who also have or could be given the leisure for quiet, patient and disinterested investigation. They would have no thought of degrees or other academic ornamentations, and they would be free from all of the usual academic requirements as to attendance upon courses of instruction, laboratory work or seminars. Their time would be their own to be employed in scientific and scholarly investigation in such directions and by such methods as they might themselves prefer and adopt, or as might be indicated to them by the guiding professor with whom they were associated or under whose direction they wished to work.

Were the University to include in its membership a hundred men and women of this type, the number and importance of investigations being carried on would rapidly increase, for such a group of advanced workers would not only stimulate the various departments of instruction with which their own work was associated,

but the whole body of graduate students would feel the benefit of their presence and example. Out of such advanced workers as these it might be practicable to create a body of Docents, whose relation to the University would be similar to that of the *Privat-Dozenten* in the German universities. Work such as this would afford an invaluable training ground for future university professors, and those who were so fortunate as to attain distinction would be speedily invited to teaching and research positions in other universities and scientific institutions.

The customary method of reporting and recording important researches is such as to make it difficult for others than those working in the special field that a given research covers to know what is being done, except in those occasional cases where a new piece of work is of a character to attract general public attention. Scholars and scientists are in the habit of reporting their researches to societies and associations composed of their own colleagues and fellow-workers, and these reports are then safely enshrined and entombed in the transactions or other publications of the society in question. If it is found practicable and desirable to organize in Columbia University such an Administrative Board for Research as has already been outlined, one function of such a Board might well be to publish annually, for the benefit of the entire University and the world of scholars, a brief description of each important research that had been undertaken during the year. Apart from any other good purpose that such a publication might serve, it would certainly assist in making the University as a whole conscious of what was being done from year to year in its name and by its aid to advance knowledge.

Recent
Important
Research

Very slight inquiry would serve to make it plain that at least one-half of the great departments into which the University is organized are already actively engaged in the promotion of research and in guiding the activities of mature scholars. Some of the results recently attained, particularly those by Professor Pupin and Mr. Armstrong in the field of electro-mechanics, and by Dr. Rittman in the field of industrial chemistry, have been of such a character as to attract widespread attention and so to be brought to the knowledge of the general public by the daily press.

Within a very short period of time, the results of at least a dozen investigations in the field of inorganic and physical chemistry have been published. These have been carried on by Professors Alexander Smith, J. L. R. Morgan, and Beans, and by Drs. Kendall and Barry. In organic chemistry, Professors Bogert and Nelson, together with a group of research students, are at work upon processes which have for their aim the building up in the United States of certain branches of chemical industry that have hitherto been almost completely monopolized in Germany. In food chemistry, Professor Sherman and Dr. Thomas are constantly carrying forward their studies of enzymes. In chemical engineering, Professor Whitaker and his associates have been at work on problems involved in the improvement of the brake shoes used on railway cars, on the chemical utilization of Southern pine waste with a view to assisting the development of those industries that deal in forest products, and on the important problems involved in breaking down the heavy petroleum molecules into lighter hydrocarbons. This last problem is the work carried on particularly by Dr. Rittman, as a result of which it has been found possible to increase largely the yield of gasoline from crude oil and also to establish the

conditions of a process for converting a substantial portion of crude petroleum into some of the basic materials now used in the manufacture of dyes and explosives. In the Department of Physics, Professor Davis, Mr. Farwell and Mr. Blanchard have been at work on studies in the conduction of electricity through gases, particularly the process of ionization by which a gas is rendered conducting. Professor Webb, with Dr. Woodman, Dr. Nelms, and Dr. Severinghaus, have carried on studies of new apparatus for the generation of short electric waves, and the reflection and absorption of such waves by systems of resonators or screens of obstacles, a branch of inquiry which is related to wireless telegraphy on the one hand and to the theory of optics on the other. Dr. Morse, Miss Langford, Mr. Marvin and Dr. Clark have devoted themselves to studies of heat radiation (infra-red spectrum) as reflected or absorbed by substances of different chemical constitution, leading to a theory of the optical properties of such substances in the visible as well as in the infra-red spectrum, and particularly to a theory of the relation between chemical composition and optical properties. Professor Pegram has continued the investigations which he has carried on for a number of years, in co-operation with various physicians and hospital authorities, to determine the therapeutic value of radium. He has also recently published a paper on an interesting experiment in electromagnetic induction and the relativity theory. Professor Trowbridge has published the results of some investigations on the phosphorescence of gases which have led to the design of new photometric apparatus and to the investigation of errors in photometry due to retinal fatigue.

In the Department of Zoology, most of the research work has been devoted, as for several years past, to

the study of the minute constitution of living matter as shown by the microscopic study of the reproductive and developing cells. The results of this work have furnished a mechanism sufficient to account for most of the known properties of heredity. The laboratory workers in this Department are actively carrying forward the endeavor to bring together in synthesis the most modern discoveries of the microscope and the newest studies in heredity. In the lower organisms the problems of reproduction in their relation to the continued vitality of the living cell, and the influence of the products of malignant growths of higher animals on the rate of reproduction of the protozoans have been further studied.

General interest has been attracted to the work of the Department of Zoology in the reconstruction of types of heads standing between man and the ape or at least in the lower ranges of human evolution, that have been carried on in connection with the American Museum of Natural History.

The Department of Biological Chemistry has been exceedingly active, but is somewhat embarrassed by the failure to establish an official relation between this Department and the hospitals.

In bacteriology, Professor Zinsser's new book on *Infection and Resistance* has been authoritatively described as the most thorough and original treatment of the subject of infection and immunity to be found in the English language. The work of the Department of Pathology has been particularly concerned with the derangements of the organs of internal secretions. The study of the behavior of tissues cultivated *in vitro* has been continued and a number of papers have been published dealing with infectious processes. Professor MacCallum, the late Dr. Stewart, and Drs. Jobling

and Peterson have been actively engaged in these and similar researches. In the Department of Physiology an unusually large number and variety of investigations have been under way. As a member of the New York State Commission on Ventilation, Professor Lee has taken an active part in the Commission's experimental studies of the efficiency of the human body under different atmospheric conditions. This work as already planned is expected to constitute the most complete investigation of this general problem that has yet been undertaken. Professor Lee is also bringing toward completion a long-continued study of the general physiological properties of diaphragm muscle in comparison with the other mammalian muscles, and he has made a variety of observations on the rate of the heart beat and the pressure of the blood in the arteries of man and the variation of these phenomena in relation to events in the daily life of the individual. Professor Burton-Opitz has continued his extensive investigations, that have now extended over several years, on the flow of the blood in different bodily areas and the viscosity of various bodily fluids. Professor Pike has been at work on the relation of the vestibular nerve of the ear and its end-organs to the orientation of the body in space. Dr. H. B. Williams has studied the general subject of the electrical phenomena of the living body and has made important clinical studies of the electrocardiographic method of some two hundred and fifty cases of pathological heart action. Dr. E. L. Scott has continued his investigations on the condition of the sugar in the blood and its variations. Dr. Pardee has been investigating heart murmurs in the pathological condition known as auricular fibrillation.

Under the direction of Dr. Francis Carter Wood, the staff of the Crocker Laboratories have been at work upon

various highly specialized problems in relation to cancer. Most of the papers published have a limited and purely scientific interest, but all of them represent serious and useful work. In particular, it has been shown by experiment that in order to get the best effects from radium in the treatment of cancer, the container must be in close contact with the cancer, either by being laid against it if the growth be in the skin, or buried in the tumor itself if it be deep-seated. The exact length of time necessary to kill a cancer cell with a given amount of radium at a stated distance has been determined, and it has been shown that in order to obtain satisfactory results much longer exposures must be given and much larger amounts of radium used than had previously been supposed. Other phases of practical investigation have been the examination by the staff of a large number of widely advertised 'cancer cures,' either chemicals or drugs. All of those tested were found to be absolutely valueless.

These researches, all of which have been carried on in departments dealing with an experimental science, are but a fraction of those which have been and constantly are in progress throughout the University. Some of the investigations so earnestly pursued result in more or less important additions to theoretical knowledge, but many of them relate directly to practical problems and have immediate bearing on the public welfare. Of this character are the elaborate inquiries that were undertaken for the recent Constitutional Convention of the State of New York by the Legislative Drafting Research Bureau, and for the Committee on Taxation appointed by the Mayor of the City of New York by Professor Seligman and Dr. Haig. If there are those who think that research is not so actively and so successfully prosecuted at Columbia University as, for example, in Germany, it may be

remarked that while the farce entitled "It Pays To Advertise" was written by a Columbia graduate, the maxim which that farce seeks to inculcate has not been very much acted upon by the dramatist's Alma Mater.

The strides which are made each year in the development of Extension Teaching offer new illustration of how service may be combined with scholarship when there is a definite policy to be pursued. The Director of Extension Teaching has laid not only Columbia University, but the City of New York and the nation, under deep obligation to him for his clear demonstration of what may be accomplished in serving the general public without in any way permitting a weakening in the University standards of scholarship. The thousands of men and women who are helped and instructed by members of the teaching staff of Columbia University, but who are not able to attend what it is the fashion to call the regular academic exercises, are brought increasingly within the scope of the University's influence and even increasingly into the University Library, laboratories and lecture rooms. Buildings that a generation ago were closed at one o'clock in the afternoon and that ten years ago were closed at five o'clock, are now open and fully occupied until ten o'clock at night. In this way it is possible to meet the needs and to help fulfill the ambitions of the thousands of those youths and adults who are compelled to work for their living during the usual business day. It may well be a source of special pride that Columbia University in the City of New York has proved itself so well able to enter into the life of the city and to meet the needs of all the people.

By the provisions of the will of the late Joseph Pulitzer, it was provided that "if at any time within seven years

after my death my executors, then acting and qualified, shall be satisfied that for three years the School of Journalism has been and then is in successful operation, and if at or before that time a plan for the awarding of prizes of scholarships, contemplated by said agreement, shall have been agreed upon and adopted, they shall pay the whole principal [\$1,000,000] to Columbia University." The three-year period has now been completed, and it is a matter of common knowledge, which the University has supplemented by a marshaling of the specific evidence, that the School of Journalism has been, and now is, in successful operation. A plan for the award of the prizes and traveling scholarships to be established under the terms of Mr. Pulitzer's will was approved by the Advisory Board of the School of Journalism on May 24, 1915. This plan was agreed to by the Trustees of the University on June 7, 1915, and was tentatively approved by the Executors and Trustees of Mr. Pulitzer's estate on June 10 following. It may, therefore, be assumed that as soon as the necessary formalities can be complied with the additional sum of \$1,000,000 will be paid to the University and the plans of Mr. Pulitzer will go fully into operation.

The three years' experience which has already been had suggests some changes of policy, not very great or very important, which will undoubtedly increase the effectiveness of the School of Journalism and make its relation to the rest of the University more definite and more helpful than at present. It has already been demonstrated that for the training of such journalists as Mr. Pulitzer contemplated when making his benefaction, more time is required than was supposed at the outset, and greater concentration of energy and of purpose. To make this possible, it will be desirable so to restate the conditions

of admission to the School of Journalism as to secure students somewhat more mature and somewhat more effectively trained in the preliminary subjects. Students of greater maturity and better preliminary training will then be able to devote themselves, as in the case of students of law, medicine and engineering, exclusively to preparation for the work of journalism. They will no longer be required to spend a considerable part of their time either in supplementing the deficiencies of an earlier education, or in acquiring that elementary knowledge that should be obtained elsewhere than in a professional school. It is to be hoped that such a readjustment as is here outlined can be made in season to take effect at the beginning of the academic year 1917-18.

The carefully planned system of prizes, as established by the terms of Mr. Pulitzer's will puts a new and difficult obligation upon the University. The plan for the award of these prizes will, however, assure to the University the best possible counsel in making selections for those to receive the awards. This plan, including a statement as to the number, character and amount of the prizes, will be made public just as soon as the fund for the endowment of the prizes is received by the Trustees.

During the year Barnard College celebrated in formal and highly successful fashion the twenty-fifth anniversary of its foundation. Marked progress was made during the year toward the completion of the million-dollar endowment fund which the College so sorely needs. The announcement by Mr. Jacob H. Schiff of his intention to provide, at a cost of \$500,000, the building which has been so often asked for and whose coming has been so long postponed was a fact of high importance. By reason of Mr. Schiff's gift, there will be provided, probably in the spring of 1917, a build-

Barnard
College

ing well planned and commodious that will include provision for the physical training and the daily exercise of undergraduate women students, for the library of Barnard College, as well as rooms for study and for rest and a place where the various groups of women students—undergraduate, graduate and professional—may gather for the accomplishment of their common purposes. If the million-dollar endowment fund can be completed within a reasonable time and the building provided by Mr. Schiff's gift speedily erected, the most pressing of the needs of Barnard College will be met. The fact that other needs will then hasten to find expression should only spur to greater effort in meeting those that are now so obvious.

During the year the relations between the Teachers College corporation and the University have been most carefully studied by a Joint Committee of Conference. The agreement of February 1, 1893, subsequently extended in scope and content by the agreement of March 1, 1898, by which Teachers College first became affiliated with the University, was executed in a spirit of prophecy, and did little more than reflect the hopes and plans of those who organized and founded Teachers College with a view to its eventual complete incorporation in Columbia University. The subsequent agreement of July 1, 1900, went much farther than did the earlier agreements and dealt, in what was believed to be a satisfactory way, with the conditions as they then existed. In the interval since 1900, however, the whole situation had changed. The University had grown by leaps and bounds; it had expanded in every direction. The Summer Session and Extension Teaching had come into existence and were developed with so much success that they demanded

Teachers
College

attention as important elements in the life and work of the University as a whole. Teachers College, too, had grown with great rapidity. It had left behind some of the more elementary forms of work with which it had begun, and, so far as the subject of education was concerned, it had become an advanced or graduate professional school. The dual interest which marked Teachers College from the day of its origin was now reflected in the separation of a Faculty of Practical Arts from the Faculty of Education. The relation of these Faculties and their work to the other faculties and departments of the University, including the Summer Session and Extension Teaching, raised new and unforeseen problems which were not easily solved under the terms of the existing agreement. After several months of study and discussion in which every aspect of the intercorporate relationship was examined in minute detail, a new form of agreement was unanimously adopted under date of June 6, 1915, and went into effect on July 1, last. By the terms of this agreement, the educational incorporation of Teachers College in the University is complete, while the separate corporate existence and responsibility of Teachers College are fully recognized and protected.

In the new agreement, it is provided that the corporation of Teachers College shall maintain and support the Faculties of Education and of Practical Arts, and that these Faculties shall be Faculties of the University with all the rights and privileges now or hereafter accorded to the faculties of the University. The statutes of the University and the resolutions of the Trustees of the University, as well as the authority of the President, apply to the Faculties of Education and of Practical Arts and to all their officers of administration and instruction in the same manner as to all other faculties and corresponding officers of the University.

Appointment to positions established and maintained at the cost of the Teachers College corporation are made by the Trustees of Teachers College, on the nomination of the Dean subject to the approval of the President of the University. Any officer of Teachers College so appointed becomes an officer of the University, and has the rights and privileges of officers of corresponding rank in the other schools and colleges of the University, only when and after his appointment has been reported to and confirmed by the Trustees of the University, and when funds have been provided by the Teachers College corporation for the payment of his salary in the same manner as the salaries of all other University officers. The degrees conferred upon the recommendation of the Faculties of Education and of Practical Arts are University degrees, and the students registered under those Faculties are University students.

Not only is the new agreement a marked advance upon its predecessors in definiteness and in precision, but it establishes a series of principles which may easily be applied in cases not now foreseen when it may be desired to incorporate still other separate foundations in the educational system of the University. The plan now adopted completely merges the educational work of Teachers College in the University, and neither officers nor students know any distinction. On the other hand, it preserves for Teachers College the interest, the support and the enthusiasm of a group of men and women who, serving as Trustees of that corporation, are most anxious for its welfare and for its increasing prosperity.

The work of raising the standards and improving the instruction at the College of Pharmacy goes steadily on with the cordial co-operation of both Trustees and Faculty. The Dean in his report points out what

is being done toward the building up of the genuinely University course in Pharmacy and what progress is making in this regard. The growth of the influence of the College is very marked, and the calling for which it makes such excellent preparation steadily grows in effectiveness and public esteem in consequence.

A close observer of the life of Columbia cannot fail to notice how year by year old theories and old forms are giving way to new facts and new needs. It has been pointed out in more than one Annual Report that the growth of the department as a unit of teaching and administration is undermining the importance of the historic division of the teaching staff into faculties. More and more the faculties confine themselves to hearing and approving the recommendations of departments, and they find it increasingly difficult to determine the limits, or supposed limits, of their own intellectual interest and authority. Teachers may be artificially divided into groups bearing certain names, but the subjects that they teach are not quite so tractable. These subjects fade insensibly one into another or overlap each other in a score of ways. It is increasingly hard to find a logical reason for the distinction between pure science and applied science, and the barriers between political science, philosophy and law have long since become mere shadows. In similar fashion the distinction between graduate and undergraduate is breaking down, and necessarily so. The field of study is now so wide and the number of separate subjects so great that if a student is to take up certain subjects at all he can only take them up in succession, and that succession will bring the elementary study of some of these subjects at the period when he has

completed work sufficient to entitle him to receive a baccalaureate degree. He will, therefore, be a graduate student; but he may well be engaged, in part at least, upon the very elements of some subject not theretofore pursued by him but which others have followed as College Sophomores or even as College Freshmen. Nowhere is the academic organization of the future so clearly foreshadowed as in the work of the Summer Session and of Extension Teaching. There all faculties merge into one and all subjects take their place, not by reason of an artificial classification into illogical groups but simply in alphabetical order for convenience of reference. Both in the Summer Session and in Extension Teaching the student takes the work that is fitted to his individual capacity and needs, and he receives whatever academic reward or credential is appropriate. In each case a small administrative board plans the work and a single executive officer is responsible for its execution. Teachers are free to teach and investigators to investigate. It will not require any announcement of administrative policy or any committee report, much less any organized movement, to cause this fortunate condition to spread itself in time over the entire University organization; the force of educational gravitation will do the work without official aid.

We are moving with more speed than at one time seemed likely or possible toward a form of organization in which the undergraduate work for men and for women will continue to be cared for by Columbia College and by Barnard College respectively, but in which all the other work of the University will be increasingly merged and unified in its educational and administrative control. Medicine will stand outside of this movement so long as it is physically remote from the rest of the University, but, if the project to rebuild the Medical

School on Morningside Heights had been persevered in, medicine would in time have been drawn into the common group. It requires a pretty acute vision to detect the line that cuts off anatomy, bacteriology, biological chemistry, pathology and physiology from the other natural and experimental sciences. Law is in a similar situation. The methods by which it is now taught make increasing use of historical and economic knowledge and of business experience. The time is not far distant when he will be thought a poorly equipped student of law who has not obtained a sound training in economic theory, in political history and in social science. In France this fact has been recognized for some time, but the rest of the world still lags behind and suffers in consequence.

It is neither possible nor necessary to forecast just what form the movement now so plainly visible will ultimately take. It is sufficient to call attention to it and to express sympathy with it as a perfectly natural and unpremeditated development to adapt university organization and work to the changing needs of a very alert and knowledge-seeking generation.

The financial operations of the year are set out in full in the Treasurer's Report. It appears that after making
Financial payments of \$124,639.20 on account of interest on the corporate debt, and of \$100,000 toward the redemption fund for the payment of the principal of the bonded debt of the corporation, the deficiency in the operations of the year amounted to but \$13,592.55. Whether this result be contrasted with the deficiency for the year as estimated when the budget was made, namely, \$70,058.60, or with the deficiency for the year preceding, namely, \$42,952.64, it must be regarded as satisfactory.

The additions to the funds of the University made during the year amounted to \$364,633.74, being much

smaller than in any year for some time past. This circumstance doubtless reflects the financial conditions that were produced by the outbreak of the European war.

Of the gifts received during the year, the principal ones were those of Mr. William K. Vanderbilt for the new Medical School site, \$113,750; the Estate of Joseph Pulitzer, for the endowment fund for the School of Journalism, \$50,000; from an anonymous donor for the better equipment of the Chemical Laboratories in Havemeyer Hall, \$30,000; Mrs. Samuel W. Bridgham, to establish a fund for the endowment of a research fellowship in memory of her husband, \$20,000; from anonymous donors, the Dr. and Mrs. Frederic S. Lee Fund for the endowment of the Department of Physiology, \$20,000; from an anonymous donor for the Legislative Drafting Research Fund, \$15,000; from the American Road Machinery Co., for the Highway Engineering Fund, \$13,997; from the East River Homes for Medical Aid to Indigent Persons, \$11,000; from the Estate of Admiral George W. Melville, for the equipment of the laboratory of Mechanical Engineering, \$5,280.15; from L. A. Van Praag, for cancer research, \$5,000; from an anonymous donor for the improvement of Camp Columbia, \$4,291.21; from the France-America Committee, for the maintenance of the Maison Francaise, \$4,000; from the Government of the Netherlands, for the salary of the Queen Wilhelmina Lecturer, \$3,500; from Mrs. Samuel P. Avery, to augment the income of the Avery Library Fund, \$3,000; from the Class of 1879 Mines, to be added to the principal of their Loan Fund, \$2,900; from Mrs. Frederick S. Coolidge to establish a research fellowship in Medicine, \$2,400; from Mr. George Ehret, for the maintenance of the Deutsches Haus, \$2,000.

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

Purpose	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
General Endowment		\$1,952.50	\$150,000.00		\$151,952.50
Special Funds	\$110,220.72	174,452.97	38,674.43	\$3,500.00	326,848.12
Buildings and Grounds	124,250.00		53,875.00		178,125.00
Immediate Use	130,163.02	9,413.23	17,610.00		157,186.25
<i>Totals</i>	364,633.74	185,818.52	260,159.43	3,500.00	814,111.69

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
1901-1911	16,468,448.74
1911-1912	2,242,417.58
1912-1913	1,605,935.33
1913-1914	1,494,648.61
1914-1915	814,111.69
Total	\$28,085,464.77

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

Deaths of University Officers Ernst D. Richard, Pd.D., Lecturer on the History of German Civilization, on November 20, 1914, in his fifty-sixth year.

Charles W. McMurtry, M.D., Instructor in Dermatology and Syphilology, on November 25, 1914, in his forty-third year.

Grace H. Dodge, a trustee of Teachers College from its organization and its constant friend and munificent benefactor, on December 27, 1914, in her fifty-ninth year.

Samuel Bowles, a member of the Advisory Board of the School of Journalism, on March 14, 1915, in his sixty-fourth year.

William Douglas Sloane, a trustee of the University since 1913, and the generous benefactor of the Sloane Hospital for Women, on March 19, 1915, in his seventy-second year.

William R. Ware, Emeritus Professor of Architecture, organizer and original inspiration of the School of Architecture, on June 9, 1915, in his eighty-fourth year.

Albert Plaut, a trustee of the College of Pharmacy since 1895, on June 18, 1915, in his fifty-ninth year.

St. Clair McKelway, a member of the Advisory Board of the School of Journalism, on July 16, 1915, in his seventy-first year.

Francis Delafield, M.D., Emeritus Professor of the Practice of Medicine, on July 17, 1915, in his seventy-fourth year.

Alfred H. Tompkins, Chief Clerk in the Treasurer's Office, on July 31, 1915, in his fifty-fifth year.

John Howard Van Amringe, Emeritus Professor of Mathematics, Dean of Columbia College from 1894 until his retirement in 1910; the beloved instructor of two full generations of Columbia students and the last personal link which united the active life of the University of to-day to the small urban college of the days of President King and of the striking group of men who then as trustees had the future of Columbia in their keeping, on September 10, 1915, in his eighty-first year.

The lives and the memories of this noteworthy group are of themselves an inspiration to every member and lover of Columbia University.

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

THE SITE

	Square Feet	Acres
<i>A. 1. 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	90,824.85	2.08
	1,193,396.58	27.3870
<i>2. At West 59th Street</i>	75,312.38	1.73
	1,268,708.96	29.1170
<i>B. Barnard College</i>	177,466.60	4.07
<i>C. Teachers College</i>		
1. <i>At 120th Street</i>	153,898.00	3.53
2. <i>At Speyer School</i>	4,916.66	.112
3. <i>At Van Cortlandt Park</i>	575,843.40	13.22
	734,658.06	16.862
<i>D. College of Pharmacy</i>	7,515.62	.172
<i>Grand Total in New York City</i>	2,188,349.24	50.221
<i>E. Camp Columbia, Morris, Conn.</i>		585.3
<i>Total</i>		635.521

THE TEACHING STAFF

Teaching Staff	Columbia University	Barnard College	Teachers College ¹	College of Pharmacy	Total ²	
					1914	1915
Professors	172	21	25	9	177	172
Associate Professors	46	11	5	2	41	46
Assistant Professors	109	6	30	1	95	109
Clinical Professors	25				19	25
Associates	44	3	2		39	46
Instructors	165	17	61	6	230	230
Curators	3				3	3
Lecturers	25	5	26		48	51
Assistants	87	9	33	3	110	123
Clinical Assistants	97				97	97
<i>Total</i>	773	72	182	21	859	902
Administrative officers, not enumerated above as teachers	38	9	17	7	42	46
Emeritus officers	14			3	14	14
<i>Total</i>	825	81	199	31	915	962

¹Excluding the Horace Mann School.²Excluding duplicates.

The enrolment of students as compared with that for the year 1913-1914 was as follows:

STUDENT BODY

				Gain	Loss
Columbia College	1,116			175	
Mines, Engineering and Chemistry	481				194
Law	453				14
Medicine	374			30	
Political Science, Philosophy and Pure Science	2,074			347	
Architecture	112				39
Music					19
Journalism	143			28	
Summer Session (1914)	5,590			1,051	
<i>Total (excluding 793 duplicates)</i>	9,550			1,631	266
Barnard College	730			64	
Teachers College:					
Education	950				525
Practical Arts	<u>1,057</u>			722	
	2,007				
College of Pharmacy	495			47	
	12,782			2,464	791
Less Double Registration	906				
<i>Net Total</i>	11,876			1,416	
Extension Teaching		4,253		779	
Evening Technical Classes (Teachers College)		1,833		157	
	11,876	6,086	17,962	2,352	
<i>Grand Net Total (excluding duplicates in Extension Teaching) receiving instruction at the University</i>			16,172	2,074	

During the academic year 1914-1915, 1,825 degrees and 564 diplomas were conferred, as follows:

COLUMBIA COLLEGE:		COLLEGE OF PHARMACY:	
Bachelor of Arts.....	105	Pharmaceutical Chemist	8
Bachelor of Science..	85	Doctor of Pharmacy..	2
	190		10
BARNARD COLLEGE:		FACULTIES OF POLITICAL SCIENCE,	
Bachelor of Arts.....	141	PHILOSOPHY AND PURE SCIENCE:	
Bachelor of Science..	8	Master of Arts.....	633
	149	Doctor of Philosophy..	71
FACULTY OF LAW:		Master of Laws.....	1
Bachelor of Laws....	135		705
	135	Consular Certificate....	2
FACULTY OF MEDICINE:			2
Doctor of Medicine..	85	FACULTY OF TEACHERS COLLEGE:	
	85	Bachelor of Science in	
FACULTY OF APPLIED SCIENCE:		Education.....	357
Engineer of Mines... 20		Bachelor of Science in	
Metallurgical Engineer 6		Practical Arts.....	19
Civil Engineer..... 37		Bachelor's Diploma..	323
Electrical Engineer.. 15		Master's Diploma....	226
Mechanical Engineer. 27		Doctor's Diploma....	5
Chemical Engineer... 20			930
Chemist.....	4	<i>Total degrees and di-</i>	
	129	<i>plomas granted.....</i>	2,389
FACULTY OF FINE ARTS:		<i>Number of individuals</i>	
Bachelor of Architec-		<i>receiving them.....</i>	1,826
ture.....	11	COLLEGE OF PHARMACY:	
Certificate of Profi-		Graduate in Pharma-	
ciency in Architec-		cy.....	146
ture.....	8		146
Bachelor of Music... 3		HONORARY DEGREES ..	10
	22		10
SCHOOL OF JOURNALISM:			
Bachelor of Literature	22		
	22		

NICHOLAS MURRAY BUTLER,
President

November 1, 1915

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

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, 1915:

At the close of the year 1913-1914 the members of our College Committee on Instruction looked forward to a year of careful study with their colleagues in the following fields of importance:

Constructive
Plans

1. The relation between the degrees now offered, A.B. and B.S., and the programs leading thereto, on the one hand, and the actual interests and needs of the student body, on the other. This question was discussed at some length in my report of last year.

2. A further study of the personal and social conditions among the students with a definite endeavor to identify these interests more closely with the intellectual life of the College, in so far as this can be done without a loss of spontaneity on the part of the students themselves. The successful inauguration of the Honors Forum and the value of organizations like Boar's Head and the Economics Club had made the committee hopeful of progress in this endeavor.

3. The possibility, largely in the interest of these personal and social relations, that it would be wise for the College to check, in some equitable and practicable way, the present rapid growth in numbers. In addition to the factors already considered in previous reports, the crowding to its capacity of Hamilton Hall has been bringing up this question from another

aspect within the past year or two. For convenience of reference the attendance in successive years since 1909 is given, viz: 692, 802, 820, 877, 940, 1,116.

4. A thorough study of the present program of study with a view particularly to insuring a progressive development of courses not only within the several departments or groups of departments, but, from the student's point of view, in each individual program. While the students of the College who are here to get the most and not the least out of their intellectual opportunities are in the great majority, there are in any group of one thousand young men some who are willing, after having by hook or crook "satisfied" the prescriptions of the first two years, to complete their college programs with as little intellectual labor as possible, and it is no secret that for the student of this type, a junior and senior year made up of electives selected with discretion prove far less onerous than the freshman and sophomore years, where the college prescriptions ensure at least a reasonable degree of hard work.

It was to a study of these questions that the College looked forward a year ago, but under the shadow of the European War our problems, vital as they are to our own welfare, seemed trivial in comparison with the world-wide catastrophe; and no one among us during the year could find the energy or the heart to develop new constructive plans of importance to the College. This, however, does not mean that it has been an idle year. In times like the present, even though constructive thinking may be impossible, the study and perfection of details is welcome as a relief, and much has been accomplished in the College toward perfecting the operation of enterprises which had been inaugurated in previous years.

The whole organization of the plan for granting the college degree with honors, for example, received a careful study in the light of the five years' experience now available, at the hands of a committee of which Professor Hayes was chairman. As a result of this study and of a report by the committee, the Faculty, at its meeting on November 30, 1914, adopted certain supplementary regulations which it is expected will place this most important and

The Degree
with Honors

characteristic part of our work upon a satisfactory working basis for some years to come.

In this connection the following figures with regard to candidates for honors may be of interest.

	1912-1913				1913-1914				1914-1915			
	Total No.	Grad.	Dropped	Cont.	Total No.	Grad.	Dropped	Cont.	Total No.	Grad.	Dropped	Cont.
Botany	2	2			1			1	1	1		
Chemistry	7	2	4	1	10		8	2	6	2		4
Economics	2	1	1	1	2	1		1	8	1	1	6
English	19	5	7	8	19	4	4	11	34	4	11	19
French	6		2	4	11	2	3	6	17	3	2	12
German	9	1	4	4	7	2	2	3	9	2	3	4
Greek	6			6	6	1	4	2	3	1		2
History	13	3	6	4	13	2	5	6	20	4	4	12
Italian	1		1		2		1	1	1			1
Latin	13	2	5	6	7	2	4	1	2	1	1	
Mathematics	11	4	6	1	8		2	6	17	3	4	10
Philosophy	6	2	1	3	6	1	2	3	8	3	3	2
Physics	5		4	1	3			3	5	1	1	3
Politics									1			1
Psychology	1		1						1			1
Sociology	1	1										
Spanish	1			1	3		1	1	1			1
Zoology	2	1		1	1			1	3	1	1	1
	105	23	41	41	99	15	36	48	137	27	31	79

The fact that the Summer Session has become for fully one-fifth of our students a part of the normal year's work, has necessitated a rather careful study of the articulation between Summer Session courses and those conducted between September and May, and the Faculty has during the year considered the problem and adopted appropriate resolutions.

The plan of conducting a daily attendance record for Freshmen was also tried, and it was found practicable to get the necessary information without undue strain upon either the individual teachers or the registrar's office. As a result, the number of students who had to be dropped from the rolls, because

Summer
Session

Attendance
Record

through neglect of college work they had slipped too far behind to make rehabilitation possible, was distinctly less than usual, in spite of the largely increased numbers in the entering class.

This has been the first year when students of Columbia who look forward to Engineering have been required to register in Engineering Columbia College in a three-year course designed to give the best possible preparation for the three-year graduate courses now offered under the Faculty of Applied Science. The number of students registering in this way was gratifyingly large, and even making allowances for the inevitable turning off from so severe a program to less strenuous academic paths, the prospects are that Columbia College will be able to furnish the necessary nucleus of well-prepared students each year for these new graduate courses. I am glad to acknowledge the great value of the services of Professor Hawkes, who kept in constant touch throughout the year with this group of first-year students. Without his oversight and advice, the mortality among them would have been far severer. Assuming the successful completion of summer programs recommended to certain students whose term work had not been wholly satisfactory, the second year of the program next fall will have between eighty and ninety students, not including those who may enter from other institutions in September. Although based upon voluntary election and not upon academic prescription, the second and third years of this undergraduate program were likewise in successful operation during the year, and thanks are also due to Professor Wendell for his careful supervision of the students in these years.

A third enterprise, inaugurated in a previous year, but carried on during the year under review, was the effort to modify the freshman year for all college students in such a way that it might serve as a real transition period between the relatively close discipline of school life and the greater freedom of the University. This matter also was discussed at some length in my report of last year. Thanks to the cordial co-operation of the members of the Department of Philosophy

giving the fourteen sections of Philosophy A, the experiment of making this course primarily a freshman prescription, was, on the whole, most satisfactory. The course provided the entering student with a new and interesting type of study, given with sufficient simplicity to be well within his grasp, but very different in kind from his work in school.

During the year the Instruction Committee consulted the professors of the professional schools and the college departments most concerned in planning out more or less definite programs looking forward to professional work in Columbia University.

Co-ordinated
Programs

The *Announcement* for 1915-1916 contains such programs not only for engineering but for architecture and journalism. In addition a special senior program has been arranged for students looking forward to entering business after graduation. The problem of providing for men of this type is a very real one, and not to be solved by pasting together a collection of courses from among those offered in various parts of the University, with no organic unity and in only a very slight degree under the control of the College Faculty. Through the generous co-operation of the Director of Extension Teaching, it has proved possible to plan a good program, not too narrow in its subject matter, for these men, and to offer it to them under conditions of college discipline. It has already been elected by a satisfactory number of Seniors for the coming year.

The present close relationship of Columbia College and the College of Physicians and Surgeons is not generally appreciated. When I was an undergraduate, twenty years ago, not more than five or six of my fellow students were offering professional work in medicine toward the College degree. Next year more than seventy Columbia undergraduates will be at Fifty-ninth Street taking the first or second year's work in medicine as a professional option. With such numbers, it is evident that the combined collegiate and medical course is fulfilling its function, at least reasonably well. Its effectiveness is in danger, however, from the well-intended but mistaken efforts of certain bodies, outside the University, to raise the level of preliminary preparation for the study of medicine by

insisting for all candidates upon one year laboratory courses in college in the three subjects of chemistry, physics, and general biology, regardless of what the student may have taken in secondary school. This hard and fast regulation, which our medical school after protest has been forced to adopt as its own, practically means for students who have only six years in which to complete the requirements for the two degrees, either a congested and ill-balanced program for college study or at least one term of summer residence, a heavier burden than is at first realized upon students who must earn money to pay their way.

It is sometimes regarded as a lowering of its cultural standards for a college to take into consideration the fact that some, at any rate, of its students have definite plans as to what they will do after they leave the institution. Any one really familiar with the life of an American college, however, knows the high proportion of students who have such plans, the percentage being particularly high, as might be expected, in University Colleges. He knows also the profound difference in the whole mental attitude of the boy who has something definite to look forward to, and the boy who has not. There are not infrequent exceptions, of course, but in general the presence or absence of a definite plan for the future can be readily ascertained, and if present it can be used as a basis of stimulation that it would be folly for the college to disregard. To any one interested in the question, a study of the recent report of Dean Angell of the University of Chicago, where conditions are essentially much as they are with us, would be well worth while. In this report,¹ Dean Angell says:

The ideal of fitting one's self to do superlatively well any specific thing is in no sense at variance with what is best in the conceptions of liberal culture. It is only the narrow and shallow conceptions of vocational and professional education which are hostile to this ideal. If one conceives of a vocation as requiring only the technical training called for by its mechanical features, the educational preparation for it might well be barren of all serious cultural achievements. But if one conceives it in larger terms as a life to be lived as richly and fully as possible in the ren-

¹ See the *University Record*, Chicago, January, 1915.

dering of certain forms of service to the community, then it loses at once its narrowness and gains scope for whatever breadth of outlook the individual's powers may render possible. We can therefore hardly fail to identify ourselves with that conception of collegiate education which sees in it opportunity for the most liberal type of study, but which does not find a fair degree of such training incompatible with the desire to obtain at the end of a college course a peculiar fitness to enter upon one or another form of pursuit. If at the end some other calling is chosen, one is little or no worse off than if one had proceeded wholly without regard to such post-graduate occupation; whereas if no change of plan is encountered, the practical gain is very great. We value particularly the spirit of serious earnestness generated by this attitude of mind, call it vocational professional, specialist, or what you will. . . .

The main defect in our present practice, as the writer sees it, is not so much that we overdo the vocational type of training, as that we are at present organized to meet too few such needs.

Columbia College has not, I think, been guilty of over-estimating the value of educational machinery, but on the other hand, it has not been unmindful of the advances that are constantly being made not only in the accuracy and effectiveness of records and their application, but in devices to check, by impersonal standards, the individual judgments of teachers as to the accomplishments of students in their classes. We have, for example, plotted the curves of the grades given in every college course at the end of each term, and while in our discussions with any instructor whose grades rise high above the general average of the College, we are careful to point out that conditions in any given term may possibly justify any series of marks,—even an unbroken row of A's,—still the sight of the comparison in graphic form has nearly always been productive of a change in the basis of his future gradings.

Educational
Machinery

The milk of human kindness is a far more important asset for a teacher than a devotion to statistical technique and a zeal for business efficiency; at the same time the teacher in a college of first rank must realize that it is only a very secondary degree that the grades assigned can fairly be based upon whether a given student has done his best. The primary significance must be as a record of what that best can actually accomplish. While we must not overlook the merits of plod-

ding devotion, what we really need to learn is how to test and to reward originality and initiative.

In the details of teaching it must not be forgotten that while any dependence upon cut-and-dried mechanical devices is deadly, the student's time does possess a definite value—indeed the time of a large share of our College undergraduates has a tested market value of one dollar or more per hour—and that in conveying information the time-saving properties of the printing press and multigraphing machine are not to be despised, and the near future will doubtless add to these the general use of the phonograph and moving picture, not as substitutes for teaching, but as aids to it.

During the year under review, the College is indebted to the Trustees for generous support in various branches. The appointment of Professor Edward Van Dyke Robinson to a full professorship in Economics is particularly deserving of gratitude, in view not only of Professor Robinson's high standing as an undergraduate teacher, but because his coming will particularly strengthen our offering on the commercial and geographical side of economic study. The increased support of the Department of Physical Education, which will bring the students into touch with officers of academic quality in their prescribed and voluntary participation in athletics, is another help for which both students and teachers should be most grateful. It is to be hoped that the plans now under way will result in a much closer relation between the academic and the athletic interests of the college body, and the experimental restoration of football as an intercollegiate sport, specifically on the basis of such close relations, will be watched with particular interest. The College is also grateful for an increase in the appropriations available for scholarships, designed to enable the winners of the scholarships of \$100 maintained by the State of New York to select Columbia College for their residence in spite of its relatively high fees, and to enable deserving students from a distance to live in the dormitories at the minimum charge for rent. The educational as well as the social advantages to students that come from residence in Hartley Hall

are matters of interest at the present time not only to the Faculty of the College but to its Alumni, and I am glad to be able to report that through the generosity of one of the Trustees, himself an alumnus of the College, provision has been made for a resident advisor of students, with office and rooms in Hartley Hall. The advisor, Professor H. W. Webb, will be of help to all students, but his particular usefulness will, I think, lie in giving the Freshmen who are, many of them, away from home for the first time, the opportunity to turn as frequently as they may desire to an alumnus and an officer of the College for informal and unofficial advice and suggestion.

Another step made possible by the adoption of the recent budget is the centralization of the whole machinery of admission in the University, and the removal of the office of the Registrar to new and more commodious quarters in University Hall. It is not easy to overestimate the importance, on the purely educational side, of the work of the Registrar of a great institution like our own, and this importance depends largely on suitable accommodations and adequate clerical assistance. The administrative offices are the arteries and veins of our academic organism, and it is greatly to be hoped that favorable action may be taken upon the committee report now in the hands of the Controller of the University, in favor of the establishment of a central Students' Post Office. This would not only enable the Registrar, Deans and other officers to get material with promptness and certainty into the hands of students, but it would furnish a great opportunity for the practicable development of various student activities. At the present time, with the expense of postage and addressing practically prohibitive, student gatherings have to depend upon the uncertain efficacy of a notice or two in the college newspaper.

In view of the part which the College now plays in the life of Columbia University, it is interesting to remember that only a quarter-century ago the question in the minds of the Trustees was not how much support it should receive, but whether the College should be continued at all. Indeed a resolution was introduced in the

Retro-
spective

Board of Trustees inquiring whether it was not advisable to discontinue the department of Arts, and in President Barnard's last Report, for 1888, he stated that there could "be no doubt that this institution could be more profitably employed by confining itself to the field of superior education." The election in the following year to the vacant presidency of a graduate of Columbia College, and the support of a handful of the more far-seeing professors were the factors which resulted in a decision to retain the College. That the community could make use of Columbia College as well as of Columbia University is, I think, proved by the almost unbroken growth in numbers during these twenty-five years; a growth at present so rapid as to be embarrassing. Indeed, twice as many new students now enter each year as the entire registration in the four colleges classes of 1889-90.

On the other hand, the College has justified itself in its relation to the University. Without its students and graduates the professional and other advanced schools of the University would be seriously depleted in numbers. Indeed, many of the important advances in these schools have been made possible primarily by the assurance of a steady supply of students from within the University itself. As a matter of fact considerably more than half of each Senior Class of Columbia College remains in the University after graduation, engaged either in professional or other graduate work. This relationship is largely due to the development of the combined collegiate and professional course, a plan which Columbia initiated. While this plan has its disadvantages, it has certainly had a very important effect on the growth both of Columbia College and of Columbia University. Its drawbacks can be largely counteracted by careful administrative procedure, and even more by personal interest and knowledge on the part of the Faculty. For example, while it would be hard to draft intelligent legislation to prevent a College Senior in the Law School from taking too active a part in undergraduate affairs, a real danger to which Dean Stone has called attention in the *Columbia University Quarterly* for June, 1915, it has proved quite possible, by informal advice, either to hold such a student for a fourth

undergraduate year, or to have him renounce, in large measure, the honors and interests of undergraduate life, recognizing this as a fair price to pay for the privilege of professional study.

In closing this report I should like to bear grateful witness to the unfailing spirit of sympathetic co-operation, throughout my five years' service as Dean, on the part of my colleagues in Columbia College.

Respectfully submitted,

FREDERICK P. KEPPEL,

Dean

June 30, 1915.

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

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, 1915.

The registration for the year was as follows:

Candidates for the degree of Master of Laws	3
Third Year Class	131
Second Year Class	129
First Year Class	178
Non-matriculated students	43
Summer Session, 1914	93
	—
<i>Total,</i>	577
Less duplications	79
	—
<i>Grand total</i>	498

During the academic year the degree of LL.B. was awarded to 136 candidates, and the degree of Master of Laws was awarded to two candidates.

Comparison of the registration statistics for the year with those of the previous year indicates that the policy announced last year, in my annual report, of more rigid application of our entrance and examination requirements, resulted in a slight reduction in the number of non-matriculated students, a substantial reduction in the number of members of the Second Year Class, and in an increase in the number of members of the First Year Class.

Forty-five members of the previous year's First Year Class failed to register in 1914-1915, and of this number all but

thirteen failed to meet adequately the examination tests of the previous year's work. Of the thirteen, six proved themselves to be capable students, but were unable to return for financial reasons, and four left the School to enter business. The reasons of the remaining three for not returning are unknown. Thirteen members of the previous year's second year class omitted to register. Of this number five only were deficient in scholarship, and the others failed to return for personal or financial reasons not related to their proficiency as students or their continuance of professional study. These statistics confirm the impression, created by similar statistics published in my report last year, that the systematic and conscientious effort made by the Faculty of Law to maintain high standards of scholarship in the School, is bearing fruit, and it is, I believe, the opinion of the members of the Faculty of Law without exception, that this policy is producing its legitimate effect in strengthening the loyalty and scholarly enthusiasm of our student body, which, after all, are the most valuable assets which can be possessed by a professional school.

The work of the year was exceptionally free from interruption of any kind. The only change in the teaching staff was that necessitated by the resignation of Mr. Dorr, who has served the School for a number of years as a lecturer on special topics. His work was in part redistributed among members of the Faculty and in part given to Mr. Garrard Glenn, who was appointed special lecturer to give courses in Insurance and in the Rights of Creditors. Mr. Glenn graduated from this School in 1903, since which date he has been engaged in the practice of his profession in New York City. He has previously given successfully a course on the Rights of Creditors in the academic year 1913-1914 and in the Summer Session of 1914.

The most notable event in the world of legal education during the past year was the publication by the Carnegie Foundation for the Advancement of Teaching of the report of Professor Joseph Redlich, of the University of Vienna on 'The Case Method in American Law Schools.'

Changes in
Teaching Staff

Professor Redlich's
Report

The investigation of the so-called case-method of instruction by Dr. Redlich constitutes a part of the larger investigation of legal education in the United States now being carried on by the Carnegie Foundation, and Professor Redlich's report was published by it as a separate document in advance of the publication of the final results of its investigation.

Professor Redlich's report is a notable accomplishment in that it for the first time presents a clear and comprehensive account of the remarkable educational movement which has resulted in establishing the so-called case system as the accepted method of instruction in law in the leading law schools of the country. Notwithstanding any predilection of the author in favor of the methods of European universities, his report evidences a just and accurate appreciation of what is actually being accomplished by this method of instruction in American law schools. "Thus," he says, "in the modern American law school, professional practice is preceded by a genuine course of study, the methods of which are perfectly adapted to the nature of the Common Law. The average student at Harvard or Columbia who starts with the requisite general education and capacity, who takes full advantage of his three years' course, and who proves this by his success in the yearly written examinations, enters finally into the practice of the law office—and a law office that is busy, too, with difficult legal questions—better prepared than a graduate of any other school in America, England, or on the European continent. In his practice he has only to exercise and develop the manner of thinking that he has already brought to a very high degree of perfection in the school."

This conclusion will cause no surprise among those intimately acquainted with the problems of legal education, and as the deliberate judgment of an unbiassed and extremely competent observer, it should finally put at rest such lingering doubts on the subject as have survived the controversy of twenty years ago over the methods of legal education.

Professor Redlich's
Conclusions

account of the remarkable educational movement which has resulted in establishing the so-called case system as the accepted method of instruction in law in the leading law schools of the country. Notwithstanding any predilection of the author in favor of the methods of European universities, his report evidences a just and accurate appreciation of what is actually being accomplished by this method of instruction in American law schools. "Thus," he says, "in the modern American law school, professional practice is preceded by a genuine course of study, the methods of which are perfectly adapted to the nature of the Common Law. The average student at Harvard or Columbia who starts with the requisite general education and capacity, who takes full advantage of his three years' course, and who proves this by his success in the yearly written examinations, enters finally into the practice of the law office—and a law office that is busy, too, with difficult legal questions—better prepared than a graduate of any other school in America, England, or on the European continent. In his practice he has only to exercise and develop the manner of thinking that he has already brought to a very high degree of perfection in the school."

The Case
System

as the deliberate judgment of an unbiassed and extremely competent observer, it should finally put at rest such lingering doubts on the subject as have survived the controversy of twenty years ago over the methods of legal education.

In accepting Dr. Redlich's conclusions as to the excellence of the case system as a method of legal instruction, the law school instructor should not, however, complaisantly assume that he has reached perfection in method merely because he is using decided cases as the basis of his classroom lecture, instead of the more or less elementary textbook. The case system properly understood means something more than the mere use of illustrative cases as a means of acquainting the student with abstract rules of law. The character of many of the so-called case books in use in the various law schools of the country, as well as the comments upon what is erroneously supposed to be the case-system by some of its critics, indicate clearly enough that there is a not uncommon misunderstanding of the real significance of the case system as a method of instruction. This misunderstanding is based upon the supposition that the study of law by the case system is the more or less unsystematic effort to pick out and piece together a formal statement of legal rules from the 'scrap heap of judicial decisions.'

It may indeed be doubted whether the use of decided cases or excerpts from judicial opinions as mere illustrations or as happy statements of abstract rules is an improvement in method over the use of elementary text books, for to this method is wanting the substantial value of the case system where it is conscientiously made use of as a means of development of the students' power of analysis and discrimination in the use and application of legal concepts. This can be accomplished only by bringing the student face to face with the problems raised by cases really or apparently conflicting, by the aid of which the instructor develops the student's historical knowledge as well as his intimate understanding of the essential principles which underlie the mere abstract rules and formulas of the law and which he is then able to study in their actual application to concrete cases. The teacher, by the case system as it is now understood by the most competent exponents of that system will avoid the use of decided cases as mere illustrative material, but rather will place in the students' hands cases so selected as to enable him with proper guidance to grasp the

legal principles upon which judicial decisions are based and to trace historically the development and expansion of those principles. In this process he will be required to distinguish and harmonize decisions apparently conflicting and to recognize clearly those actual conflicts in authority which from time to time arise in the decisions of the courts of the same, as well as those of different jurisdictions.

If, moreover, the instructor has had that experience in the practice of his profession and possesses that outlook on life which enables him to perceive and value the human elements which play their part in the development of legal as well as other institutions, and to understand that it is the pressure of facts and events proven in court, on the action of courts, which has tended to mould the rules and doctrines of the law into their existing form, he will be none the less successful as a teacher, and his use of cases will be more intelligent and effective.

Teaching of this character is essential to the training of the lawyer whose main concern it is to be able to value justly judicial precedents and apply intelligently the principles which they embody to new combinations of facts as they arise in his professional experience. Mere knowledge of the latest decisions of the courts, and of legal rules and formulas in the abstract, whether acquired from text books or digests, is undoubtedly a valuable adjunct to the knowledge of the practicing lawyer. That such knowledge, however, is of itself an adequate or proper test of one's qualifications for admission to the bar or for the practice of his profession, cannot seriously be urged.

In the use of the case system, therefore, we must not permit ourselves to be ruled by a phrase. The essential to any educational method is the competent teacher. For him the case method properly understood and applied is the best aid which has been devised for his assistance, but we shall do well to remember that the study of law merely by the use of decided cases is no touchstone by which the student may acquire a sure or easy mastery of legal principles, and that in the hands of the mediocre instructor the case system may be even less

effective than the use of text books, which relieve him as well as his students from the necessity of forming an independent judgment on the subject matter of class room discussion.

It is in Dr. Redlich's constructive criticism of our methods of applying the case system that the law teacher will be especially interested. These may be briefly summarized as follows:

1. That the larger schools (he mentions Columbia specifically) are generally giving instruction to too large classes.
2. That there should be an introductory lecture course on the fundamentals of law at the very beginning of the course of study at the American law school, and that there should also be a lecture course given in the third or last year of the course, commonly known as jurisprudence.
3. That the course should be extended from three to four years.

As has been pointed out in previous reports, any substantial increase in the number of our students would present serious problems in providing adequate accommodations for them, unless we adopt the policy of separating the larger classes into divisions and substantially increase our teaching staff for that purpose. So long, however, as we are able to provide physically for our classes in lecture rooms which possess such characteristics as enable every member of the class to hear easily all the class room discussion as it proceeds, we need not be seriously concerned by the size of our classes. The end sought by the case method of instruction is not practice in dialectics or public speaking, but the leading of the entire class, step by step, through the intellectual processes by which the cases are analyzed and compared and their true legal significance developed. This is accomplished not by having every member, or indeed any large number of members, of the class participate orally in the discussion, but by insuring that every member of the class is a sharer in it intellectually. This problem presents no difficulty to the competent instructor. With him every member of the class knows that he may be called on at any moment, at any stage of the discussion, to participate in it, to present his own views as critic or coadjutor of those who have already contributed to the discussion, and who may be called upon to resume it.

It may safely be asserted that in the hands of the competent instructor, the attention of the members of the class and their comprehension of the class-room work bears very slight relation to their numbers, provided these do not exceed the physical limitations already indicated. Indeed, there is some incidental advantage to be gained from the student's experience in being constantly prepared to state his position and defend it before a very considerable number of his fellows.

Dr. Redlich emphatically supports this conclusion in his description of class room methods. He says:

In the actual class exercise the professor calls on one of the students and has him state briefly the content of the case. Then follows the interchange of question and answer between teacher and student; in the course of the discussion other students are brought in by the teacher, and still others interject themselves in order to offer objections or doubts or to give a different answer to the original question. The whole exercise generally moves quickly, and yet with absolute quiet and with the undivided attention of the class. It must needs make a strong impression upon every visitor to observe, as, for instance, in the Harvard or Columbia Law School, classes of one hundred to one hundred and fifty students engaged in this intensive intellectual work; all the students intent upon the subject, and the whole class continually, but to a certain extent imperceptibly guided by the teacher and held to a common train of thought. The thing that specially impressed me was the general intense interest displayed by the whole class in the discussion, even by those who did not take part in it themselves. I do not remember that a student when called upon, was confused or unable to reply, although, of course, not all gave an adequate answer. The transition from one case to another followed quickly, and indeed in general the tempo is a rapid one, and always the matter in hand is discussed and superfluous generalities are avoided. Digressions from the theme are, as a rule, dismissed by the lecturer with a short remark; pauses seldom occur, for if the professor notices a general lack of understanding of the case, he then interposes with a lengthy explanation. The great majority of the students make notes during the course of the discussion. I looked at many of these note books and found in them the principles of the case jotted down, almost always briefly, but intelligently, and for the most part in orderly longhand writing.

Not without relation to this problem is the importance of extending the influence of the able instructor in the law school throughout the entire course. Dr. Redlich in his report

emphasizes the difficulty as well as the importance of securing instructors in law who are capable of applying the case system successfully. When such a man is secured it is obvious that his educational influence is tremendously increased and his school thereby becomes educationally more effective if he meets his students during each of the three years of their course. It is obvious, therefore, that to absorb the energies of such an instructor in repeating the same lecture to successive divisions of the same class is a wasteful use of his educational power and influence. From the point of view, therefore, of educational efficiency and of the benefits to be conferred on the students of the entire school, it is believed that the advantages of instruction given to comparatively large classes, numbering, say, from 100 to 150 or even more in exceptional cases, will outweigh the minor inconveniences of such a procedure.

The proposal for beginning law study with an introductory lecture course on legal fundamentals is not new. Indeed, this school established such a course nine years ago, but although some schools have established courses having a similar aim, our example has not been generally followed. The primary object of such a course is the preparation of the student for dealing successfully with the more difficult legal problems which are developed as he progresses with his law study. It is thus a means of giving the student such information and such notions of fundamental legal conceptions and legal history as to enable him to pursue more effectively the study of the larger legal problems.

Introductory Lecture
Course on Legal
Fundamentals

It is a mistake to assume that this end is not already largely accomplished by the introductory portions of the first year courses usually offered in the better law schools, which by means of lecture and class-room discussion, combined with collateral reading under the guidance of the instructor, aid the student in taking the first steps in his law study more effectively and in a more inspiring way than is possible by the mere formal lecture.

That this end ought to be and may be accomplished without adding to the number of courses generally offered in the three-year law course, is not open to serious doubt. When it is not accomplished the fault is not one of educational method or procedure, but is due rather to the want of teaching efficiency and of breadth of view of the individual instructor. It is this belief and our faith in the ability of the instructors in the first year courses in Contracts, Criminal Law, Property and Torts, to deal adequately with the difficulties of the student at the beginning of his law study, which have led the Faculty of Law to try the experiment of omitting the course in Elements of Law hitherto offered in the first half of the First Year, and thus relieving the pressure of the number of courses in the Second Year by transferring the course in Agency from the first half of the Second Year to the second half of the First Year.

After all, the test of any educational method is to be found in its results, and of the efficiency of existing methods of approach to law study, Dr. Redlich gives most convincing proof. He calls on Mr. Justice Holmes to bear witness to a fact well known to law instructors by the case method, that "after a week or two," when the first confusing novelty is overcome, students taught by this method examine legal questions "with an accuracy of view which they never could have learned from text books and which often exceeded that to be found in text books." Dr. Redlich also speaks of his experience in visiting third-year classes in our law schools, in which members of the class analyzed cases "with great readiness and grasp of subject matter, classes in which there stood out strongly not only excellent logical training, capacity for independent study, and especially for quick apprehension of the actual point of law involved, but also indisputable knowledge of positive law." His own impression is that "law students of the third year in our European law schools, would hardly ever be found competent for such work."

Every argument for the case method of instruction in law is an argument against the use of the formal lecture as a means of instruction in the introductory or any other course in law.

In a broad sense, the case method of instruction is not necessarily confined to the study of judicial decisions and opinions. The essential of the method is only that the student who is to study scientifically shall have placed in his hands for intensive study the materials which constitute the original sources of those intellectual concepts which constitute the real subject matter of his inquiry, and that he shall then be forced by means of class-room discussion under the guidance of the instructor to go through the intellectual processes by which those concepts are developed. Only by this method does the student make them intellectually his own in such a way as to be capable of using and applying them.

That this method of study is superior to the formal lecture methods when applied to any of the "intellectual sciences" cannot be seriously doubted for it is based on the fundamental truth that all education is merely an aid to intellectual self help.

Contrasted with the lecture method, it tends steadily to stimulate and develop the intellectual powers of the student and his mastery of the subject, whereas the formal lecture, while it may enable the instructor to display the extent and brilliancy of his own learning, has very little meaning and vitality to the student who sits at his ease and receives in 'waste-basket' fashion the material which is thrown out by the lecturer.

The addition to our curriculum of a course in jurisprudence in connection with which the student should broaden his knowledge of legal history and of other legal systems than our own, would undoubtedly result in the education of lawyers of broader views and a more profound knowledge of the true significance of our legal system. The problem, however, of adding this or any other new course to our curriculum with the expectation that it will be generally attended by our students presents serious difficulties and is involved with the problem of establishing a real fourth year of law study.

In 1821 when all the law reports of the United States were comprised in one hundred and seventy volumes, Judge Story lamented the rapid increase in the mass of the law; and Kent,

in his *Commentaries*, spoke of the "multiplicity of law books" as "an evil that has become intolerable."

In the comparatively brief period since Kent's day, the law reports in the United States have reached in 1915 a total of about nine thousand volumes, and there has been an even greater relative increase in the volume of statute law. Not only has the last century witnessed an enormous increase in the mass of legal literature of all classes, but the substance of the law itself has increased more rapidly than in any other period. The greater part of the law of corporations, public service companies, interstate commerce, life and accident insurance, bankruptcy, constitutional rights under the Fourteenth Amendment, not to mention many other branches of modern law, was unknown to Kent and Story.

Upon the modern law school then, is thrown an ever increasing burden of subject matter which must be properly distributed among its several courses. In this school there are now offered forty-three courses during the three years' program of studies. Practically all of these courses deal with subjects about which the well-trained lawyer should know something, but obviously no student could successfully study them all in a period of three years. It is therefore imperative that in arranging our curriculum for a three-year course of law study we should make provision for the essentials, remembering that our primary object is the training of lawyers for the practice of their profession, leaving the less essential courses to be pursued by those students who have the leisure and the inclination to pursue a fourth year of law study.

Columbia was the first institution to establish a fourth year of study in the Law School, by the adoption, in 1895, of an optional fourth year, leading to the Master of Laws Degree. While this course of study is one calculated to make it appeal to students of scholarly mind, it cannot be said to have been successful either at Columbia or at other institutions which have adopted it, either in point of numbers taking it or in its educational influence. Nor is such a fourth year of study

likely to be sought by any considerable number of professional law students under existing educational conditions.

That the men entering any of the so-called learned professions should receive the benefit of a liberal education is a fact generally recognized and accepted by educators in this country and it is the settled policy of this School that he should have had such liberal training before beginning his law study. He usually acquires his liberal education during the four years' college course, after which he spends three years in professional study, and then, if he studies law, he enters upon the final but essential phase of his education by serving an apprenticeship in a lawyer's office. Thus, students who graduate from college at the average age of twenty-two complete their law course at the age of twenty-five, and enter on the last stage of the educational process at twenty-five or twenty-six. Considerations of economy of time and effort, as well as the tendency of the human mind to lose its elasticity and capacity to adapt itself to new intellectual experiences after the age of twenty-five, forbid any prolongation of the period of study for the average man before taking up his professional practice. If, therefore, the fourth year of law study is ultimately established so as to make its appeal to any considerable number of students, it is obvious that this year must in some way be saved from the time at present allotted to the liberal and professional courses, and not added to it.

Liberal education in this country has been developed mainly in the college rather than the university, and there has been consequently little or no correlation between the college course and the professional course except in those universities which, like Columbia, have adopted the so-called combined college and professional course, and even with them this has resulted merely in eliminating from the combined course a year of liberal study without any more substantial correlation or unification of the two courses. The colleges of the country have very generally ignored the general educational value of the introductory law course and of the

Combined Liberal
Arts and
Law Course

history of legal institutions, and their curricula are developed without reference to any definite educational aim or purpose on the part of the student. Because of this fact and of the undergraduate devotion to the activities of college life, undergraduate study seldom exhibits that thoroughness and intensity which characterizes the work of the professional student.

These observations indicate that the fourth year of law study may in the university, under proper conditions, be nearly or quite rescued from the college course as at present established, without any substantial loss to the college course in thoroughness and efficiency. By treating the college course as the preliminary step to the professional course, and thus giving it a definite purpose from the start, and by setting the same standards of scholarship as are now set by the professional school, the waste of time and misdirected effort which has characterized education in the American college may be largely eliminated. During the third year of college the student should begin the introductory law studies, which may be so arranged and developed as to serve the double purpose of liberal training and preliminary preparation for technical law-school study. There will then remain three years for intensive professional law study, in which more will be accomplished than at present because of the better preliminary training of the student and his experience with law study during the third year. It is believed that the training of a student who had pursued such a course covering a period of six years of combined liberal and professional study, if the course were properly arranged and administered, would be quite as satisfactory from the viewpoint of both liberal and professional training as would that of the average college graduate who under present conditions follows his graduation from college with four years of study in the professional school.

The establishment of such a scheme of combined liberal and professional education undoubtedly presents practical difficulties because of the nature and persistence of our inherited educational traditions and it ought not to be attempted unless the student is to devote himself to the study of law and closely associated subjects for four years. But it seems not improbable

that these difficulties will ultimately be met and overcome by the steadily increasing difficulty of providing adequately for the training of lawyers in a three years' course.

During the coming summer the University will have completed its sixth Summer Session in Law. The teachers in the Summer Session have been carefully selected from our own teaching staff and from those of the leading law schools of the country.

Summer Session
in Law

Its work has been done with thoroughness and efficiency, and it has now been satisfactorily demonstrated that a student, by selecting a limited number of minor courses in law offered in the Summer Session may do work in a Summer Session substantially equivalent to one fourth of the regular winter session.

About one-sixth of our students attend the Summer Session annually for the purpose of supplementing their work of the winter session or shortening their period of law study, or both. Notwithstanding the useful service rendered by the Summer Session in Law, law study at a Summer Session receives no recognition under the rules relating to admission to the bar in this state as qualifying its students to any extent whatever for taking their bar examinations; although students who study exclusively in an office or who attend a night school may count their period of study toward qualifying them for bar examinations. This discrimination is due, no doubt, to the fact that the present rules relating to admission to the bar were adopted before the establishment of our Summer Session in law, but the discrimination should now be removed so that worthy and ambitious students who are willing to do summer work should be enabled to count such work in partial satisfaction of their requirements for admission to the bar.

Mr. Hicks, the Law Librarian, in his annual report calls attention to the gratifying growth and development of the Law Library and to its increased usefulness, which have been brought about in part by the expenditure of the gift of the Alumni Law Library Fund.

Law
Library

He also calls attention to many needs of the Library which can

be met fully only by the further financial aid of those who are interested in the School and its progress.

The disturbance of business conditions which has followed the outbreak of the European war has involved an unusual number of our students in financial difficulties and has necessitated in many instances the withdrawal of worthy students from the School.

Need of Loan
Funds

These conditions have impressed me with the desirability of increasing our scholarship or loan funds, preferably the latter. A comparatively small sum is often sufficient to save a promising student from the necessity of suspending, or indeed abandoning, his law study, and when advanced in the form of a loan it is usually repaid within a reasonable time, and thus becomes again available for the aid of others. It would be difficult to over-estimate the great and continuing good wrought by gifts made for this purpose when wisely administered.

Among gifts to the School during the academic year which has just passed, which are acknowledged with grateful appreciation, is the gift of a bronze bust of Chancellor Kent, presented by the Class of 1915, to be placed in the main reading room of the Law Library; and a generous addition to our collection of engravings of distinguished lawyers and judges, made by the Class of 1905.

This and many other gifts made to the School in recent years, and the frequent gatherings of our undergraduates, indicate in a pleasing way that even a professional school may inspire the loyalty and affection of its graduates, and thus make its influence an effective force in the profession which it serves.

Respectfully submitted,

HARLAN F. STONE,

Dean

June 30, 1915.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

I have the honor to present the following report concerning the work of the academic year ending June 30th, 1915, at the College of Physicians and Surgeons:

Registration The attendance at the College during the year was 497 students who may be divided into the following groups:

Fourth Year Class.....	86
Third Year Class.....	72
Second Year Class.....	93
First Year Class.....	139
Special Students (not candidates for a degree)....	34
Students of the Graduate School (candidates for the A.M. or Ph.D. degrees).....	73
	<hr/>
Total.....	497

The graduating class numbered 85 of whom 3 received their degrees the preceding fall. The number of the graduating class who had received a previous bachelor's degree was 73% of the total. The graduating class contained 15 students who were completing their education on the bases of a six or seven year professional option. This group of students is increasing markedly in the College and within the next few years the classes will show even a larger percentage of these students than the 17% in the graduating class this year. There were 43 Juniors and Seniors of Columbia College and

two Seniors from Rochester University included in the above total of 232 in the first two classes. This is 20% of this total.

Development of a New Site The principal subject to attract attention during the past year at the College has been the determination of the trustees of the University and the managers of the Presbyterian Hospital to work together to acquire a new site for the rebuilding of the school and hospital. An option has been taken upon the plot of ground on Broadway between 165th and 168th Streets. When this has been secured the College will possess an opportunity to develop in a way which has never before been possible in so densely populated a city as New York. The plans for the rebuilding of the school and its allied institutions should presuppose the furnishing of new laboratories for all the scientific departments in the school. The present buildings have been outgrown by every department and the newer demands both for education and for research, such as the sub-departments of Neuro-pathology, of Serology in the Department of Bacteriology, of Histology in the Department of Anatomy, and even of the important equipment of teaching laboratories in Physiology are now hampered in any plan of normal development by their present quarters. The plans should call for a general hospital to be built under the management of the Presbyterian Hospital which shall contain adequate service for general medicine and general surgery and also ward services for every medical and surgical specialty. The school should develop a new Vanderbilt Clinic with increased facilities in the out-door service for each of the groups of patients which are now treated in that dispensary. This new Vanderbilt Clinic should take the place of and become the dispensary service connected with the ward services of the new Presbyterian Hospital. The plans should supply also an opportunity for the control and development of the social life of all the students in the school. Students' dormitories, dining rooms, living and recreation rooms both for the students and for the junior officers of instruction should be supplied in order that there may be built up in the institution a communal life now characteristic of undergraduate colleges. If Columbia can bring to a fulfillment this

last innovation in its equipment for the teaching of medicine it will inaugurate a new feature in medical education which will permit the building up of a tradition of interdependent helpfulness between the students of the college and all the instructors, from the lesser to the greater.

The College of Physicians and Surgeons is approaching the limit of the number of students which can be taught under present conditions and at the present site.

New York City has never been known as the Endowment large centre of medical education, which its unsurpassed clinical facilities would seem to determine that it should be. The second great need of this College to help it to fulfill the outlook which would seem to be the destiny for a University School in New York City is an endowment to carry the very large deficit which by necessity belongs to an institution teaching medicine on modern lines. Even under the most careful management and with classes which fully occupy the educational capacity of an institution, this deficit amounts to at least \$500 per student. In the case of this College, this deficit is now met by drawing upon other University funds than those which are specifically designated for the support of medical education. The development in Columbia of work in the teaching of Public Health and Hygiene has been held in check and retarded solely by this lack of proper endowment to carry it on and the work at this College still is a considerable burden to the income of Columbia. Although this tax on the University is borne cheerfully, it will be hoped that the development of the new site on upper Broadway will be accompanied by the securing of an efficient endowment for the school. Statements of the financial needs of the school in these particulars have been formulated in a special publication of the University on this subject and it will suffice to record here the fact that the minimum of \$7,500,000 is required for the purposes of securing this new site, of rebuilding the school and its dependencies other than the Presbyterian Hospital and of endowing both medical education and the new field of work in Sanitary Science and Public Health.

The Council on Medical Education of the American Medical Association has undertaken to formulate for the whole country a plan for the reorganization of clinical teaching. The principles which were insisted upon in the preliminary report were the existence of adequate hospital and dispensary facilities; of adequate endowment and of a proper co-ordination of teaching in the several departments. The details of a proper system of teaching the clinical branches could be formulated only in a very general way, but two facts concerning the Committee's conclusions are noteworthy. The Committee approved without reserve the system of undergraduate clinical clerks in hospital wards and failed to approve of the new experimental plan for limiting the practice of clinical teachers as formulated and supported by the General Education Board. The development of the new home for this College will force upon the University the necessity of determining the Columbia answer to these two prominent questions of to-day. Shall this College expand its system of ward instruction to make it a real and integral part of hospital organization? Shall the curriculum be extended to include a fifth year of hospital interne work for its students serving as clinical clerks? Shall Columbia reverse its practice and limit the activities of some of its professors by the adoption of a new and more stringent regulation than the one now in force:—that no member of any faculty shall undertake any extra academic engagement which shall work a detriment to his fulfilling his university duty? This simple rule has served the University for many years and is enforced both by practice and by tradition without prominent cases of discipline.

The extended war in Europe has attracted a number of the instructors of all grades in the school to participate in the medical and surgical work which is incident to that great struggle. The enthusiasm of the moment also induced four of the student body to spend several months in that service and to postpone their graduation until next fall in consequence of the enforced absence. One third of the war hospital branch of the

Reorganization of
Clinical Teaching

Public Service
in Europe

American Hospital of Paris has been in the charge of Dr. Blake, formerly Professor of Surgery, and a number of the officers of the school have served under him. The Harjes base hospital at Agincourt, the Whitney base hospital at Jouilly and the Fitzgerald base hospital at Sens conducted as a branch of the French Hospital of New York have been manned in part and at times very largely by different groups of surgeons from this school serving in rotation. The isolation of Germany has prevented any systematic endeavor to do similar service there, but this College has been represented by individual workers in that field also. Columbia has in addition entered into an agreement with Harvard and Johns Hopkins jointly to equip with surgeons and nurses one of the base hospitals to be organized under the British Military Medical Service. The urgent call of Servia for help in her emergency resulting from the outbreak of typhus and typhoid epidemics appealed to a considerable number of the graduating and senior classes and this College has furnished a supply of young men to serve as sanitary inspectors in that country. The Bacteriological Department of the American Commission to Servia also is under the direct supervision of the senior and junior professors of the Department of Bacteriology in this school.

The remanning of the Department of Practice of Medicine made it necessary to add some new names to the roster. Homer F. Swift, M.D. was appointed Associate Professor and Francis R. Fraser, M.D., Assistant Professor, both of whom were assigned to the medical clinic at the Presbyterian Hospital. Owing to the opening of the wards of the New York Hospital and of the Montefiore Home and Hospital to clinical clerks from among the students of the College of Physicians and Surgeons increased opportunities have been secured for this class of service. A Professorship in Clinical Medicine has been granted to Siegfried Wachsman, M.D. and Assistant Professorships in Clinical Medicine to George Ludwig LaPorte, M.D. and Bernard Sutre Oppenheimer, M.D.; in Clinical Neurology to S. Philip Goodhart, M.D. and in Clinical Orthopaedic Surgery to George Robert Elliott, M.D. in order

Changes in
Staff

that this service may become available. A new service in Diseases of Children has been opened at the German Hospital under the direction of Emeritus Professor A. Jacobi and assistants and two instructors have been appointed to serve in that hospital.

During the year a series of three conferences was held in the evening at which the whole teaching staff was entertained by some department which presented the newer methods of teaching and the results of recent research. The Departments of Physiology, of Obstetrics and of Bacteriology acted as hosts. It is hoped that in this way a live interest in the school will be created among the junior officers of instruction and an enthusiastic *esprit de corps* be diffused through the whole institution. A number of smaller departmental conferences have been established in the school at which special subjects are announced beforehand and presented by some member of the department staff delegated for the special case. Such seminars are held regularly in the Departments of Anatomy, Biological Chemistry, Dermatology, Neurology, Practice of Medicine and Surgery. In these conferences members of other departments are welcomed. The ward clinical conferences at the Presbyterian Hospital are held weekly and the combined Grand Rounds of both the Surgical and Medical Staffs have attracted a large outside following and have become a prominent feature of the winter's work.

It is my duty to record the death of Francis Delafield, M.D., Emeritus Professor of the Practice of Medicine, although actually his death did not occur until after the close of the academic year. Professor Delafield's work in this College covered the whole of his active professional career. His influence was felt through the formative period of laboratory development in this school, both as a teacher and as a worker in the laboratory. His presentation in the lecture room of the Symptomatology of Disease was based upon an accurate study of his own experience and his lectures were developed upon the best traditions of the French School of Medicine. His contributions to Pathological Anatomy

were also the result of personal observation. Professor Delafield was particularly interested and assisted actively in the financial support of the laboratory for Pathology, which was originally founded through the activities of the Alumni Association of this School. Although his personal participation in the institution ceased more than ten years ago, the school still feels his influence in its best traditions for faithful service, and a large proportion of the active teachers in the school to-day sat as students under his instruction.

The most striking facts to be recorded concerning the several departments are as follows:

The instruction of advanced workers now Bacteriology
overshadows the regular undergraduate course in Bacteriology. This advanced work is being pursued both by graduate students and by undergraduates. Professor Zinsser has published a new text book on *Infection and Resistance* and has carried out special researches in tuberculosis and syphilis which have established some new principles and facts in regard to the latter disease.

An important series of investigations are under way concerning the therapeutic application of the Kromayer light and the Roentgen Ray. A series of nine publications was finished this year in the Department of Dermatology
Dermatology.

At the close of the year Professor M. Allen Starr resigned as head of the department of Neurology after a service of twenty-six years. During this time the entire Neurology
organization of the department has been perfected and the service at the Vanderbilt Clinic has been developed from the opening of that dispensary. Professor Starr's contributions to his specialty embrace important text books and numerous contributions to the study of individual diseases of the nervous system. The Department of Neurology at this College stands as the signal work of the professional activity and the academic life of Professor Starr. His successor, Professor Frederick Tilney, has been appointed by the advancement of a tried worker in this school. During the past year under his personal supervision the department

has conducted the therapeutic helps to the care of nervous diseases in the sub-divisions of electro-, mechanico-, and hydro-therapeutics and will now add also the subordinate subjects of psycho-pathology and psycho-therapy. Professor Tilney has served previously in the Department of Anatomy and hereafter will group together in this school both the clinical departments of neurology and the subjects of neuro-anatomy and neuro-pathology.

In the Department of Physiology a notable addition has been made to the departmental library by the purchase of the older volumes demonstrating the historical development of medicine and especially of physiology which formed a prominent part of the library of the late Professor John G. Curtis. This purchase and also a sufficient endowment of the whole library in the sum of \$20,000 are due to the generosity of Professor and Mrs. Lee. The department has added to its educational opportunities two elective courses in the Principles of Electro-Cardiography and in the Physics of the Roentgen Ray. During the year some twenty-five publications on physiological subjects have been issued.

Researches in the study of rheumatic fever, of Graves disease, of cerebro-spinal syphilis and in the chemistry of the blood have been published by the Department of the Practice of Medicine. An addition is being built to the departmental laboratory at the Presbyterian Hospital to accommodate the increase in the number of workers. Among these are to be counted the holders of the two new scholarships which have been founded by the gift of Mrs. F. Coolidge.

The internal arrangements of the Vanderbilt Clinic have been rendered more serviceable through gifts received through Professors Hayden, Coakley and A. V. S. Lambert. The limit of such improvements is about reached in the present building of the clinic and although there is an urgent demand for changes from the Department of Diseases of Children this reasonable request cannot now be granted. The Departments of Laryngology,

Neurology and of Genito-Urinary Surgery have been in part rearranged and newly equipped to the greater usefulness of those departments. Another innovation has been the separation of the work in tuberculosis into a special sub-department with its own chief of clinic. This will ensure a uniformity of records and of management both in the examining and treatment rooms and in the day camp on the roof for the out-of-door treatment of these cases. This improvement is possible because of the income derived by the College for work in tuberculosis from the East River Homes Association. Two years ago the clinic set aside four rooms as an infirmary and now supports four beds for adults and three for children where cases may spend a single night while recovering from the lesser operations which are done in the Clinic for diagnostic or therapeutic purposes. These beds are at the service of any department and are used especially by the Departments of Dermatology, Laryngology and Neurology. This innovation has been a great success. In the twelve months from January 1 to December 31, 1914, 287 cases were admitted, and in the six months from January 1 to June 30, 1915, the service more than tripled and 485 cases were cared for.

This summary of the needs and prospects of the College and of the work accomplished during the past year is respectfully submitted.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean

June 30, 1915.

REPORT OF THE DIRECTOR OF THE GEORGE
CROCKER SPECIAL RESEARCH FUND

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

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

During the past year the laboratory building, at Amsterdam Avenue and 116th Street, has proved to be most satisfactory in every respect. With the extension of the work Plant of the Fund a certain amount of equipment has been added, and all portions of the building are now in active use for the purposes for which they were planned, with the exception of the chemical laboratory which has not as yet been furnished with the necessary apparatus. As at the present time no important problems for chemical investigation in cancer exist except such as are extremely difficult, require a large staff of experts, and cannot be expected to yield results commensurate with the expenditure required, it has been considered wise not to divert the income of the fund in this direction, but rather to take up for the present the more obvious questions which have presented themselves along the line of therapeutics and the investigation of the nature of cancer and the production of immunity. The preparation of such chemical substances as have been required in some of these investigations has, therefore, been carried out in the laboratory at St. Luke's Hospital by subsidized workers, the equipment there being amply sufficient for all these needs, and as the work is similar to that already being done at the hospital laboratory it has not interfered in the least with the routine at that institution.

The difficulties, referred to in the previous report, as to the obtaining of a sufficient number of animals for experimental purposes have been overcome, and during the past year no shortage has existed. This is shown by the fact that during the year ending June 30, 1915, some 52,000 mice, 10,000 rats, 300 rabbits, 1,000 guinea-pigs, 1,200 chickens, etc., have been obtained and used in investigation.

Animal
Supplies

In addition to these normal animals we have been fortunate in obtaining during the year 430 spontaneous tumors in mice from a special stock which is being bred in order to allow of a study of the incidence of cancer in these animals. With these spontaneous tumor animals it has been possible to carry on many interesting and important experiments, which could not have been done on animals bearing transplanted tumors, as the biological conditions of the two groups are entirely different. Many of these spontaneous tumors have been transplanted, and those which have shown special peculiarities warranting their continuation have been propagated through a long series of animals and used in many of the regular experiments of the laboratory. One of the most interesting of these tumors was a growth which was originally a carcinoma, but which had the capacity to induce the formation of a sarcoma in the connective tissue of other mice. This phenomenon has been observed comparatively infrequently and is of sufficient interest to warrant the carrying on of a considerable number of transplantations and the publication of the results.

Tumor
Strains

There are also constantly propagated in the laboratory such standard tumors as the Buffalo rat sarcoma, the Ehrlich mouse carcinoma, the Jensen rat carcinoma, and the Flexner-Jobling rat carcinoma.

A carcinoma of the kidney region in a chicken was accidentally discovered at autopsy and was transplanted into a hundred animals, but no further growth was obtained. A sarcoma of the leg in a guinea-pig, sent to us through the kindness of Dr. William H. Park of the Department of Health, was transplanted into 650 animals. A few small growths were

obtained, and from these subsequent inoculations were made, but as yet it is uncertain whether the tumor will continue to grow in the inoculated animals beyond the first generation.

In conformity with the terms of the deed of gift of the Crocker Fund, investigations have been carried out on the effectiveness of certain so-called cures for cancer, but unfortunately no one of these agents has been shown to possess the slightest influence on tumors in animals. Some of them have been tested in cases of hopelessly inoperable carcinoma in man with equally unsatisfactory results. It is unnecessary to enumerate here the names or nature of these cures; they have been widely advertised and are still being extensively used by physicians, despite the knowledge that their therapeutic effect is nil.

Following the therapeutic line, there has also been carried on an extensive investigation of the effect of radium on spontaneous tumors in animals, and also on isolated tumor particles, these exposed particles being afterward inoculated into animals in order to determine whether the radium had killed the cells or not. The results of these experiments have been exceedingly interesting, and have shown that three factors only are concerned in the action of radium on tumor cells: (1) the amount of radium; (2) the length of exposure; and, (3) the distance between the radium and the tumor tissue. The effects are noted whether the radium is screened with metallic screens or not, and are much less than have been popularly supposed.

As showing the necessity for a large and constant supply of animals for experimental work it is of interest to note that for these radium experiments alone, 12,000 mice and 2,500 rats have thus far been used.

A number of the workers in the laboratory have been employed during the past year in investigating the conditions which underlie the production of metastases from inoculated tumors into other portions of the body. This problem has required a reinvestigation of the question of the inoculability of tumors into various organs in animals, and it has been shown that there exist no differences in the capacity of tumor cells

to grow in any organ of an animal. Neither is any effect produced on such growths by the removal of an organ or organs. Nor has it been possible to find any stimulating or inhibiting effect from variations in diet on the growth of tumors, either primary or metastatic. This leads to the conclusion that the distribution of metastases throughout the body is dependent largely upon mechanical conditions of circulation rather than upon suitable or unsuitable soil in the various organs.

If tumors could be readily produced in animals by artificial means, the study of the changes in the tissues as the growth begins might give us an important clue to the cause or causes underlying the development of cancer. The only way in which this can be done at present is by exposure to the x-rays, which, when followed by a burn, induces in a certain number of animals the formation of a tumor. There is no reason, however, why chronic irritation of other types should not also give rise to tumors. For this reason Drs. Rohdenburg and Bullock have carried out a long series of experiments with various chemical irritants, attempting to produce tumor-like growths. Some of these experiments have been very promising, tumors which could not be distinguished under the microscope from malignant growths being produced. However, they behave entirely differently, lasting only a few weeks, and ultimately disappearing entirely. What will happen if the irritation is continued for months or years is one of the problems which this laboratory has set out to solve. A portion of the results will appear shortly in a paper by these two authors on the stimulating action of chemicals on the cells of the skin.

In this connection also Dr. Robert T. Frank has been studying the remarkable stimulating effect of certain fatty substances on the growth of cells.

During the summer of 1914 and the winter of 1914-15, Professors Wood and Woglom conducted courses for advanced workers in the biology and diagnosis of tumors. In addition, instruction has been given to a number of volunteers who have

Activities other
than Research

desired to learn the technique of tumor inoculation and have worked in the laboratory for longer or shorter periods, the instruction corresponding practically to seminar work in the University. Some of this work has been in direct connection with study for higher degrees.

As one of its extramural activities the Fund has supplied tumor-bearing animals on request to various laboratories in all parts of the country, including the Department of Pathology of the College of Physicians and Surgeons, Cornell University Medical School, the Rockefeller Institute, Vanderbilt University Medical Department, the Johns Hopkins University Medical School, the New York State Institute for the Study of Malignant Disease, the University of Wisconsin Medical Department, Washington University Medical School, St. Louis, the Public Health Laboratories of the University of North Dakota, the laboratories of the Standard Chemical Company of Pittsburg, and those of Parke, Davis & Company.

Another phase of what may be called extramural activity has been the receipt of a large number of specimens for examination and report. Most of this material is sent by physicians who have read about the institution or have heard lectures by members of the staff and wish to avail themselves of our facilities for obtaining diagnoses. Much interesting and valuable material has thus been received.

The number of specimens which have been examined microscopically, slides having been filed for reference, is over 5,800 since the opening of the laboratory.

Another interesting and somewhat unexpected development of the extramural work has been the sending to us by physicians of a large number of patients from various parts of the country for advice or for treatment with radium. Many of the cases referred for radium treatment are found to be operable and are therefore transferred directly to the surgeons at St. Luke's and other hospitals with most satisfactory results. The Director's connection with St. Luke's Hospital as Director of the Laboratories of that institution has enabled him to follow such developments in these patients as are of

scientific interest. This relationship obviates for the present any necessity for the fund to obtain wards of its own for the study of cancer in man and permits the use of the income for purely experimental work.

During the period covered by this report the Director has made addresses before the American Society for the Control of Cancer, the New York Clinical Society, the Hartford (Conn.) Medical Society, the New York County Medical Society, the Columbus (Ohio) Academy of Medicine, and the Sullivan County (N. H.) Medical Society, and has taken part in the cancer campaign of the Vermont State Medical Society. Prof. Woglom has spoken before the New Jersey Medical Society, the New York Homeopathic Medical Society, and the staff of the New York Tuberculosis Sanatorium at Otisville. Dr. Rohdenburg has addressed the Gotham Medical Society and the Bronx Medical Association, and Dr. Levin, the Surgical Section of the New York Academy of Medicine, the Medical Society of the State of Pennsylvania and the New York Pathological Society. In addition, the Cosmopolitan Medical Club, the Association of the Alumni of the College of Physicians and Surgeons, and the Society of Sigma XI, Columbia University, have been entertained at the laboratory, addresses being made by Professors Wood and Woglom, and Drs. Prime, Rohdenburg, Frank and Levin.

Nine papers concerning experimental researches on cancer have been published by the staff during the year and eleven others are now in press, to appear later in various medical journals. They will ultimately be collected in a volume of reprints for those interested in cancer investigation. Publications

The changes in the staff have been few. Dr. José S. Hilario and Dr. Frank G. Haughwout, who worked as volunteers for some months, have left for Manila. Dr. Haughwout has been appointed professor of zoology in the University of the Philippines, and Dr. Hilario will work in the Department of Pathology of the same institution. Dr. E. H. McLean, who worked with us for three months and completed two papers, has gone to Portland, Ore., to take up Staff

the practice of medicine. Two additional assistants were appointed by the Trustees at the May meeting, Dr. E. G. Cary of Leland Stanford University and Dr. Holland N. Stevenson of Johns Hopkins University. Both will begin work during the coming academic year.

Two changes in the Board of Managers were necessitated by resignations during the year. Mr. George L. Rives has been replaced by Dr. Walter Mendelson, and Dr. Theodore C. Janeway by Dr. Warfield T. Longcope.

Respectfully submitted,

FRANCIS CARTER WOOD,

Director.

June 30, 1915.

MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

The passing of the undergraduate course in the Schools of Mines, Engineering and Chemistry, due to the establishment of the new three years advanced course, was marked this year by the omission of the work of the old First Year. Students desiring to enter Columbia direct from the preparatory schools for the purpose of studying engineering must first register for the special Bachelor of Science course in the College designed to prepare them for admission to the advanced engineering course. As a result the number of students taking this preparatory course in the College increased from 48 in the previous year to 159, a most encouraging sign.

New Advanced
Course

During the year a comprehensive series of inspection trips to plants and works of engineering interest was organized for the purpose of enabling these Bachelor of Science students to get a better idea of the scope of the engineering profession and to help them to decide upon the special field which they would prefer to follow. Sixteen trips were made, covering a wide range, beginning with an inspection of the University laboratories and including subway, aqueduct, deep foundation and bridge construction, electrical and power plants, gas works, refineries and other chemical and manufacturing plants. The attendance was very satisfactory. One or more of the professors or instructors in engineering accompanied the students on each trip and explained to them the points of

Engineering
Excursions

interest and importance. The success of these trips warrants their continuation and they will hereafter be supplemented by lectures by the heads of our several departments and by other prominent engineers.

The work of preparing the programs of study for the advanced engineering course was completed during the past year, an important feature of the new schedules being the marked reduction in the number of assigned class room and laboratory hours. This policy presents a number of advantages. It will enable our students to give more time to the preparation and assimilation of the subjects in hand, it will give students entering from other institutions time to make up subjects which they may not be able to offer for admission, and finally, the reduction of hours will also prevent the cost of tuition, under the new fee system of six dollars per point, from being prohibitive.

The officers of instruction have been working diligently on the details of the new courses to be offered, and a syllabus is being prepared of each course, which will be of service not only to the instructor giving the course and to the student taking it, but will enable every instructor to know just what ground is being covered in every other course in the Schools. This will go far to prevent duplication and unnecessary overlapping of subject matter, and will insure proper preparation in sequential courses involving one or more departments.

Consideration has been given during the year by our Committee on Instruction, augmented by the Dean of the Graduate Faculties and the Chairmen of the Committees on Instruction of these Faculties, to the question of granting, under the Faculty of Applied Science, the degree of Master of Science to those groups of students, such as the naval officers and those registered for highway engineering, who come to us for but one year of advanced study and whose work is given almost entirely in the engineering schools. The question of having the Masters degree administered by the several professional faculties has become, however, one of general university importance, and

should be taken up for consideration on this broad basis during the coming year.

Now that the new advanced course in engineering is well under way, there is another very important field to which we must direct our attention and to the develop-
ment of which we must devote our best energies. I refer to engineering research. There can be no doubt that the presence of this spirit of investigation in our engineering schools will serve as a constant inspiration to both instructor and student. It will do more than anything else to develop graduate work in engineering at Columbia, for which, by our environment, we are perhaps more favorably situated than any other school in this country; and if the results be of practical value, as they must be if the research is thoroughly and successfully carried out, it will also tend to bring us into closer contact with the growing industrial interests of this country, a result much to be desired. The members of the engineering profession also look to us for the solution of many problems which our personnel, our facilities and our environment should render possible, and it is a duty which every technical school, and especially one forming part of a great university, should undertake to fulfill. Nothing can add more to the reputation of our schools and nothing will do more to attract to them earnest students of mature age and adequate preparation.

Of the value and importance of engineering research to the industries of this country there can be no doubt. For instance, the Gayley invention of the dry air blast involves a saving to the American people of from fifteen to thirty millions of dollars annually and the highly organized investigation which resulted in the development of American agricultural machinery has led to the introduction of machines which reduce the labor cost of seven crops six hundred and eighty-one millions of dollars as measured by methods of only fifty years ago. These are only one or two instances of scores which could be mentioned which have saved our industries millions of dollars per annum, which have resulted in increased safety in transportation, or which have in other ways contributed to the progress of humanity.

Industrial
Engineering
Research

I am therefore glad to be able to state that much valuable research has been and is now being carried on in our engineering schools. The work on building materials which has been done in our civil engineering laboratories has probably had a greater influence on methods of building construction and on the building code of this and other cities than any one other agency. The work of investigation carried on by the Department of Electrical Engineering in connection with the Department of Water Supply, Gas and Electricity, has saved our City Government thousands of dollars. The work on internal combustion engines and surface combustion carried on in our mechanical engineering laboratories has caused the head of that department to be recognized as one of the foremost authorities in that field in this country, if not in the world. The research work of Dr. Rittman, brought to a successful conclusion, under the guidance of Professor Whitaker, in our chemical engineering laboratories, is known to all and, as a result, a commercial plant representing an outlay of several hundred thousand dollars is now successfully manufacturing toluol and benzol in Pittsburgh. We already have a hint of what is to come from the researches of Armstrong and Pupin in the field of wireless telegraphy and telephony which have been carried on in the Marcellus Hartley laboratories of electromechanics. Other successful researches have been carried on in our metallurgical and in other laboratories which, while important, have not attracted such wide-spread attention.

There is no doubt, however, that much could and should be done to extend our engineering research and to make it of even greater value to the University and to the industries of our country. Many of us who have given careful thought to the matter are firmly convinced that this can best be accomplished by establishing, on a site of ample area, easily accessible to the University, but amongst neighbors who will not be too particular as to the smells and noises which we will create, laboratories adequately equipped for all branches of industrial engineering research and administered by the

Research Work
in Progress

Need of Extending
Work in Research

heads of our engineering departments, to which manufacturers and practising engineers could turn for the solution of problems which are beyond the scope of their equipment or the capabilities of their force. In my mind, these laboratories should be patterned after those of the German Reichsanstalt, connected with the technische Hochschule at Charlottenburg, and located in the outskirts of Berlin.

Large organizations, such as the United States Steel Corporation, the National Electric Lamp Association, the Gas Improvement Company, the General Electric Company, the American Telephone and Telegraph Company, the Eastman Kodak Company and others have established and are maintaining at great expense research laboratories of their own manned by able and high priced men. These laboratories have been established because there are no existing equipments on a suitable scale for solving the problems necessary for the industrial advancement of the several corporations and they have been undertaken not from choice, but from necessity. The annual expenditure of several of these laboratories is from one hundred thousand to three hundred thousand dollars per annum. Under existing conditions there are, however, many manufacturers and practising engineers who cannot afford to equip and maintain a research laboratory and the necessary staff to operate it, and therefore have little prospect of solving many of their problems, however important they may be.

If Columbia were to establish laboratories of this kind, equipped with every facility for experimentation and research, with the staff of our technical schools available for consultation and advice, manufacturers and individual experts would be glad to avail themselves of these facilities and to establish research fellowships for solving their industrial and engineering problems. We have already received a number of propositions of this nature, some of which we have been unable to avail ourselves of because of lack of space and equipment. These laboratories should be developed around a special technical library, the business of which should be to collect, compile and classify in a way to make it best available,

every scrap of information bearing upon the special problem to be investigated. At the present time our technical library facilities are rather meager for a school of our standing.

The cost of establishing research laboratories such as we have in mind will of course depend largely upon the site, which should be close to tidewater and to railroad facilities. But a comparison with what we can get on our present site may help us to arrive at approximate figures. The site at the northeast corner of 116th Street and Broadway has been tentatively assigned for the next Applied Science building, when funds for it may become available. A building on this site would have to conform with Hamilton, Kent and Journalism and would cost at least five hundred thousand dollars. With the same amount of money we could, however, buy a site with railroad and water facilities within five minutes walk of the University, erect on it a building twice the size, of a modern factory construction much better suited to our purpose, and have about one hundred and fifty thousand dollars left over for equipment. We should, however, make provision for extension and endowment as well, and from two to five millions of dollars will be needed for this purpose. It would not all be required at once, but in installments as the work developed and justified the expenditure. No other university is so favorably situated by its environment, prestige and traditions to lead in this important field, and we have at our door an opportunity such as has been presented to few engineering schools in this country. No greater or more enduring monument could be erected by the public spirited persons who would equip and endow laboratories for this purpose.

Two important changes in the internal organization of the School have been effected during the past year, namely, the establishment of a separate department of Chemical Engineering and the merging of the Departments of Mining and Metallurgy, which together comprised the School of Mines.

Courses leading to the degree of Chemical Engineer have been offered in the Department of Chemistry of Columbia

University for the past ten years but, in recognition of the rapidly increasing importance of those industries based upon the applications of chemistry, and the consequent demand for men specially trained in the fundamental engineering practices as applied to the problems of industrial chemistry, the Trustees of Columbia University have established a separate Department of Chemical Engineering upon the same plane of importance in the Columbia Graduate Engineering School as Mining, Civil, Electrical and Mechanical Engineering. The head of the new department will be Professor M. C. Whitaker, who has been professor of Chemical Engineering at Columbia University for the past five years.

The demand for graduates to fill important positions in the rapidly developing industries of the United States has brought an ever increasing number of students to study Chemical Engineering at Columbia, the registration in this subject having reached a total of eighty-one during the past year.

The new chemical engineering laboratories which were recently installed, where the students are taught to use engineering methods and engineering appliances in the study and development of chemical industry, will be provided with still further equipment during the present summer. These laboratories are equipped with apparatus to illustrate the various fundamental operations of chemical and electrochemical processes, and the student learns by actual contact to apply fundamental scientific principles to industrial problems. Here research may be conducted on such a scale as to establish the dependable engineering data necessary for intelligent and accurate process design.

The merger of the two Departments of Mining and Metallurgy is coincident with the retirement from active teaching of Professor Henry S. Munroe, of the Class of '69 Mines, after thirty-eight years of service in the School of Mines. No man has done more than professor Munroe to inculcate in his students the high ideals of their chosen profession. It is Professor Munroe's intention to engage in research work and writing, to which he has looked forward for many years, and

he will carry with him the highest regard and best wishes of his colleagues in the faculty and of the alumni of the School of Mines, who gathered together to do him honor at the close of the academic year.

We are fortunate in being able to record the gift of the sum of \$30,000 secured by President Butler during the past
Gifts year from an anonymous donor for the purpose of effecting important changes and improvements in the analytical and organic chemistry laboratories and to provide additional equipment for the laboratory of Engineering Chemistry. This, added to the gift of \$30,000 made by Mr. William H. Nichols for the modernizing of our laboratories for inorganic chemistry two years ago, and the additional amounts generously appropriated by the Trustees, have placed the work in Chemistry and Chemical Engineering at Columbia, both as to personnel and equipment, on a most satisfactory and efficient basis. This special provision has already begun to show important results.

The Alumni of the Schools, than whom there is no more loyal body of men among the graduates of Columbia, have continued to give evidence of their desire to help. During the past year, to commemorate their thirty-fifth anniversary after graduation, the Class of '79 Mines tendered to their Alma Mater the sum of \$3,000 to be used as a loan fund for needy students, the fund to be administered by their classmate, Professor Ralph E. Mayer, so long as he may be connected with the School, which we all hope will be for many years to come.

Respectfully submitted,

FREDERICK A. GOETZE,

Dean

June 30, 1915.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

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, 1915:

The total number of students registered under these faculties for the year (including the Summer Session of 1914) was 3,033, an increase of 550 over the number for the preceding year. At Commencement there were 633 awards of the degree of Master of Arts and 71 of the degree of Doctor of Philosophy, an increase over the preceding Commencement of 141 and 6 respectively. The statistical information regarding the registration is to be found in the Report of the Registrar. I would call attention to the number of institutions, above 300, both at home and abroad, from which our graduate students hold degrees, for it represents impressively how far the influence of the University has extended. I would call attention also to the distribution of the work of the students as exhibited in the tables of the Registrar. This distribution follows our current classification of the work of advanced instruction and research into faculties, divisions, departments and subjects. This classification does not adequately represent the demands made upon the University nor the needs of these faculties. There are demands for new lines of work and for new combinations of subjects for which our present classification does not adequately provide. I may mention for instance, public health, public service, fine arts, commerce and business administration, and

combinations like economics with engineering which cut across our present faculty divisions. Such illustrations are indications of the constructive work required of the immediate future. University committees are actively engaged in the study of these new demands and in the effort to co-ordinate more closely our existing facilities to meet them. New facilities are much needed and should engage the attention of those interested in the support of university education.

The Joint Committee on Instruction has continued its sessions through the year and has proved itself again an admirable instrument for simplifying and co-ordinating the work of the three faculties. It is becoming, however, much more than a clearing house for these faculties. Since every enterprise undertaken by the University and every new school founded leads eventually to advanced instruction and research, the responsibilities of the Committee are inevitably widened. It is becoming, consequently, a university committee whose advice is sought on university problems and whose deliberations pass beyond questions of administrative routine to the larger questions of the educational organization of the University as a whole. Its representative character, its unofficial status, and its continuous activity make it an admirable adjunct to the officially organized bodies of the University.

In my last annual report I called attention to the excessive burden of administration which our complex organization imposes on members of the faculties. I am happy to report that this burden has been lightened. This result has been attained by reducing the number of faculty meetings and by empowering the Committee on Undergraduate Admissions to make the preliminary examination of all applications for admission to graduate registration.

The faculties have now transferred nearly all their purely administrative business to the Dean and their Committees on Instruction and thus made it unnecessary to call Faculty Meetings when only routine business is to be transacted. The Faculties have thereby gained and lost. They have gained in that they have now ceased to

be themselves committees on administration forced to meet regularly whether the business to be done is much or little. The time of members of the Faculties is no longer needlessly consumed in the settlement of questions which their committees are fully competent to settle. Not only has time been saved but the business of the Faculties has been conducted with greater dispatch. The transactions of the Dean and the Committees are reported at faculty meetings so that the Faculties are kept fully informed and have opportunity for criticism and review.

But the Faculties have lost in that now there is little reason to assemble them unless some legislation is to be proposed. There is thus danger that the diminution of faculty meetings may result in a serious lessening of general interest in questions of educational policy and of public discussion of them. Faculty meetings serve the useful purpose of keeping members of the University in active and familiar contact with its affairs. They keep our routine subject to active criticism. They afford the opportunity for free discussion and for the active shaping of university opinion. They are the parliament of the University. If, therefore, the removal of the necessity for frequent meetings should result in a minimizing of the position and importance of the Faculties through the transfer to committees of much of the work which has hitherto been a constant stimulus to discussion, the University would suffer a serious loss. Such a loss would make the gain in freedom from administrative cares trivial. It is more important that the influence and significance of the Faculties should be increased than that the administrative burden should be lightened.

You, Sir, have made a suggestion in this connection which should receive early consideration. It is that the Faculties, either jointly or separately, should hold two stated meetings annually, one in each semester. At these meetings the Dean and the Committees on Instruction should lay before the Faculties a report of the business transacted to date and be prepared to answer questions bearing upon it and upon the conduct of their offices. Such matters as might be brought before the Faculties for legislation should be disposed of.

Thus far the plan accords with existing practice. In addition, however, papers dealing with questions of education or of university policy, or with the annual reports of the President and other officers of the University should be presented and discussed. Such a plan, if followed, would doubtless prove admirable. It would create a forum for discussion and for the shaping of university opinion and policy. It would pave the way for legislation, making new legislation grow out of discussion and opinion, and preventing it from being so often the criticism of proposals which the Faculties hear for the first time when proposed. It would react healthfully upon the administrative offices of the University. For administration tends to become routinized and mechanical. It needs constantly to be readjusted and humanized. By keeping it in touch with active and lively university opinion, it is not likely to be conducted primarily in its own interest or for the convenience of those who are charged with it. The Faculties, it is to be hoped, will make trial of your suggestion, for the final test of a proposal is its exercise.

Prior to the creation of the University Committee on Admissions the Executive Committee of the University Council had perfected a plan whereby the entire matter of admitting students to graduate registration was entrusted, subject to the supervision of the Executive Committee, to the Committee on Undergraduate Admissions. This step had several important consequences. It freed the Executive Committee from an administrative burden which had consumed much of its time and seriously interfered with other business and with constructive work. The Committee on Undergraduate Admissions already possessed the information and machinery necessary to determine questions of admission to graduate registration. By transferring to this committee these questions for examination and report, the Executive Committee made it unnecessary longer to duplicate inquiries and records, and thus freed the University from the necessity of maintaining two offices charged so largely with the same business. The step taken was, moreover, educationally sound. The question of

University
Committee
on Admission

admission to graduate registration is, according to our regulations, primarily a question of collegiate preparation or its equivalent. Students applying for admission, who are deficient, are deficient in such preparation. They should, consequently, be advised either to seek advanced standing in the college or to pursue a course of study which will assure them, on its completion, of the equivalent of a standard college course. Their deficiencies should normally be discharged before they come under the jurisdiction of a graduate faculty. The plan adopted by the Executive Committee recognized this fact. Hereafter no student will be admitted to graduate registration or matriculated as a candidate for a graduate degree who has not the equivalent of a college course or who cannot meet the requirements of candidacy without conditions. Students who have, heretofore, been admitted provisionally or with scholastic requirements in excess of the normal will be admitted either as candidates for a baccalaureate degree or as non-matriculated students in the University who may apply for graduate registration when their deficiencies are discharged.

The creation of the University Committee on Admissions will greatly further the plan of the Executive Committee. In the past, students who could not be admitted to the University as special students in any of the colleges and had not the qualification for admission to graduate registration although they desired and were fully prepared to pursue courses of study not offered under Extension Teaching, have had no other means of access to the University than through the office of the Dean of the graduate faculties. In every university there are such students, seeking instruction in subjects in which they are individually interested, and in a metropolitan university the number of such students is large. The University, fulfilling the office of public instruction, has its duty toward this class of students fully as much as toward candidates for a degree. Although the administrative offices of the University have been cordial in efforts to provide for them, these students have found admission to the University unusually difficult. It has often appeared, solely because they have been sent from office to office in the effort to provide for them

properly, that the University which should welcome them looked upon their claims with suspicion. All this will now be changed. Students who desire university instruction will present themselves to the University Committee on Admissions to have their claims evaluated and to be directed to that part of the University or that course of study which will best minister to their needs. We are thus, although perhaps not yet with full consciousness, entering upon an enlarged university policy.

There are several matters which should receive consideration during the year upon which we are now entering. (1) The new agreement with Teachers College gives to the faculties of that college an independent university status, but still charges the Faculty of Philosophy with the conduct of research work in education leading to the degree of Doctor of Philosophy. New legislation is required to perfect the agreement and should be proceeded to at once. (2) The relations of the work of the graduate faculties to the professional schools of the University and to the schools affiliated with the University are unsatisfactory. These relations which should be a source of mutual strength and which should foster the heartiest co-operation have become seriously entangled and endangered because they rest fundamentally not on educational co-operation, but on the recognition of work in discharge of the requirements for degrees. Such a foundation is, in my opinion, radically unsound. Instead of stimulating advanced students to seek several degrees, we should stimulate them to perfect themselves in the work of their primary choice and ourselves to the effort of making each of our degrees have a distinctive significance. Our affiliations should exist for the enlargement of education and not for an exchange of credits in behalf of those interested in attaining degrees. And our affiliations should be extended. In a city like New York, rich in institutions and opportunities, the University has the opportunity of creating an educational federation which would be the City's splendor. (3) The problem of research work and higher degrees in professional schools is imperatively before the University. It is

Problems still to
be Confronted

intimately bound up with the work of the graduate faculties. These faculties, although still currently called graduate, have no longer exclusive title to that designation. Nearly all the professional work of the University is now on a graduate basis and that means that it is passing from the stage of preliminary instruction to that of advanced instruction and research. Consequently we are facing not simply the problem of higher professional degrees, but the more important problem of the organization of the advanced instruction and research of the University as a whole. This important work, involving as it does the interrelation of the sciences, can admit no artificial distinctions. It is of the highest importance that it should not become disorganized through the creation of a number of separate schools pursuing research independently. Such a policy would be both extravagant and unwise. (4) The revision of the requirements for the degree of Doctor of Philosophy has not been completed or submitted to the Faculties for action. The revision is so bound up with the problems already mentioned that some of its provisions must probably wait on their solution.

Respectfully submitted,

FREDERICK J. E. WOODBRIDGE,

Dean

June 30, 1915.

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of Columbia University.

SIR:

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

The fourth year of the School opened with 122 men, and 50 women or 172 in all taking the course prescribed for the Registration degree of Bachelor of Literature in Journalism.

In the first year of the School, there were 67 men and 12 women, or 79 in all, in the second 108 men and 29 women, or 137 in all, and in the third 131 men and 35 women or 166. This includes those taking the first two years in Barnard College.

The attendance at the School of Journalism is divided between three units of the University. Barnard, for the first

Combined Courses two years of the course, has the women taking the curriculum of the School of Journalism, and joining the School at the opening of the Third Year.

The 'combined course,' enables students to distribute through the first three years of the School of Journalism a year of College studies, taking the degree of Bachelor of Arts at the end of the Fourth year and the degree of Bachelor of Literature in Journalism at the end of the fifth year of study, remaining until this year members of the College while three-quarters of their work is done in the School of Journalism. The number of these steadily grows, and furnishes men who have wisely added a year of liberal studies to their preparation of journalism. In addition a number of College students take courses in the curriculum of the School of Journalism before they have

determined on the 'combined course.' This distributes those taking all or part of the curriculum of the school through various lists in the University records, but all these come together in the School in a fashion which maintains a mutual professional interest in its work.

The comparative registry of the first three years, for the entire year and the fourth year at its opening were as follows:

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

All professional schools meet a demand measurable by the relative number in the calling for which it trains. The occupation volume for the census of 1910, showed that the journalists in the country (34,382;—30,201 men and 4,181 women) are in number about one-fourth of the lawyers and clergymen, one-fifth of the physicians and one-sixth of those known as engineers in all the various tasks of this calling. Remembering that Journalism is still an unfenced field, the proportion of students in the School already presents a most

favorable comparison relative to those in the calling for which it trains its graduates.

The School of Journalism in the past Academic year had for the first time in its upper classes those who had had its training. In its Fourth 10 out of 22 had shared its Second and Third years in the two years the School had been open. In the Third Year there were 11 who entered in its first year and shared its second, giving the Fourth Year, to be graduated next June, 7 men and 4 women who will have had all the training of the School. This group had gone through a rigorous elimination. Of 20 men admitted to the First Year in September 1912, all without a condition in their entrance examinations, the survivors of three-fold this number who had attempted the examination and had been excluded because of one condition or more, only 7 survived in the ranks of the class in September, 1915. Of 18 men admitted as non-matriculants only two remained. Of the women admitted to Barnard only 4 remained out of a class of 9. It is therefore true of the first class that had the full four years curriculum of the School that only a fifth of those who entered reached the Fourth Year and over half came from other Colleges with the degree of Bachelor of Arts, or of Bachelor of Science.

This heavy mortality is usual in the early stages of any education. The American College from the opening of the 19 century to the Civil War graduated only half of those who entered. The proportion who both pursued liberal studies and overtook them, as measured by the grant of a degree, steadily rose until it attained between 80 and 90 per cent. As greater freedom in the election of studies grew more numerous, casualties appeared in the final selection of the students for a degree by the College and the opening of the Twentieth century finds conditions akin to those of the opening of the Nineteenth. Sheffield, one of the earliest Scientific Schools, went through an early experience of heavy loss in each class before a class was graduated and slowly came to hold its attendance year by year in the life of a class to the end, graduating 90 per cent.

Schools of Journalism will probably repeat this experience shared by Schools of Law and Medicine; but the lower level of pay in the calling of the newspaper reduces the number who persevere to the end, just as it increases the proportion of those of narrow means who turn to a curriculum which gives a professional degree at the end of from four years from the High School. This short span cannot long continue and the advance in the pay of the journalist will soon give the necessary economic base for a longer training. This increase in the material return of the calling has, however, followed the familiar economic law where large prizes come at the end of a calling, through which excessive postulant competition reduces the pay at start. The New York newspaper pays the 'cub' reporter what he received over 40 years ago, \$15.00 a week. The pay of those at the head of calling has trebled since the mid-seventies.

Remuneration
for Journalists

The steady increase in numbers in the third year of the School (1914-1915) showed the necessity of a larger force in training writers. No man can learn to write unless he writes much to secure facility and is corrected much to secure accuracy, clarity, force and felicity. By the second year, the least volume of writing from whose practice a man can make definite progress is 2,500 words a week and 3,000 words is better. Merely marking visible errors in spelling, punctuation, phrasing, arrangement, precision and diction are not enough. Presentation in all its parts, the emphatic order, the distribution of subject, verity and authenticity, or a subjective grasp of the fact and an effective objective statement, style, cadence and the apt, fit and happy choice of words, above all and beyond all the energetic vigor which drives this home, these are only to be secured, if at all—for it is not given to all men to reach this Corinth—by classroom work and personal conferences, joined to much re-writing.

Necessity of
Practice in Writing

The year 1914-1915 had been only a few weeks in progress when the number of pupils brought to a single teacher in English 240,000 words of copy a week. This cannot be handled

by one man. If a man writes himself and proves that he can write by selling his stuff, so that he comes to this task with the experience of the writer, he can at the utmost correct and confer on from 60,000 to 80,000 words a week. Even this amount of copy, equal to 200 pages of a report like this, could not be adequately edited, so as to edit the writer at the same time, if it were not all typewritten—no manuscripts being permitted—and composed by men having the craftsman's concern for their task. The School refractoscope throws a sheet of copy 10 inches by 10 inches on the screen before a class and class criticism is quickened and made fruitful by this direct method while it brings the copy itself before the whole class.

To meet the needs of personal conference and correction in training the writer, through changes and additions to the staff of the School authorized for 1915-1916, English in the First Year has been placed in the hands of two instructors instead of one, Mr. Leland Boyleston Hall being added to Dr. G. R. Lomer. In the Second Year, Mr. R. C. E. Brown coming to the work with twenty years' experience on the editorial page of the New York Tribune and service as its Managing Editor, took up the work of training the writer at the next stage. In this year, the student who has learned to turn in short articles of 1,500 words in the first year, enters on the preparation of special articles of twice this size, such as appear in a newspaper supplement. A division of twelve in this class giving promise of writing short stories is in Dr. Pitkin's hands. His chief work is in the third year, where he has a picked class in financial writing. The larger share of the class in this field is taught by Mr. A. W. Atwood, known for his work in this field in *McClure's*, in *Harper's*, in the *Saturday Evening Post* and in other periodicals carrying financial articles of advice and information for the layman.

The first steps towards reporting are taken in the Third Year in the course in newspaper technique conducted by Professor Franklin Matthews. The training in newspaper writing in the Fourth year continues, reporting, critical and editorial in the hands of Mr. R. E. MacAlarney, Professor Matthews and the Director.

The distribution of training in writing among seven instructors for 145 students in the writing and technical courses of the School enabling personal drill and close attention to the detail of copy, has its fruit in the work done. The School has already shown that its graduates can take charge of a copy desk in a metropolitan newspaper, work ordinarily held to require two years' training in a newspaper office. This proficiency comes also because all in the School care for writing and the place itself has the atmosphere of the office and of professional work. Men do what they think about doing and their minds act where the thought of action has become familiar.

The increased efficiency in the development of the writer has been accompanied by new emphasis on the present. The course in American History gives more space to the period since 1880 and the treatment of the last 35 years, 1880-1915, given in the School in the second semester of the Second year, is repeated as a college course. The course in statistics has been remodelled so as to deal with the consumer rather than the maker of statistical tables. The course on International Relations in the Fourth Year has been preceded by a course on International Problems in the Third Year which treats the foundations of trade and production on which the contact of nations rests. The elementary course on Economics given in the Third Year, presents a larger share to the economic organization of society, preparing for financial writing in the Third year.

The use of the School Library and the collection of Newspaper Clippings steadily grows. The gain in the use of the Library is in part due to the large number of courses in Extension Teaching given in Journalism Building, but it does not account for the increase in the use of newspapers which rose from 5,796 visitors in the newspaper readingroom in the first year to 23,348 visitors in the second year of the School.

The circulation of books is almost wholly to members of the School. This has doubled, rising from 12,420 in 1913-1914, to 27,566 in 1914-1915. To its newspaper files the School has added materially in the year. The compend of news in Latin

Changes in Scope
of Courses

Use of
Journalism
Library

published annually, quarterly and in some cases monthly, from the middle of the Sixteenth to the opening of the Seventeenth century, known as 'Gallobelgicus,' is of great importance in the history of Journalism. It was on the Continent of Europe, the first serial extending over a term of years. It was widely circulated in England and in the opinion of most competent investigators in this field decided the character, make-up and treatment of early English newspapers, and these in turn decided the beginning of American Journalism. The Library of the School now has a set containing numbers not in the British Museum and covering a period from 1555 to 1618, in publications at Cologne and Frankfort. No American library possesses a like set.

The file of the *New York Tribune*, 1869-1897, and 1913 to date, has been extended by two volumes of the *New Yorker* from which the *Tribune* sprang, containing Greeley's early editorial work, and the *Tribune* has added to its file already here 1900 to 1907. A set of the *New York Graphic* for 30 years 1874 to 1894, covering the existence of the only illustrated daily published in the United States. The Civil War years of the *New York Herald* have also been added to the library and the opening volume of *Frank Leslie* when it was a pioneer in the field of the illustrated weekly.

Newspaper files are the laboratory of technical study in a School of Journalism. Those who have gone out to active work, find the intensive study of files of newspapers at critical periods of exposition, change and growth, alike a stimulus, a correction, a guide and a model. One graduate, who has won a signal success at the threshold of his professional work, frankly attributes his capacity to deal with the problems he faced to the study—the value of which was doubted while he was in the School—of the *New York World* in 1883.

The technical work of the School is better organized each year but does not increase as to the time allotted. Those who have gone out of the School find its studies more fruitful in the newspaper office than the time given to what is ordinarily termed the 'practical' side of newspaper training. As proced-

Use of Newspaper
Files

ure in the law schools and mere typographical anatomy in the medical schools have been and continue to be replaced by the study of cases in law, and the action of the human organism in medicine, so Schools of Journalism will increasingly emphasize the study of the structure, the working and the history of society, rather than mere newspaper experience and work in the technique of journalism, a field constantly changing as mechanical conditions and the external need and demand of the public alter.

Professional teaching in a new field must face three successive tests. Can preparation in its work and instruction in its technique be provided, which will be approved in plan and performance by those who have labored in the profession?

Can men be taught so as to make their output satisfactory? Will the calling itself open its doors to men trained in a school when it has from the beginning taken men without previous instruction?

Experience has answered the first question. Certain studies are better adapted for the future work of the journalist than others. No one would now venture to say as an American educator did thirty years ago, that a 'college course' was the best training for newspaper work. As well say that 'courses in law' were 'the best' training for the practice before the courts of a particular county. College courses are many and indefinite. Only too many cafeteria college courses are taken by students in too many colleges. In the cafeteria the incomer picks up for himself the entrance tools he needs and his family training in the table manners, or lack of it, prompts, gathers from another spread table the dishes which, at that particular moment, seem good in his eyes, eats them with a minimum of supervision and having got his card punched, presents it at the door as the proof that he has had a meal; in some college courses the institution simply punches the ticket to courses and collects the fee.

Value of
Training of School

The man with his face set as though he would go to journalism must, instead, have a definite curriculum, in which the history of his own time, economics as the science, not theory,

of the economic organization of society, political science as the study of the structure and working of the will of society and literature shall absorb the time with daily tests in writing from these studies of a capacity to express what the student has learned.

A pervasive 'culture' which leaves a man unable to express itself in English both understood by the people and approved by the scholar is of no use to a journalist however useful and accepted it may be in a record of research. English which has these twin qualities, spurred by a desire and purpose to reach the reader under the term of "journalistic writing"—a vile phrase—is spreading to the high schools, as divergent from 'literary' English. This phrase represents a valid difference and distinction between writing which is self-expression, as in literature, and the use of language as a weapon, tool or medium for informing, persuading, inspiring, directing, or leading. This distinction lay hid in De Quincey's mind when he said that, in literature, style was an end, and in journalism, a means. These courses in 'journalistic English' seek in this phrase an end and an object whose name and nature are still vague in those who take as a model the newspaper written in a hurry, when there is at hand an inspired revelation of a better and more admirable way in literature, written for all time. The courses in the School in the reading of Shakespeare and the Bible, as the best of English prose has had its immediate fruits in improving style for salable purposes. In admitting students to advanced standing from other colleges, credit is given in the School to courses in Bible study because they have involved the reading of the best of English as well as much else useful to the journalist called daily to deal with moral issues.

The peril in this 'journalistic English' is that it will be accepted by teacher and taught as a preparation for 'journalism.'

'Journalistic Writing'
vs. 'Journalism'

A knowledge of the way a tool is sharpened, often acquired by the boy who turns the grindstone, might as well be accepted as proof that the boy was ready to enter on the use of the carpenter's chest.

Where these courses lead to this view they do harm. They do good and nothing but good when they lead a boy or girl, a young man or a young woman, of no special literary gift, to write with eye, hand and mind on the person who is to read and understand instead of having all three turned to consider, to know and to express the contortions of the sybil of literature, but none of her inspiration.

The newspaper has its raw and barren limitations. The seed of great events sown from the hand of time may fall on the road of daily travel, perish on the rock of inattention, or be smothered by the thistles of greed.

Limitations
of Journalism

All callings have their share of opportunity lost or effort unachieved. The newspaper at least expresses itself and gives writing that the multitude reads because its many want to pay for it. Whether a particular training produces this writing has one tangible test in the sale of what its students produce. Taking those Undergraduates in the School of Journalism in the past academic year and those taking its courses in the School, in Columbia, Barnard (including those in the direct four years course, the combined courses—College and School degree in five years, and the two years in Barnard), these students sold magazine articles to the *Forum*, *Bookman*, *American* and *Black Cat*, five short stories, an article 'featured' in the *Independent*, another to the *Philistine*, a life of an automobile manufacturer to be published as reclame verses in *Puck*, and in the various columns of rhyme in the dailies, and a number of newspaper 'special articles,' in Sunday supplements. Besides this a student in the combined course taking the writing work of the School won a prize of \$500 for which 1,300 college men were competing, for the best advertisement of a cigarette. This year's work was sold by men, one, two, three and four years from the High School. With the exception of two articles (the one in the *American* and one in *Black Cat*) all this salable copy was turned out by men who would be Juniors or lower in a college. Nearly all was done by men and women who have had for three years, the training of the School and its training alone. Every professional school has ends and a vision far reaching and high beyond the day's market,

but as Sir Henry Irving justly said that the theatre must succeed as a business or it could not exist as an art, so a School of Journalism cannot be held to preparing its students for their final task unless they are successfully taught English to sell, which proves salable while they are within its walls.

Even this accomplishment will be ineffective unless the men sent out are wanted by the newspaper and rise in their tasks

Positions Occupied by Graduates of the School	faster than other men. Of the 44 who have taken the degree of the School, bachelor of Literature in Journalism, all but five are on newspapers, all but one are living by writing. Besides those who have taken its degree, 21 more have taken its
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technical courses in part and have gone from them to such work. All but five are on newspapers. The correspondent of the United Press at Berlin is a graduate of the School. Of two men who have taken its technical courses but not its degree, one an Ottoman subject is the correspondent of the *Ta'niin*, the leading Constantinople daily, at Berlin, and the other is managing editor of the *Peking News*. A graduate of the School is office editor of the *New York Independent*, and another Managing Editor of the *Atlantic City Review* (9,000 circulation), another City Editor of the *Poughkeepsie Enterprise* (5,000 circulation). Fifteen graduates are on New York dailies but two-thirds are on papers elsewhere. Every effort is made to persuade men to secure the diversified training of newspapers away from the metropolis. The many letters received asking for men through the year are a proof of the demand for the educated journalist.

The School of Journalism in the past academic year had for the first time in its upper classes those who had had all its training. In the class graduating last June, 10 out of 22 had shared the School's training in the Second and Third years in the two years the School had been open. In the Third Year, there were 11 who had entered in its first year and shared its second, giving the Fourth Year to be graduated next June, 7 men and 5 women who have had all the training of the School.

The failure of so large a share of those who entered as non-matriculants on the basis of newspaper experience, as proposed

by the late Joseph Pulitzer, is due neither to lack of ability or lack of success in their newspaper work before they entered the school. Their work has been well done. The men in writing and in capacity were decidedly above the average. Their newspaper experience had given them quickness and penetration, a wide and personal knowledge of the working of society, an acquaintance with its social and political structure and a practical familiarity with affairs. But the first years of a young newspaper man are discursive to the last degree. Events prescribe a new task daily. No topic is completed. The hours are disastrously long. No systematic information is acquired. Only the most diligent can study. They make progress sound but amazing; they combine the fruits of the laboratory of books and the laboratory of life. They have both experience and expression. They are sought, honored and advanced in every newspaper office. Those who do not study, and they are many, have a life in adolescence between 16 and 22 or so, which is a perilous training for the development of the mind. A large share of the conviction of many newspaper men that the public wants trivialities or police news is due to the fact that in their formative years, these were their daily tasks and came to assume, as do the adolescent tasks of all, an extravagant value.

Even to one who knew all this and knew too that under these untoward conditions systematic study and mental training and requirements are feasible, it is an annual surprise to see bright, keen, hardworking, steady and high-minded young men, fresh from the newspaper office where they had distinguished themselves, unable to study steadily, effectively and fruitfully, after two to five years drenched with the casual miscellanies of the city editor's assignment book. A man who has patiently examined the news, editorial criticism and advertisement of the American newspaper knows its great advance in the past fifty years. This advance has been because in every newspaper office, there are some who in spite of these untoward conditions grow, learn and become equipped to a degree marvelous under the conditions. Of all American journalists, Joseph Pulitzer was a significant example. As his utterances show, he made possible an organized and exacting training for journalism

because he knew at what price his study and knowledge had been won. If those admitted to non-matriculant standing have furnished individuals unequal to study, those who persevered in their studies have proved as good men as the School has, able, industrious and bringing to their classroom work the broad horizon and varied information of the newspaper man.

The School of Journalism is to have its effect and influence on the newspaper of the future, quite as much by the surroundings, system, illumination and drill in study and reference to which it subjects the coming newspaper man in his adolescence as by its courses and curriculum. This experience of the difficulty of the keen young newspaper man to master with ease and fruit systematic studies—men no more learned and often of less innate capacity acquire, emphasises the wisdom of the curriculum of the School in Columbia in refusing to permit reporting and the 'practical' work of the newspaper until the Fourth Year. To open courses in any institution in 'journalism' to men fresh from preparatory work and occupy students with the casual reporting of any place, news nearly always trivial, is to invite the mind keen but ineffective just noted. When this is accepted as the sufficient training for a calling taxing all knowledge and marshalling the world's news and every function of society for record and comment, such a curriculum fosters socialism. The newspaper man whose School is in the office knows that he has no time for study. He does the best he can and knows his limitations. Often he surpasses them and accomplishes all his calling can demand. The college student who goes from an institution of learning with this premature substitute for the making of fundamentals and the training they bring, thinks he knows it all and is liable to this most serious misapprehension in professional life.

The Director desires permission again to express the indebtedness of the School and its students, and what is a lesser matter his own, for the untiring labor of its staff for the year 1914-1915. The strain of work was apparent in four instances of illness which involved absences, each plainly due to the heavy labor already recorded. This is particularly true of

the work of Dr. Pitkin and Dr. Lomer's in editing copy. The newspaper experience of Professor Matthews and Associates Broan and MacAlarney has emphasized and stimulated the newspaper spirit of the School. It has been a unique advantage for the School that the Fourth Year class had in Mr. MacAlarney, the presence in the classroom of a journalist teaching a calling while he was practising it as City Editor of a metropolitan daily, the *New York Tribune*. The library has continued to be, as it should be, the centre of the active life of the School under Miss Keller's supervision. Its academic supervision has had the effective service of Dr. J. W. Cunliffe.

Respectfully submitted,

TALCOTT WILLIAMS,

Director

June 30, 1915.

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

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 1914-1915.

The number of students primarily registered under our Faculty has been 733, an increase of 49 as compared with last year. The enrollment in our four regular classes has been as follows:

	1913-1914	1914-1915
Seniors	97*	123†
Juniors	147	110
Sophomores	132	191
Freshmen	252	240
	<hr/>	<hr/>
	628	664

The large increase in the number of Seniors was partly due to a change in the system of classification. A stricter administration of our entrance requirements, made necessary by the crowded condition of the buildings, partially accounts for the decrease in the number of Freshmen.

Besides our regular undergraduates, we have had 32 matriculated special students and 32 non-matriculated special students, as compared with 22 and 34 in these groups last year.

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

†Including 3 students registered in the School of Education for the professional diploma.

We have also had 5 music specials, registered through Barnard for the convenience of the University Department of Music.

The number of students coming to us from other schools of the University has continued to decrease. We have had 108 from Teachers College, as against 129 last year; and 28 from the Graduate Faculties, as against 43 last year. Our total registration has been 12 more than last year, amounting in all to 869.

During the year we have recommended to the University for the degree of Bachelor of Arts 141 students, and for that of Bachelor of Science 8 students, making a total of 149, the largest number of degrees ever awarded in one year under the Faculty of Barnard College.

There have been two new members of the Faculty during the past year, Dr. Henri F. Muller, promoted from Instructor to Assistant Professor of Romance Languages, and Dr. Harry L. Hollingworth, promoted from Faculty Instructor to Assistant Professor of Psychology. The former has been absent on leave throughout the year, serving in the French Army. Professor Harold Jacoby was absent on leave during the first semester and Professor Charles Knapp during the second. The latter returned from time to time, however, to render most valuable service as Chairman of the Committee on Public Ceremonies. There have been two resignations from the Faculty, that of Professor Edwin R. A. Seligman, whose heavy burden of work in other parts of the University has for several years left him no time for teaching in Barnard College; and Professor Raymond C. Osburn, who has accepted the position of head of the Department of Zoology in the new Connecticut College for Women. We have been fortunate in having with us, as Associate in History, our former Dean, Mrs. Emily James Putnam, and as Associate in Romance Languages, Mlle. Magdeleine Carret, Director of the new Maison Française.

For next year there have been no new appointments to the Faculty. We shall, however, enjoy the services of a new teacher of professorial rank, the Reverend Raymond C. Knox,

Chaplain of the University, who will give for the first time in Barnard a course on the Bible.

At the April meeting of the Trustees, General Horace W. Carpentier tendered his resignation from the Board, because of his inability to attend its meetings. The Trustees accepted this resignation with deep regret and with an expression of their sincere appreciation of General Carpentier's constant and unfailing generosity to Barnard College and his solicitous care of its interests.

Barnard College had planned to celebrate its twenty-fifth anniversary on November 5, 1914, but the terrible calamity of the Great War caused a postponement of the celebration and a temporary suspension of efforts to complete the Quarter Century Fund. The Trustees finally decided to carry out in the spring the original plans for the ceremonies. On the afternoon of Thursday, April 29, the formal Commemorative Exercises were held in the Columbia University Gymnasium, at which a large audience enjoyed interesting addresses from President Butler, Mr. Plimpton, President Woolley of Mount Holyoke College, and the Honorable George McAneny, President of the Board of Aldermen of New York City. The undergraduates sang some college songs. Bishop Greer opened the Exercises with prayer, and President Brown of Union Theological Seminary pronounced the closing benediction. In the evening of the same day over five hundred guests gathered for a subscription dinner at the Hotel Astor, and listened to a brilliant succession of short speeches from women associated with Barnard College and others distinguished in various fields of work. The list comprised Miss Agnes Repplier, Mrs. August Belmont, Miss Cecilia Beaux, Madame Marcella Sembrich, Mrs. Henry Wise Miller, Professor Mary W. Calkins, Dr. S. Josephine Baker, Professor M. Adelaide Nutting, our two former Deans, Mrs. George Haven Putnam and Miss Laura D. Gill, the President of the Undergraduate Association, Miss Freda Kirchwey, and finally the President of the Associate Alumnae, Mrs. Sigmund Pollitzer, who, on behalf

of the alumnae, presented a cup to our Treasurer, Mr. Plimpton, in token of their gratitude for all his services to the College. On the following day, April 30, the Classes of 1917 and 1918 held their Greek Games as part of the celebration. Meanwhile Mr. Plimpton had opened, at the New York Public Library, an extremely interesting exhibit of books, manuscripts, and other articles illustrating the history of the education of women, selected from his own collections. This is to remain on view throughout the summer.

On the whole the celebration seemed to be highly successful and showed in a very gratifying way the significant position in the community which Barnard College has won during the past twenty-five years.

The Committee on Buildings and Grounds of the Board of Trustees and various officers of the College have given much time and thought to the plans for the Students' Building which is to be placed at the northern end of Milbank Quadrangle, and is to meet our need for a gymnasium, a swimming pool, reading rooms, class studies, offices for student organizations, lunch rooms, rest rooms, physician's offices, and a lecture room seating about 300 students. It is to be hoped that the College may soon find it financially possible to proceed with the erection of this most necessary building.

Students'
Building

During the past year the gifts actually received in cash and bonds have amounted to \$185,818.52. Of this, \$135,000 was added to the principal of the Henrietta Carpenter Fund, and \$38,452.79 to the Pulitzer Fund. The final payment from the Brinckerhoff Estate has amounted to \$4,250.00. The friends of the late Constance von Wahl, of the Class of 1912, have donated \$1,000 to establish a prize in her memory.

Gifts

The second year of the experimental three year period during which the fraternity chapters are not allowed to elect new members has passed without any very definite development in our system of social organizations. Contrary to the expectation of the Faculty, no new organizations have grown up to take the place

Student
Organizations

of the fraternities; nor has there been any notable increase of interest and activity in the departmental clubs and other existing organizations. The omission of fraternity elections has brought a welcome relief from the agitations of 'rushing' and 'pledge day' and from some undesirable forms of college gossip. On the other hand, the lack of some such social organizations makes close acquaintance between students in the different classes far less frequent, and results in fewer opportunities for informal social intercourse and the formation of intimate and congenial friendships. An administrative officer notices also some lack of that beneficial influence of older students on younger ones and that aid in the development of a sound public opinion in the college, which the fraternities sometimes felt the responsibility of contributing.

The problem of developing helpful social organizations must, of course, rest primarily in the hands of the students. Anything artificially fostered from without the student body is doomed to failure. It is to be hoped that within the next few years the undergraduates may develop some generally acceptable system of organizations which will bring to the members of the College those beneficial and educative opportunities for social life that it is not altogether easy for a non-residential institution to give to its students.

A welcome event of the past year has been the formation of an Alumnae Council, organized by the Associate Alumnae, with the approval of the Trustees and the Faculty, to contribute suggestions and advice with regard to the academic and social life of the College. The Council is to consist of six members chosen from classes that have been graduated for not less than five years, with the Alumnae Trustee as an additional member.

This newly organized body has already been invited by the administration to contribute suggestions concerning a vitally important problem which the Faculty has begun discussing—the partial re-organization of our curriculum. It is beneficial for any college to have a periodic overhauling and reconsideration of its course of study. In the present instance there is a fairly widespread feeling that

the prescribed portion of our Bachelor of Arts curriculum is rather too large and too rigid, and that the elective portion is, in the case of many students, too scattered and incoherent. Combined with some loosening of the requirement in prescribed courses, there should probably be a closer supervision of the rest of a student's program, and a more strict limitation of the amount of work which she may carry. We need especially much better correlation and co-ordination of the work in the various departments. On account of the size of the University, there is constant danger of the scattering of interest on the part of our instructors, and of ignorance of what is being done by other departments of undergraduate instruction in Barnard.

An interesting effort to secure this much needed correlation is included in the plan, tentatively proposed by some members of the Faculty, for a curriculum in the social sciences, parallel to the curriculum in the natural sciences now leading to our B.S. degree. The proposal is that this should be a carefully arranged four year program of courses in History, Economics, Politics, Philosophy, Psychology, Natural Science, and Literature, all to be given by instructors working in sympathetic co-operation and in constant touch with one another.

This proposal for a new course of study, and the various other suggestions affecting our curriculum, will be thoroughly discussed at a series of general Faculty conferences next year.

Besides the college curriculum, we have been considering the problem of entrance requirements and examinations. One of the most unsatisfactory points in the education of girls to-day is the so-called 'articulation' between the college and the private school curriculum. According to the arrangement generally in use, a private school pupil is obliged to decide, at the age of about fourteen or fifteen, whether she is going to college or not. If she plans to go, she is put into the college preparatory course of the school, as distinguished from the general course, and for several years is given special training in practically all her subjects, to fit her for the college entrance examinations. As it happens, many girls are totally unable to decide at such an early age for or

College Entrance
and the Private
Schools

against college. In New York City family prejudice very often prevents their planning definitely for a higher education. Frequently their parents are unwilling to tolerate even the slight inconvenience of having them wait for the Board Examinations several weeks after the private schools have closed.

The result is that many excellent and ambitious students, at the end of their school course or within a few years after graduation, suddenly desiring to go to college, bitterly regret that they are not prepared, but rarely have the courage to go back and undergo the special training necessary for passing the entrance examinations. It seems obvious that some attempt should be made to adjust the college entrance requirements and the private school curriculum so that any good student, on graduating from a first rate school, will automatically be prepared for college—at least in the great majority of her subjects—and may enter if she so desire, then or a year or two later, as she prefers. The making up of the few subjects which she may lack will not be difficult.

To achieve this, it will be necessary to have practically all the good pupils take college entrance examinations at the ends of the last two or three years of their school course, irrespective of whether they have planned to go to college or not. These tests should not, therefore, be such as to require peculiar 'cramming,' but should be, if possible, fair measures of good, general courses in the subjects in question, suitable for a 'non-college' as well as a 'college preparatory' pupil. How do the present entrance examinations meet this need? What adjustment, if any, would have to be made in the subject matter and the quality of our tests, as well as in the curricula of the private schools, to bring about this better articulation?

The Committee on Admissions, in co-operation with the principal of an excellent private school for girls, was able to make a very interesting experiment this spring. Since the Spence School closed on May 27, and it was quite impossible to hold the pupils for the Board Examinations in June, it was necessary for the Columbia University Committee on Admissions to arrange a special series of entrance examinations, which

were given in the school, beginning May 18, and managed in the same way as the regular January and September examinations of the University. Forty-four pupils of the Spence School took these examinations in one or more subjects. Only four of them had been preparing for college. The others had had no special training for the examinations. They did not even know that they were to take them until five days before the first test, when the school was told by the principal that certain pupils who had obtained grades of A in their work, would be allowed, as a special honor and privilege, to try Barnard examinations in the subjects in which they had done well. The girls were delighted, and apparently greatly enjoyed trying the examinations.

The results were astonishingly good. They seem to show that, in many subjects at least, our entrance examinations are perfectly fair tests of a good, general school course, which the pupils may take 'in their stride', without special preparation. The achievement in modern languages was especially good. Out of 16 taking Elementary German, 97% passed; out of 30 candidates in Elementary French, 87% passed. The new entrance requirements in English seem to be well adapted to a general school course. In *English 1*, Grammar and Composition, out of 23 candidates, 78% passed; and in *English 2*, Literature, out of 22 candidates, 77% passed. These results might perhaps have been expected; but even in the great stumbling blocks, Latin and Mathematics, some excellent averages were obtained. In Plane Geometry, out of 19 candidates, 79% passed. In Cicero and Sight Translation of Prose, 75% passed. In some of the other subjects the percentage passing was considerably lower, but this was frequently due to the fact that candidates were trying a subject which they had studied the year before and had not reviewed. This difficulty can of course be obviated in future by having the candidates divide their examinations into preliminaries and finals.

The experiment seems to show that it is practicable, in a good private school for girls, to have every pupil of high grade, before her graduation, secure credit in college entrance exami-

nations for at least the great majority of subjects required for admission, and to have her do this without being registered in a special college preparatory course, or sacrificing the cultural subjects desirable for pupils who do not intend to go on with higher education. Should some such system of examinations be adopted in all private schools for girls, it might aid in raising the general standard of work, and help, to some extent at least, to secure better articulation between school and college. The question of prescribed Latin will present difficulties in many schools, but even this is not insuperable.

The Bryn Mawr May examinations have in several cases already been used for a purpose somewhat similar to ours. We feel that the experiment of this spring at Barnard, through Miss Spence's initiative, has been another definite step towards the solution of a troublesome educational problem.

Another important question is being brought before the College by the increasing demand of our students for professional training in fields other than teaching, especially law and medicine, and for an arrangement like the 'combined course' in Columbia College, permitting them to begin their professional work during their last year of candidacy for the Bachelor's degree. We have already, in a few special cases, granted to a student permission to count the first year of the Cornell Medical School as her senior year at Barnard, and several students are taking the five-year course for the Barnard and Journalism degrees. Whether the College desires to adopt, as a general policy, the principle of the 'combined course,' is evidently a question which our Faculty will have to consider with great care in the near future. Whether this policy be adopted or no, however, it is obviously desirable that we should seek to obtain for our students or graduates, as soon as it may be practicable, better opportunities for professional training, especially in law and medicine, than are now available for women in New York City.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

Dean

June 30, 1915.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

The total enrollment of matriculated students in the College during the academic year has been 1,999: 975 in the School of Practical Arts, and 1,024 in the School of Education; additional matriculated students in the Summer Session, not in attendance during the regular academic year, 870; non-matriculated students including students in special classes, 1,833; pupils of Horace Mann and Speyer Schools, 1,412—a grand total of 6,114. In the School of Education 548 graduate students and 324 professional students were candidates for a diploma and 161 were unclassified students. In the School of Practical Arts, 508 students were candidates for a diploma in teaching Practical Arts subjects; and 467 were candidates for the Bachelor of Science degree only, of whom 187 were enrolled as freshmen, 104 as sophomores, 83 as juniors, 23 as seniors and 70 as unclassified students. In addition to this primary registration, 180 graduate students from the University Faculties, 3 students from the School of Architecture, 1 from the School of Mines, 1 from the School of Journalism, 55 from Columbia College, and 168 from Barnard College elected courses in Teachers College. The number of college graduates registered in Teachers College was 671, and 277 others had had a partial college course. There were also 467 normal school graduates. Our resident students came from 49 States and Territories and 18 foreign countries. They represented 189 colleges and universities of the United States, 63 institutions in foreign countries, 112

normal and training schools, 88 technical schools. Of the resident students in the School of Education 115 were candidates for the degree of Doctor of Philosophy, 433 were candidates for the degree of Master of Arts, 386 were candidates for the degree of Bachelor of Science in Education, and 11 for the degree of Bachelor of Arts. In the School of Practical Arts 905 students were candidates for the degree of Bachelor of Science of whom 508, mentioned above, were also candidates for the Teachers College professional diploma.

The colleges and universities which sent us the largest number of students stand in the following order: Columbia, 48; Hunter, 45; University of Chicago, 35; Union Theological Seminary, 35; Barnard, 33; College of the City of New York, 27; New York University, 24; Smith, 23; Vassar, 20; University of California, 18; Cornell, 16; University of Wisconsin, 16; Wellesley, 15; University of Nebraska, 11; Adelphi, 10; Harvard, 10; University of Illinois, 10; University of Missouri, 10; University of Pennsylvania, 9; University of Minnesota, 9; St. Lawrence, 9; Oberlin, 8; Mt. Holyoke, 8; University of Washington, 8; Goucher, 7. Five institutions were represented by 6 students each; 9 institutions (1 foreign) by 5 students each; 26 by 4 students each; 15 (7 foreign) by 3 students each; 27 (11 foreign) by 2 students each; 82 (44 foreign) by 1 student each.

The normal schools with the largest representation are the following: Manhattan Training School, 24; Trenton, N. J., 23; Albany, N. Y., 22; Oswego, N. Y., 19; Ypsilanti, Michigan, 17; Potsdam, N. Y., 13; New Paltz, N. Y., 12; Newark, N. J., 12; Oneonta, N. Y., 12; Geneseo, N. Y., 10; Buffalo, N. Y., 9; Brooklyn, N. Y., 9; Brockport, N. Y., 8. Seven normal schools are represented by 7 students each; 4 by 6 each; 9 by 5 each; 10 by 4 each; 11 by 3 each; 28 by 2 each; 30 by 1 student each.

Leave of absence was granted, for the first half-year, to Professor Sachs; for the second half-year, to Professor Faculty McMurry; and, for the year, to Professors Dutton and Smith. Professor Suzzallo resigned at the end of the academic year to accept the presidency of the University

of Washington. As student, lecturer, and professor, Dr. Suzzallo has been connected with the College since 1901, with the exception of three years, when he was instructor in Stanford University. In each capacity he has shown the highest devotion and attained extraordinary success. His scholarship, practical experience in school teaching and educational administration, and rare professional ability, supplemented and reënforced by a charming personality, have made him a source of abiding inspiration to his students and to his colleagues. He richly deserves the high esteem in which he has always been held by his friends in Teachers College; and, while we shall keenly feel our loss, we congratulate the great university to which he is going on getting as its chief executive one who is so well endowed by nature and so well equipped by study and experience to direct its educational course.

The year under review is significant in that it marks a change in our relations to the University. The agreement of 1898, modified in 1900 and 1906, was entered upon when Teachers College had little to offer the University and before our educational policy was an assured success. The intervening years have brought us corporate strength and demonstrated the need of a professional school for teachers in the educational system of the University. The administrative problem, to which the Trustees of both institutions have given much thought during the past year, concerns ways and means of adjusting a young and vigorous professional school, with its circle of zealous friends, to a great university rich in traditions and jealous of its reputation. The outcome is, I think, an achievement of marked educational importance—of importance not only to those of us who are immediately concerned with the welfare of Columbia University and of Teachers College, but also to all who have to do with the administration of higher education in this country. It seems to me to point the way toward a federation of all the agencies for higher education in a community in such manner as to emphasize the strength of each, a federation which will assure to the isolated college or professional school or scientific foundation all the

New Agreement
with Columbia
University

necessary control over its own affairs, and give to it the benefit of co-operation with other institutions equally interested in the promotion of the public good.

The new agreement with Columbia University, dated June 8, 1915, provides that the President of the University shall be *ex-officio* the executive head of Teachers College, with the powers and duties of President as now defined by the statutes of Teachers College. By this arrangement the College has the closest co-operation of the President of the University in its affairs and thus secures his active interest and professional counsel. The Dean of Teachers College shall be appointed by the Trustees of Teachers College, and, under the direction of the President, shall have charge of the internal administration of the College and the management of its property and affairs as heretofore. All officers of Teachers College shall be appointed by the Trustees of the College, on nomination of the Dean subject to the approval of the President of the University. The appointment of officers of professorial grade will be confirmed by the Trustees of the University, thus giving them full University status.

The two faculties of Teachers College—the Faculty of Education and the Faculty of Practical Arts—become, under the new agreement, faculties of the University, with the same rights and privileges as are accorded to other faculties of the University. This gives both faculties of Teachers College representation on the University Council, the supreme educational authority of the University. In securing these privileges for its faculties, Teachers College has made a distinct gain, the value of which cannot fail to become increasingly apparent.

Under the new agreement the University will, as heretofore, confer the degrees of Bachelor of Science and Master of Arts upon Teachers College students. For students working under the direction of the Teachers College faculties there will be also an appropriate Doctor's degree, differing in its requirements from the degree of Doctor of Philosophy. This is an important innovation, calculated to center the interests of the Teachers College faculties on professional work. Candidates for the new Doctor's degree, the exact title of which has not yet been

decided upon, will work under the direction of the Teachers College faculties, stressing the professional phases of teaching and educational administration rather than the academic phases of the subject. The University Faculty of Philosophy will control those students who elect the emphasizing of pure scholarship in their work in education for the degree of Doctor of Philosophy. To carry out this new plan there is to be established in the Faculty of Philosophy a department of Educational Research, which will be under the direction of a relatively small number of professors chosen by the President from the Faculty of Education.

On the financial side it is agreed that neither corporation shall seek to make money from its dealings with the other, and that each shall be financially independent and responsible for its own work.

Teachers College students shall be free as heretofore to elect courses in other parts of the University; University students shall have corresponding privileges in Teachers College. Students shall pay on the point system for all work taken, and each corporation shall receive all fees earned from its own courses. In this way the gross income of tuition fees from all Teachers College courses, during both the academic year and the Summer Session, will be paid to Teachers College, and will thus become available at once for the support of its work. A similarly satisfactory adjustment has been made for the payment of special fees, such as the University and graduation fees.

The Summer Session is to remain independent of all faculty control; it is to be conducted as heretofore by a director and an administrative board, Teachers College to have on this board adequate representation. Teachers College shall cooperate in the direction of the Summer Session in proportion to the number of students that it serves.

In making with the University the arrangements mentioned above, Teachers College surrenders none of its corporate rights or powers; and, by the agreement, the Trustees of the College shall continue to provide for the financial support of all the work of the College, the University having no implied

obligation, responsibility or liability of any kind whatsoever for the maintenance or management of Teachers College or for the disbursement of the income thereof. Each corporation remains financially independent and obligated to conduct its own business affairs, including the appointment of officers and the assignment of their duties. Educationally the two institutions are more fully merged and are thus better able to promote the solidarity of the entire University.

The most important change in educational administration during the year has been the appointment of Professor Paul Monroe as Director of the School of Education, and of Professor M. A. Bigelow as Director of the School of Practical Arts. These officers are specially competent to give such assistance as may be necessary, not only in the ordinary cases of administration, but particularly in questions that concern the readjustment of our college work under the new agreement with the University.

In anticipation of these coming changes, the Trustees and faculties have authorized the constitution of an Executive Committee, composed of the Dean and the Directors of the Schools of Education and Practical Arts, *ex-officio*, and three elected representatives of each faculty. To this new committee is delegated by the faculties the duty of general supervision of the admission, matriculation, and promotion of students; the nomination of Teachers College fellows and the appointment of Teachers College scholars—powers formerly exercised by the College's Committee on Instruction, now abolished; the determining, subject to the control of the faculties, of the conditions upon which degrees and diplomas shall be conferred, and the recommendation of candidates for such degrees and diplomas; the evaluation of courses which may be counted toward a degree or a diploma; the correlation of courses; and the adjustment of all questions involving both faculties, so far as such questions do not come under the jurisdiction of the University Council.

The year has been one of great activity in the reorganization and readjustment of our lower schools. The removal of the boys to the new building at 246th Street necessitated radical changes in the course of instruction and in the management of the schools for both the boys and the girls. In the boys' school the chief problem has been to introduce a new mode of school life and to adapt the instruction specifically to preparation for college. The revision of the curriculum and the improvement of methods of teaching have largely occupied the teachers of the girls' school. The details of these experiments and their tentative results have seemed to me to be of sufficient interest to warrant their publication in a separate bulletin.

Horace Mann
Schools

The Speyer School was established for the express purpose of conducting reasonable experiments in education. During fifteen years we have been working on one phase or another of kindergarten and elementary education. At one time practice in teaching has been emphasized; at another, method of instruction; again, the organization of courses of study; again, the curriculum together with social service: in every effort our aim has been to make the School of use to the community and to those professionally concerned in education. Thousands of visitors from all over the world have inspected the School, and tens of thousands of printed pages descriptive of its educational experiments have been sold or given away to those interested. The published curriculum of the School has been widely used in teachers' reading circles and by authorities responsible for the conduct of public elementary schools. While the contribution made by this School to Teachers College and to the general field of public elementary education has been noteworthy, it seemed to me that other problems demanded our attention: questions concerning secondary education and vocational education, and the education of exceptional or atypical children, should not be neglected. It happened fortunately that the School authorities of New York City were ready to undertake experiments in these

Speyer School

directions. As a result of negotiations extending over many months we have resolved to undertake a co-operative experiment in secondary education with the school authorities of the city. Beginning in September, 1915, the Speyer School will become an annex of Public School No. 43 under the direction of the Principal of the latter institution, Mr. Charles B. Jameson, a graduate of Teachers College. The city will maintain the building and supply the regular teachers, Teachers College agreeing to provide teachers in all special subjects and an educational adviser. Professor Briggs will act in this latter capacity. The regular pupils of the School will be boys who have completed the sixth grade. The object will be to study the curriculum of the junior high school and to ascertain the feasibility of shortening by one school year the course during the last two years of the elementary school and the four years of the high school. Check experiments of a similar nature will be conducted by the city in two other schools. The apartment on the top floor of the Speyer building and one cooking laboratory will be reserved for classes of girls from the public schools who will be taught the household arts by students of Teachers College. Altogether the experiment promises to be one of great interest, and I trust its results may give the satisfaction that is expected by all those who are concerned in the new project.

The publications of Teachers College have become so numerous and the business details connected therewith so exacting that it has been found necessary to provide for the systematic management of the Bureau of Publications. Early in the year Professor Upton was relieved of some of the administrative duties which devolve upon the office of Secretary and was put in charge of the bureau. The effect of this change in administration is already apparent in the improvement of the *Teachers College Record*; and I trust he will be able speedily to increase the efficiency of the entire department.

Following is a list of the publications of the year:

Contributions to Education:

1. Individual Differences in Ability and Improvement, and their Correlations. J. Crosby Chapman, Ph.D., 45 pp. \$0.75. 2. The Chinese System of Public Education. Ping Wen Kuo, Ph.D., 209 pp. \$1.50. 3. The Recapitulation Theory and Human Infancy. Percy E. Davidson, Ph.D., 105 pp. \$1. 4. Teachers' Marks: their Variability and Standardization. Frederick James Kelly, Ph.D., 139 pp. \$1.50. 5. Distribution of Opportunity for Participation among the various Pupils in Class-Room Recitations. Ernest Horn, Ph.D., 40 pp. \$0.75. 6. A Comparative Study of the Intelligence of Delinquent Girls. Augusta F. Bronner, Ph.D., 95 pp. \$1. 7. Functional Periodicity: An Experimental Study of the Mental and Motor Abilities of Women during Menstruation. Leta Stetter Hollingworth, 101 pp. \$1. 8. Wage Worth of School Training: An Analytical Study of Six Hundred Women-Workers in Textile Factories. Anna Charlotte Hedges, Ph.D., 174 pp. \$2. 9. Educational Guidance: An Experimental Study in the Analysis and Prediction of Ability of High School Pupils. Truman Lee Kelley, Ph.D., 116 pp. \$2. 10. Variation in the Achievements of Pupils: A Study of the Achievements of Pupils in the Fifth and Seventh Grades and in Classes of Different Sizes. Charles Herbert Elliott, Ph.D., 113 pp. \$1.25. 11. Mexico: Its Educational Problems—Suggestions for their Solution. Manuel Barranco, Ph.D., 78 pp. \$1. 12. A Study of the Boston Mechanic Arts High School. Charles A. Prosser, Ph.D., 134 pp. \$1.25.

Other Publications:

1. Educational Psychology—Briefer Course. Edward L. Thorndike, Ph.D., 442 pp. \$2.

Reprint Editions and New Impressions:

1. Experimental Studies in Kindergarten Education. Edited by Patty S. Hill. Reprinted from January, 1914, *Teachers College Record*. 70 pp. \$0.30. 2. Health Instruction in the Elementary School. Thomas D. Wood, M.D., and Mary Reesor, A.M. Reprinted from May, 1912, *Teachers College Record*. 136 pp. \$0.35. 3. Number Games and Number Rhymes. David Eugene Smith, Ph.D., and students. Reprinted from November, 1912, *Teachers College Record*. 110 pp. \$0.35. 4. Industrial Education. James Earl Russell, Ph.D., and Frederick G. Bonser, Ph.D. Third Impression. 50 pp. \$0.30. 5. Handwriting. Edward L. Thorndike, Ph.D. Third impression of reprint edition. 41 pp. \$0.35. 6. A Scale for the Measurement of Quality in English Composition by Young People. Milo B. Hillegas, Ph.D. Second impression of reprint edition. 60 pp. \$0.30. 7. The Speyer School Curriculum. Fourth impression. 179 pp. \$0.50. 8. The Course of Study in Music for the Horace Mann Elementary School. Reprinted from the Horace Mann Curriculum. 15 pp. \$0.20. (New impressions of *Technical Education Bulletins*): 9. The Economic Function of Woman. Edward L. Devine, Ph.D., 16 pp. \$0.10. 10. Opportunities

in Household and Institutional Administration. 16 pp. Free. 11. Feeding of Young Children. Mary S. Rose, Ph.D., 10 pp. \$0.10. 12. The Girl of To-morrow. Benjamin R. Andrews, Ph.D., 8 pp. \$0.10. 13. Household Management. Mary Furst. 24 pp. \$0.10. 14. Hints on Clothing. Mary Schenck Woolman. 8 pp. \$0.10. 15. Determination of Cotton and Linen. By Herzog. Trans. by Ellen Beers. 36 pp. \$0.25. 16. Quantitative Aspects of Nutrition. Henry C. Sherman, Ph.D., 15 pp. \$0.10. (Reprints of *Standard Scales and Tests*): 1. Set of Thorndike's Tests for Measuring Ability in Reading. \$0.10. 2. Hillegas's Scale for Measuring Quality of English Composition. Chart form. \$0.03. 3. Thorndike's Scale for Measuring Achievement in Drawing. Chart form. \$0.03. 4. Thorndike's Scale for Measuring Handwriting. Chart form. \$0.05.

Teachers College Bulletin, Sixth Series.

1. Some Suggestions concerning Applied Geography in Rural Schools. Richard E. Dodge, A.M., 8 pp. \$0.05. 2. Announcement, Fine Arts Department, 1914-15. Free. 3. A Year's Work in Industrial Arts in the Third Grade of the Speyer School. Ida M. Bennett. *Technical Education Bulletin* No. 24, 22 pp. \$0.15. 4. Alumni Bulletin No. XVI. Free. 5. Dean's Report, 1914. Free. 6. Annotated List of Books relating to Household Arts. Enlarged and Revised Edition. *Technical Education Bulletin* No. 25, 32 pp. \$0.20. 7. A Survey of your Household Finances. Benjamin R. Andrews, Ph.D. *Technical Education Bulletin* No. 26, 16 pp. \$0.10. 8. Some Food Facts to help the Housewife in Feeding the Family. Mary S. Rose, Ph.D. *Technical Education Bulletin* No. 27, 8 pp. \$0.05. 9. Special Class Circular, Second Half-Year, 1914-15. Free. 10. Alumni Bulletin No. XVII. Free. 11. An Outline on the History of Cookery. Anna Barrows, Bertha Shapleigh, and Anne Blitz. *Technical Education Bulletin* No. 28, 36 pp. \$0.25. 12. Announcement of Special Courses in Rural Education, Summer Session, 1915. Free. 13. Graduate Instruction in Practical Arts, Teachers College, 1915-16. Free. 14. Announcement of the School of Practical Arts, 1915-16. Free. 15. Announcement of the School of Education, 1915-16. Free. 16. Tentative Course of Study in Household Arts for the Seventh and Eighth Grades, Speyer School, 1914-15. 32 pp. \$0.20. 17. Announcement of Degrees and Diplomas conferred, 1912-13; Fellows and Scholars, Register of Students, 1914-15. Free. 18. Announcement of department of Nursing and Health, 1915-16. Free. 19. Announcement of Extension Courses offered by the School of Practical Arts, Teachers College, 1915-16. Free.

Teachers College Record:

September, 1914. The Measurement of Ability in Reading. Edward L. Thorndike, Ph.D., 71 pp. \$0.30. November, 1914. Teachers' Estimates of the Quality of Specimens of Handwriting. Edward L. Thorndike, Ph.D., 13 pp. seven inserts, \$0.30.

Beginning with the number for January, 1915, the *Teachers College*

Record has been much enlarged, each issue containing a number of short articles of general interest, covering the various departments of educational specialization in Teachers College, and college and alumni news. *The Household Arts Review* has been incorporated with the *Record*. In this new form the *Record* has been issued regularly in January, March, and May of the present year.

The saddest event of the year—indeed, the saddest event in the history of the College,—was the death of Miss Grace H. Dodge. The significance of her life has been recounted in so many public addresses and portrayed in so many published forms as to make any extended notice here quite superfluous. But in the year's history of Teachers College record must be made of her devotion to this institution and its work. Teachers College was her dearest child, as she delighted to say, because the eldest; its establishment was her first great undertaking, and to the day of her death her service to it never flagged. She nursed it in its infancy, sustained it largely by her own efforts in its childhood, and made generous provision toward its maintenance during all future time. Her ready sympathy, her intuitive appreciation of essentials, her genuine friendliness and catholic forbearance with human frailties endeared her to every officer and student of the College. Best of all, however, is the contribution of her own Christian spirit to our institutional life. Her greatest legacy to us is the memory she has left with us of her abundant life consecrated to her Master's service.

In appreciation of Miss Dodge's services to Teachers College, the students of the Fine Arts department have designed a memorial tablet, which will be executed in bronze by the classes in Industrial Arts, and mounted in the Household Arts Building. The work is a labor of love in which many will co-operate, and bespeaks the affection in the hearts of our students. The alumni, too, have inaugurated, with the approval of the Trustees, a movement to establish a fund the income of which shall be used to carry on the student welfare work which Miss Dodge had always privately supported. The object is to care temporarily for students in physical distress

who may need the attention of physician or surgeon and be unable to afford the expense; to protect, by the assistance of college visitors and nurses, the health of students who do not live in our dormitory; to promote social intercourse among members of the student body; and to increase the efficiency of all our social, philanthropic, and religious organizations. Miss Dodge gave about five thousand dollars a year to these ends, a work which, if it is to be continued, will require the income of a fund of \$100,000. Pledges of ten dollars a year for five years are being sought from graduates who believe in the worth of Miss Dodge's work in these fields. Our officers and students have contributed generously, and several gifts have been received from friends of the College, amounting in all to approximately \$40,000. I know of no way by which greater good might come to the students of Teachers College or in which the friends of Miss Dodge could better show their appreciation of her services to education than by helping us to complete this fund. I confidently expect a generous response to the appeal of the alumni on behalf of the Grace H. Dodge Welfare Fund of Teachers College.

Respectfully submitted,

JAMES E. RUSSELL,
Dean

June 30, 1915.

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

I have the honor of submitting my report for the academic year 1914-1915, a period that has brought forth much of importance to this school and to the profession that it represents.

With this year's awards of the degree of Doctor of Pharmacy, our short course of one year of graduate study leading thereto expires. We shall have no more candidates for that degree before 1919, at the earliest. In Doctor of
Pharmacy and after that year our doctors of pharmacy will have graduated from a course of six full academic years and should be fully entitled to receive this highest of pharmaceutical degrees. During the past two years we have not sought candidates for the shorter course, but we have felt it incumbent upon us to extend its privileges to those few students who had already entered upon their pharmaceutical studies with this object in view.

We have this year had no candidates for the degree of Pharmaceutical Chemist, since this is now a three year course, the first class in which cannot complete its work before 1916.

The scholarship of our first and second classes in this course, during the past year, has been most satisfactory. Partly upon their petition and partly of our own volition, we have materially added to the professional work of this curriculum.

For the first time, we shall next year announce in our Bulletin the value of our work in each subject in University points. It will be shown that the total number of points in this three year course is 99. Those of the fourth year, leading to the degree of Bachelor of Science in Pharmacy, will bring

Evaluation of
Courses in Points

the total for the four years up to 130, so that our baccalaureate degree will now rank with those of your other schools.

This result marks the successful completion of our first great effort in building up here a representative university course in pharmacy. During the years in which we have been continuously extending this curriculum and increasing our demands upon the students, it has not been possible to do much toward increasing attendance, and not always possible to maintain it. With the termination of this process, and with the protection of our degrees that we have reason to expect from the Education Department of the State, we believe that we may now look confidently to the upbuilding of our university classes in membership, this representing the next task to which we must apply ourselves.

Our peculiar position in relation to this work should not be overlooked. The financial administration of a short and relatively inexpensive course, in preparation for work yielding a livelihood, and therefore calculated to be popular, presents no great difficulty. The maintenance of advanced and lengthy courses, beyond reach of the many, and which are, in most institutions, supported by endowment or state support, is a difficult matter, and the liberality of our Trustees and the loyalty of our Faculty in its support are entitled to recognition.

Notwithstanding the liberal provision of professional work in our three-year course, to which reference has been made, it has been deemed best, as the result of a conference by the Provost of the University, the Dean of the Medical School, the Chairman of the Committee on Admissions and myself that such of our pharmaceutical chemists as intend entering the medical school shall offer, in addition thereto, the first and second year courses in English of Columbia College. Imperfect knowledge of English is frequently a serious disqualification of men in our professional schools who are very well qualified in their technical subjects. This statement applies with special force to our College classes, the members of which matriculate on the basis of but one year's work in

Building up of
University Course

Pharmacy Students
Entering Medicine

the secondary school. Those entering on foreign credentials must pass an examination in second year English of the high school, yet they are often far better qualified in this subject than classmates who have attended the first year of our high schools. This and similar considerations are leading our State Education Department to consider some method of insuring a better preparation in this subject by all matriculants.

One of the greatest improvements ever made in our College Course has been inaugurated for the coming session, in the establishment of a complete theoretical and practical course in pharmaceutical accounting, to occupy two hours weekly throughout the first year. This course will be obligatory upon all members of the class and also upon those of the first year University class. To provide for this instruction, we have added to our Faculty a professor and two instructors. No fee for this course is required from our regular students except for the necessary books, forms and stationery. We believe that this course will attract many special students in addition to those of our regular classes.

Courses in Pharma-
ceutical Accounting

Our combined student body has been very much greater during the past year than ever before, yet the work has proceeded perfectly. The *esprit de corps* among students and faculty has been admirable and the scholarship excellent.

The splendid example set last year by the late Mr. Albert Plaut in founding the Isaac Plaut Fellowship has this year been followed by Dr. Henry C. Lovis, Chairman of the Committee on Examinations of our Board of Trustees, in founding the George J. Seabury Scholarship for the fourth University year. This scholarship completes a series which has been regarded as a great desideratum. It is now possible for a student to secure a Trustees' scholarship for his third year, one or more Trustees' cash prizes of \$100 each at the end of that year as well as the George J. Seabury Scholarship or the Max J. Breitenbach cash prize of \$200 and at the end of the fourth, the Isaac Plaut Fellowship, providing for a year of foreign study.

George J. Seabury
Scholarship

Another important movement inaugurated this year is the establishment of a 'Student's Loan Fund', started by Trustees Breitenbach and Daggett, with a fund of \$500. It is not to be understood that there is contemplated any general provision of funds to pay tuition fees, but rather for slight and temporary assistance to students who unexpectedly find themselves at the end of their resources.

In connection with the College Library, we have established a professional information bureau, intended to supply bibliographical and other information for those desiring it and willing to pay a moderate fee for the time required to supply it. It appears that much of the value of our College library is wasted because those who are in need of the information that it contains are unable to spare the time for the necessary search, and we believe that this new department will do much to provide against this difficulty.

The general attitude of pharmacy schools toward courses of study and degrees has shown a healthy development during the past year. Although there has been some misapprehension or misrepresentation of efforts toward the harmonizing of conditions and the elimination of those distinctively bad, there is, upon the whole, a more intelligent and rational view of necessary measures than has been heretofore noted. The most conspicuous cloud now visible upon this horizon is the case of a school that proposes to grant the doctor's degree for three years' work, and that of bachelor upon the completion of an additional year! Especially has it been seen that the selling of degrees, such as formerly existed in medical circles, must be terminated in our profession, which, almost with one accord, has expressed its disapproval of these practices, and is likely to insist absolutely upon their discontinuance.

It is to be regretted that one great state should have seen fit to enact retaliatory legislation against another engaged in regulating its own professional affairs, but it is scarcely to be expected that a legislature that would refuse restrictive legislation against the manufacture and

sale of adulterated paints, out of regard for the financial interests of those engaged in that business, would be particularly squamish about matters of so little importance as pharmaceutical degrees.

Taken all in all, we feel that the year has been one of great progress in pharmaceutical matters, both within and without the University.

Respectfully submitted,

H. H. RUSBY,

Dean

June 30, 1915.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SESSION OF 1915

To the President of the University,

SIR:

I have the honor to present herewith the report of the sixteenth Summer Session of Columbia University which opened July 6 and closed August 13, 1915.

The Summer Session of 1915 has been unique in many respects; first, in its remarkable educational offering which surpasses any scheme of study ever proposed for a period of six weeks of instruction, and again because of the circumstances peculiar to this year arising from the War in Europe, the business depression in this country and the Panama Pacific Exposition, and finally because of the extraordinary registration of over six thousand students which has been recorded regardless of the circumstances just mentioned and of the increase of fees which the financial condition of the University made imperative. This Summer Session, therefore, may reasonably be regarded as epoch-making in the history of summer session instruction in this country. We have, it is true, an ideal organization—a centralized educational control, a free and unlimited opportunity for selection of courses, an absence of conditions which so commonly hamper and restrict university and collegiate education in the United States, and a limited program combined with intensive study which produces remarkable results.

This is the Summer Session of Columbia University. It is not, therefore, remarkable that students are drawn from every walk in life, the teacher, the college student, the business man, the visitor, all finding in the six weeks at Columbia some

course of study, some lecture from which to draw inspiration for the future. The summer is spent in the most satisfactory recreation instead of in idleness and time which has become so precious is economized for study.

The program for the Summer Session of 1915 followed closely that of 1914 which seemed so satisfactory and so complete. Nevertheless a number of additional courses were offered in certain subjects, notably in chemistry 6; commercial education 4; German 7; history 8; social science 4; teaching of geography 5; of mathematics 3; of modern languages 4; of industry 4; of physical science 4; fine arts 4; foods and cookery 3; household administration 5; and physical education 3. In anthropology, architecture, economics, English, mineralogy, physiology, religion, stenography and typewriting, and history of education at least two new courses were offered. The evening classes, which proved serviceable to many who can attend only at that time, were continued. One was offered in accounting, two in commercial arithmetic, one in economics, five in English, one in mineralogy, two in mathematics, one in French, one in Portuguese, two in Spanish, and two in stenography and typewriting, making a total of 20 with an attendance of 374 against 13 with an attendance of 321 in 1914. These were Extension courses and the regulation of the Summer Session that a student must take a program of at least four points was not enforced for the evening classes. The University is reaching students through these courses who can give time for study in the summer, only in the evening and Extension students who are enrolled during the academic year are enabled to continue their studies without interruption.

There are certain facts in the statistics of registration which are worthy of mention. The number of men students increased 1%; the number of non-matriculated students was over two hundred more than in 1914; the number of matriculated students of the various schools of the University was greater in all the schools with the exception of Barnard College which showed a loss of 2 in a registration of 81; Mines, Engineering, and Chemistry which showed a loss of 36

Program
of Studies

Registration

in a registration of 83; and in Law which showed a loss of 26 in a registration of 67. The most gratifying feature in this part of the registration is an increase of 26 in a registration of 38 in the courses in Medicine. The tendency which has been noted in other summers of an increase in the non-matriculated students and those not engaged in teaching is found in the statistics of this present summer. The classification of students according to residence is also a matter of considerable interest. The number of students from New England is considerably larger than last year. The number of students from New York and Pennsylvania show a significant increase. There is a falling off of 33 in the registration of Tennessee, undoubtedly due to the excellent Summer Session now connected with the George Peabody College for Teachers at Nashville. The influence of the Panama Pacific Exposition is seen in the decrease of the number from Indiana, Iowa, California, Washington, and Montana. The greatest increases were 53 in a registration of 148 from Connecticut; 13 in a registration of 52 from Maine; 118 in a registration of 645 from New York State outside of New York City, 195 in a registration of 1410 from Manhattan and Bronx and 34 in a registration of 332 from Brooklyn; 53 in a registration of 432 from Pennsylvania; 33 in a registration of 94 from Texas; 22 in a registration of 78 from Minnesota; and 16 in a registration of 102 from Illinois. The graduate students this summer number 1320 against 1149 in 1914 and 899 in 1913 so that the increase this year is 171 against an increase of 250 in 1914. This is greater than that of 1913 but not as great as in 1914. Officially the total registration was 5961, although 6044 presented themselves for registration but 83 afterward withdrew.

To care for this body of students the University appointed 345 instructors of whom 275 were men and 70 were women and there were 108 assistants of whom 49 were men and 59 were women. This body of instructors offered 613 courses. In 1914 there were 291 instructors and 89 assistants and 536 courses were offered. Of the force of instructors there were 108 not members of the staff who were called from other institutions. In 1914 this number

Teaching
Staff

was 85, in 1913, 63, and in 1912, 60. This indicates that the policy of the Summer Session is to draw largely from other universities in the selection of its teaching staff. We believe that an unusual opportunity is presented in the summer of securing visiting professors. This policy, however, must be restricted and cannot safely be indulged in with too great freedom, as it is found that Summer Session students attend the University because of the possibility of hearing the professors of the home staff. Economical administration also is an important factor in determining the selection of the summer instructors.

Considerable success has attended the sending out of the expedition for field geographical study under the leadership of Professor D. W. Johnson. Twenty-six students accompanied him on this tour which included a trip in the West ending at the Exposition in San Francisco.

Summer courses were offered at Camp Columbia as usual and included Civil Engineering and Geodesy and for the first time Botany and Geology. The attendance at these courses numbered in all 139 which is about half of the number which generally elects courses at the summer camp. The loss in registration is due to the change in the Engineering Schools whereby they have been placed on the graduate basis. This loss was expected and will continue for two or three years during the process of transfer of the preliminary years of Engineering from the Schools of Science to Columbia College.

Camp
Columbia

For the first time in the history of the Camp public lectures were offered for the benefit of the summer residents and the people of the neighboring villages. There were three of these and the attendance was 190, 125, and 125. The weather at the time of the last two lectures was stormy and the attendance was remarkably large. The University has recently improved the conditions at Camp Columbia; the roads have been rebuilt, the bare and unattractive appearance of many of the buildings has been changed. Electric light has been introduced, the farm buildings have been painted, a silo and wagon shed have been constructed, a boathouse has been built

on the lake, and much has been done to make the Camp more useful for its purpose and more attractive as an abode for the students.

In the coming summer courses should be offered in Mathematics and Modern Languages in addition to those in natural science. Students of the College who desire to be away from the city in the summer months may well find in Camp Columbia a delightful place for spending a part of their vacation.

The administration of the Summer Session may be classified in two divisions: first the educational which includes the selection and supervision of all subjects and courses and of the instructors who are in charge of such courses, and second the general administration which is concerned with the welfare of the students outside of the classroom. Of course, the duties of the administration having to do with the educational features are the more important and must demand the special consideration of the Administrative Board. Nevertheless what has been termed the general administration has been found to bear largely upon the success of the Summer Session inasmuch as it affects the general welfare of the students,—a welfare which must be maintained so that the students may accomplish the best results with the least effort and disturbance and under the most favorable circumstances. This is the policy of the Summer Session which has made it unique and worthy of the comment of a prominent professor of another university to the effect that "There is no more notable achievement in academic life than the Columbia Summer School."

The general administration is concerned with the recreational activities which include concerts, excursions, receptions, and plays, religious exercises, i. e. daily chapel and Sunday services, and finally student's welfare which considers suitable residence for the students and the protection of their health and convenience while students of the University.

The recreational activities are carefully studied and are adapted to the needs of the Summer Session students so as to be of a character to advance their physical and educational interests. The excursions are under the personal direction

of Professor L. W. Crawford who prepares an elaborate circular containing minute directions for the guidance of the students. Interference with academic duties is avoided for students whose program does not admit of absence from the University except on Saturday and in the late afternoons. A separate schedule of excursions is prepared for those who can afford the time and for whom the trips to various places around New York City assume an educational value. The number admitted to the latter class of excursions is limited to 150. The attendance this year was as follows: to the Metropolitan Museum of Art 120; Circumnavigating Manhattan Island 380; Children's Farm School 130; Jumel Mansion 120; The Making of a Newspaper 152; New York Stock Exchange 40; Navy Yard 140; Zoological Park 80; Museum of Natural History 60; Bronx Park 60; Ellis Island 800; Coney Island 242; Store of John Wanamaker 140; Modern Tenements and Social Settlement 152; National League Baseball Game 50; Ziegler Publishing Company for the Blind 130; West Point 1100; Fort Wadsworth 70; Washington Irving Region 337. These statistics will indicate the character of the excursions and the interest taken therein.

Recreational
Activities

The concerts of the Summer Session are attended by large numbers of students and their friends. The series this summer was of unusual variety and attractiveness.

Four open air concerts were given on the Green by the New York Military Band. These brought together audiences numbering in each instance more than three thousand persons. Four organ recitals were given in the Chapel by Mr. David McK. Williams, Mr. George Alexander A. West, Mr. T. Tertius Noble, and Professor Walter Henry Hall. The program of musical events in the Summer Session closed with a festival week. On Wednesday, August 4, the *Messiah* was sung in St. Paul's Chapel; on Thursday, August 5, an Orchestral Concert was given in the Gymnasium by an orchestra of sixty men under the leadership of Professor Walter Henry Hall. The program of this concert is given in detail as indicating the standard of the music which the Administrative Board

Concerts

of the Summer Session maintains and the character of the concerts which it desires to place before the summer students.

Overture, <i>Marriage of Figaro</i>	Mozart, 1719-1787
<i>Symphony V</i>	Beethoven, 1770-1827
Allegro con brio	
Andante con moto	
Allegro—Scherzo	
Allegro—Finale	
Vorspiel, <i>Meistersinger</i>	Wagner, 1813-1883
Suite, <i>Peer Gynt</i>	Grieg, 1843-1907
Morning	
Asa's Death	
Anitra's Dance	
In the Hall of the Mountain King	
Crusader's March from <i>St. Elizabeth</i>	Liszt, 1811-1886

Finally on Friday evening, August 6, the Summer Session Chorus of 225 members assisted by Miss Marie Stoddart, Soprano; Miss Marie Morrissey, Contralto; Mr. Dan Beddoe, Tenor; and Mr. Frederick Martin, Bass; sang the first part of the Oratorio of *Elijah* and selections. It is difficult to refrain from exaggeration when speaking of these musical events. They enter largely into the attractiveness and helpfulness of the Summer Session as students come from long distances to take part in the Chorus and to practice at its rehearsals and to share in the enjoyment of the concerts even in the trying summer weather.

An informal reception for the instructors and students of the Summer Session was held on the evening of July 13 in the Gymnasium. It was attended by a large and enthusiastic audience. The President of the University welcomed the students, and Hon. John Purroy Mitchell, Mayor of the City of New York, delivered an address. The audience took part in the singing of simple songs led by Professor Peter W. Dykema of the University of Wisconsin who is an expert in conducting community music. On the evening of Monday, August 2, another evening of community music was enjoyed by the Summer Session students and on the same evening they

listened to an address by Mr. Thomas Mott Osborne, Warden of Sing Sing Prison.

The usual open air plays were given on the Green by the Devereux Players under the supervision of the Department of English. The following plays were given: *She Stoops to Conquer*, two performances; *Twelfth Night*; and *As You Like It*. The engagement with the Devereux Players was restricted to three days as the longer engagement of a week in previous summers was found to be undesirable as interfering with the regular courses.

Open Air
Plays

The following public lectures were given which were open both to the Summer Session students and the general public:

Lecture in German on 'Tristan und Isolde in Sage und Dichtung' by Professor Arthur F. J. Remy, attendance 50; on 'The Japanese Drama' by Professor A. Miyamori of Keio University, Tokio, attendance 30; on 'Some Things We Owe to German Romanticism' by Dr. Allen Wilson Porterfield, attendance 60; on 'The Japanese Drama' by Professor A. Miyamori, attendance 40; on 'Training for Leadership' by Dean James E. Russell, attendance 350; in German on 'Der Rhein in Geschichte und Sage' with lantern slides by Professor Frederick W. J. Heuser, attendance 122; on 'The League of Peace' by Mr. Hamilton Holt, editor of the *Independent*, attendance 292; on 'The Junior High School' by Professor Thomas H. Briggs of the Department of Secondary Education, attendance 350; on 'The Melodrama as a Modern Music Form' by Professor Rosetter G. Cole, illustrated by his musical settings to *King Robert of Sicily* and *Hiawatha's Wooing*, attendance 300; on 'Heroes of Poland' by Mme. Arctowska, attendance 25; in English on 'Werthers Leiden' by Professor William Addison Hervey, attendance 60; lecture on 'Typical Lyrics of Spanish America, Mexico, and Central America' by Mr. Peter H. Goldsmith, Director of the Pan American Division of the American Association for International Conciliation, attendance 24; lecture in German on 'Ein Rückblick auf die deutsche Literatur der letzten zwei Jahrhunderte' by Professor Henry H. L. Schulze, attendance 75; on 'The Significance of the Question in Instruction' by Professor Romiett Stevens of the Department of Secondary Education, attendance 250; on 'Getting Acquainted with the Trees' (Scoutcraft course) by Professor James Claude Elsom, attendance 150; on 'Typical Lyrics of Spanish America—Cuba, Dominicana, and Puerto Rico' by Mr. Peter H. Goldsmith, attendance 73; on 'The German Fate Tragedy' by Dr. Juliana Haskell, Instructor in Barnard College, attendance 70; on 'Typical Lyrics of Spanish America—Chili and Peru' by Mr. Peter H. Goldsmith, attendance 23; on 'Student Self-government' by Dr. A. E. Wilson, Principal of the Los Angeles High School of Manual Arts, attendance 210; on 'Typical Lyrics of Spanish America—Colombia and Venezuela' by Mr. Peter H.

Goldsmith, attendance 26; on 'Races and Languages of the Belgians' by Professor Albert Joseph Carnoy, attendance 150; in German on 'Zur Geschichte der deutschen Kriegslyrik' by Dr. Traugott Böhme, attendance 50; illustrated lecture on 'Getting Acquainted with the Birds' by Professor James Claude Elsom, attendance 80; on 'Typical Lyrics of Spanish America—Bolivia and Ecuador' by Mr. Peter H. Goldsmith, attendance 23; on 'The Orchestra and the Program of Thursday Evening's Orchestral Concert' with illustrations by Professor R. G. Cole, attendance 100; on 'History and Ideas of the Belgians' by Professor Albert Joseph Carnoy, attendance 100; on 'The Novel as a Literary Form' by Professor George H. Danton, attendance 60; on 'Typical Lyrics of Spanish America—Argentina and Uruguay' by Mr. Peter H. Goldsmith, attendance 22; on 'The Present State of Mexico as the Result of Her Peculiar Economic Past—the Primitive Distribution of Property' by Sr. Toribio Esquivel Obregón, former Minister of Finance of the Republic of Mexico, attendance 8; on 'Oral Work in Modern Language Teaching' by Professor E. W. Bagster-Collins, attendance 60; on 'The Amelioration of English Spelling' by Professor George H. Danton, Pacific Coast Representative of the Simplified Spelling Board, attendance 40; and on 'The Present State of Mexico as the Result of Her Peculiar Economic Past—the Development of Wealth and Its Social and Political Effects' by Sr. Toribio Esquivel Obregón, attendance 60.

Daily Chapel exercises were held at the early hour of eight and were attended regularly by upwards of 200 students. Addresses were given by various instructors of the Chapel Exercises Summer Session and on Friday a special musical service was held. The Sunday services were at 4:10 in the afternoon in the Chapel and in the evening on the Green at 8 p.m. The preachers at the afternoon services were: the Reverend Hugh Black, D.D., of the Union Theological Seminary; the Right Reverend Charles David Williams, D.D., Bishop of Michigan; the Reverend William C. Covert, D.D., Minister of the First Presbyterian Church, Chicago. Interested and earnest congregations have taken part in these religious exercises. The spirit of religious worship and interest in the extension of religious truth are encouraged and strengthened by these services.

The care of the students and the supervision of their general welfare are carefully maintained in the Summer Session of Columbia. A students' welfare committee has been established consisting of those who are directly in care of the various dormitories of the University. This committee con-

siders directly the students who are assembled in the dormitories, investigates boarding houses and apartments and carefully prepares a list for the use of the students who cannot be accommodated by the University. At the time of registration each woman student under twenty-five years of age is required to state her residence and such residence must be approved by the committee before the student is accepted. Students are often met at stations and docks and accompanied to the University.

Students'
Welfare
Committee

The University has the services of a medical officer and a trained nurse whose attentions are greatly appreciated. Through the efforts of the Medical Officer students are prevented from undertaking programs which are too burdensome. In many instances the danger from the spreading of contagious diseases has been averted by the watchfulness of the Medical Officer. In a gathering of six thousand persons in the Summer Session it is most extraordinary to find so little illness, especially after the trying experience in a strange city and in the extreme heat of the summer. This condition is largely due to the care which the University takes to provide medical advice for the students with entire freedom and without expense.

A conference on religion was held in connection with the Summer Session from July 6 to 16 and lectures were delivered by scholars of high standing in this field. Ten lectures were given on 'Religious Education' by Professor George A. Coe, ten on 'The Christian Life' by Professor W. A. Brown, ten on 'Church History' by Professor A. C. McGiffert, ten on 'Expository Preaching' by Professor Hugh Black, three on 'Missions' by Bishop A. S. Lloyd, three on the 'Church and City Problems' by the Reverend F. M. Crouch, three on the 'New Testament' by Professor J. H. Ropes, and three on the 'Old Testament' by Professor R. W. Rogers. The fee for the conference was \$10, but students regularly enrolled in the Summer Session were admitted to these lectures without charge. The conference on religion proved to be successful and will be repeated during the coming summer.

Conference
on Religion

Through this system of conferences it will be possible to bring to the University distinguished scholars in many fields to offer lectures which will indicate the most notable achievements in their departments of study. Conferences in the Classics and in Political Science are proposed for the coming Summer Session. It can readily be seen that the University can accomplish an extraordinary service for students in different fields and for professors and instructors in smaller colleges by offering brief lecture courses by the most distinguished men in their various departments of study and investigation. The summer is peculiarly adapted for such conferences, as teachers are at liberty at that time.

As we have said above the Summer Session represents the ideal university organization, with its freedom of election, its centralized control, and its opportunity of hearing distinguished scholars, so that we have the model of the university of the future. Already the University has accepted attendance on courses in the Summer Session as residence for its most important degrees, Master of Arts and Doctor of Philosophy, but for the degrees of Bachelor of Arts and Bachelor of Science students are required to present at least one academic year of residence in one of the undergraduate schools. There is an apparent inconsistency in this especially in view of the two theories which are now accepted that the Summer Session is an integral part of the University year and that residence is identical with attendance and completion of courses. The Summer Session, therefore, seems to indicate the logical development of the University as it becomes of greater service to the community. The Department of Education including the School of Education and the School of Practical Arts known as Teachers College has for several years past placed at the disposal of the Summer Session students the advantages of its complete course. Co-operation by this department has proved so effective that the question now arises whether fuller co-operation should not be given by other schools of the University.

It remains for me to express my deep appreciation of the service that is rendered to the Summer Session by all the

administrative officers of the University. The success of the Summer Session is due to the general spirit which pervades the administrative offices and in particular the office of the Director, a spirit which looks first of all to the interest of the students and the assistance which can be rendered them in accomplishing the object for which they have sacrificed energy and money during the summer months.

Respectfully submitted,

JAMES C. EGBERT,
Director

August 20, 1915.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

I desire to present herewith the following report of Extension Teaching for the academic year ending June 30, 1915.

The experience of the past year has served to indicate very clearly that the University in establishing Extension Teaching and in conferring upon its administrative officers liberal powers has not only served the community well, meeting in due season the educational demands which are now most pressing, but has supplied the University itself with an agency which has a great value in its own development and growth. The aim of the Administrative Board of Extension Teaching is two-fold. First, to afford extraordinary educational opportunities to an eager community and, second, to serve the University by introducing and testing new educational schemes and plans and supplying needed courses without extraordinary demands upon the financial resources of the University or interfering with the regular appropriations of the already established schools and subjects of instruction. In this way Extension Teaching rounds out the University offering and adds, if only temporarily, to the staff those who may after suitable probation become useful members of the force of instructors.

In making this report it is convenient to classify the activities of Extension Teaching in two general divisions. First, the exercises which may be consistently termed academic, and second, the Institute of Arts and Sciences which continues the lyceum form of Extension Teaching. As to the first

division I may say that the definite endeavor of the past year has been to bring class instruction close to the best ideals as found in our universities. To this end exact standards and careful tests have been established and maintained and regular attendance has been required. The interests of the individual students have been considered and those who have fallen below the required standing have been advised and warned. Personal attention has been given to students who have taken part in these classes which have been conducted in exactly the same manner as those of the different schools of the University.

The academic work of Extension Teaching may be itself subdivided into intramural and extramural courses, or in other words, those courses given at Morningside Heights and those offered in other localities.

The activities of the intramural division were as follows:

- (1) preliminary collegiate training covering the three years required for admission to the Schools of Mines, of Engineering, and of Chemistry, and also college courses leading to the senior year; Courses at the University
- (2) evening courses in architecture corresponding to those in the University School of Architecture; (3) day and evening classes in commerce, accounts and finance, leading to a certificate offered by the Administrative Board of Extension Teaching, together with courses of a graduate character open to advanced students of Columbia College and counting for the graduate degrees in Political Science; (4) secretarial courses, intended to equip students for important positions in offices as assistants to public officials or to persons engaged in professional pursuits and leading to a certificate; (5) a two-year course in practical optics offered in co-operation with the Department of Physics, leading to a certificate; (6) courses in agriculture for specialists in this field; (7) general courses in varied subjects intended to prepare students for the Schools of Law, Medicine, and Journalism; (8) courses of a preliminary character intended for mature students who have not completed their secondary education. In this section of Extension Teaching courses were offered as follows: in agri-

culture 10; architecture 18; botany 4; chemistry 7; education 1; engineering 12 (civil 7, electrical 4, highway 1); English 31; fine arts 7; geology 2; German 14; Greek 2; history 16; international law 2; Latin 11; library economy 5; mathematics 16; mechanical drawing 5; mechanics 1; music 5; philosophy 6; physical education 4; physics 2; politics 3; psychology 5; Romance languages 23; secretarial correspondence 2; Semitic languages 3; sociology 8; stenography and typewriting 18; structural mechanics 5; zoology 1; courses in commerce 35; courses in practical optics 12, making a total of 296 classes; of these 15 were dropped. The conduct of these courses was entrusted to 175 instructors; of these 68 were connected with the University only through the Department of Extension Teaching; the remainder (107) were associated with the University in other departments.

At this point we should also mention the courses which were offered in spoken languages under the general supervision of Professor John Dyneley Prince of the Department of Slavonic Languages. The aim of these courses is to supplement instruction in the rules and elements of grammar by giving abundant opportunity for drill in pronunciation and speaking. In other words the main purpose of the classes is to emphasize the importance of colloquial treatment of these languages and to establish a laboratory for those who are taking the usual courses in modern languages. Classes were offered in Arabic, English, French, German, Greek, Irish, Italian, Modern Hebrew, Rumanian, Russian, Spanish, and Portuguese. The fee for these classes was \$5 and the number of students was limited to twenty-five.

In the extramural division of Extension Teaching courses were offered at the following centres: Bridgeport 10 (education 3, English 4, French 1, history 1, Spanish 1); Jersey City 9 (domestic science 1, education 2, English 2, French 1, international relations 1, Italian 1, social correspondence 1); Mount Vernon 3 (education 2, English 1); Staten Island 1 (history 1); Norwalk 4 (education 3, geography 1); Yonkers 4 (English 2, history 2); Paterson and Passaic 10 (accounting 1, education 3, English

Extramural
Courses

3, fine arts 1, French 1, history 1); Stamford 3 (education 2, history 1); and Trenton 6 (English 3, French 1, Italian 2). Of these nine were discontinued in consequence of the small registration. These extramural courses were under the direction of Mr. J. Montgomery Gambrill, and the staff numbered 22; of these there were 8 not otherwise connected with the University.

A special officer, Mr. J. Montgomery Gambrill, has been designated to act as Assistant to the Director in charge of the extramural courses and to regulate and improve this branch of the work of Extension Teaching. The University is continually appealed to for courses to be offered in the cities and towns within a radius of fifty miles from the University. This service is the most difficult within the range of the endeavors of the Department of Extension Teaching, both because of the necessity of securing suitable instructors who will be willing to journey regularly to these centres, and also by reason of the financial problem, as service of this character is naturally exceedingly expensive. Nevertheless, it is recognized by the Administrative Board that if this service can be rendered, it will add greatly to the usefulness of this Department and ally a large number of interested students with other departments of the University.

Exact and detailed figures of the registration in Extension Teaching are given in the report of the Registrar which will repay careful examination. It may be appropriate to refer to the enrollment in the intra-^{Registration}mural and extramural courses in 1910-11, the year in which the Department of Extension Teaching was placed under the control of the University, and the figures for 1914-15 just completed. In 1910-11, 922 enrolled at Morningside Heights and 390 in the extramural courses, making a total of 1,312. In 1914-15, 3,407 enrolled in the intramural classes and 846 in the extramural classes, making a total of 4,253.

The Institute of Arts and Sciences to which reference has been made above and which continues the lyceum form of Extension Teaching in Columbia University has enjoyed a

most successful year under the leadership of Mr. Milton J. Davies, Assistant to the Director. The enrollment for the first year was 1,248 and for this, the Institute of Arts and Sciences second year, 1,383, showing an increase of 135. The program of the Institute included 328 meetings of which 167 were held in the afternoon and 161 in the evening. The total attendance of the Institute numbered 71,257 which exceeded that of the previous year by 20,936. These figures indicate both the increased interest in the exercises of the Institute and the greater attractiveness of the program of the past year. I would refer in particular to the carefully prepared annual report of the Institute of Arts and Sciences which gives in elaborate detail a summary of the Institute program for 1914-15 together with statistics which indicate the growing importance of the Institute in the University.

The Department of Extension Teaching has conducted as hitherto large choral concerts, having maintained a chorus which rehearses regularly on Wednesday evening at Earl Hall. The conductor is Professor University Chorus Walter Henry Hall whose enthusiasm has had much to do with the success of the chorus. This chorus is composed of students of the University in great part and its numbers are increased by those who are interested in choral music in New York City. Two concerts were given; the first on December 19 in the Columbia University Gymnasium when the Oratorio of *The Messiah* was sung with the following soloists: Mrs. Agnes Alsop Ward, Soprano; Miss Ida Gardner, Contralto; Mr. Dan Beddoe, Tenor; Mr. Robert Maitland, Bass. This concert was offered by the Department of Extension Teaching without charge to the officers and regularly registered students of Columbia University. The program of the second concert given at Carnegie Hall on Tuesday, February 2, 1915, was *The Mystic Trumpeter* by Hamilton Harty and *The Music Makers* by Edward Elgar. The soloists were Miss Mildred Potter, Contralto, and Mr. Clarence Whitehill, Baritone. The expenses of the latter concert were met by an anonymous donor who has frequently

aided the chorus in the production of important choral works. The Department has also maintained a chorus in Brooklyn which presented the Oratorio of *The Messiah* in the Brooklyn Academy of Music, and likewise assisted in the concerts given by the Columbia University Chorus of which it forms a part.

The plans which have been made for the coming academic year of 1915-1916 involve an increase in the number of courses which are offered both in the intramural and extramural sections of Extension Teaching.

Plans for
1915-1916

Special consideration has been given to the courses in commerce, accounts, and finance offered in the evening to which students who have had a full high school training are admitted as regular candidates for a certificate as well as special students who are over twenty-one years of age and who have had experience in a business career; and afternoon courses supplementing those of the Faculty of Political Science and uniformly of a graduate character. We should mention also certain courses in the principles of accounting, business organization, and business finance designed for the benefit of Columbia College students and restricted to those who have had at least two years of collegiate training and are approved by the Committee on Instruction of Columbia College.

The number of courses in the series known as Secretarial Studies has been increased so that students may obtain a complete program alike in the evening and in the afternoon. The purpose of this series is to offer an education which combines the cultural studies of the collegiate course with the essential courses in business training which are now so necessary for women who intend to follow a business career.

Secretarial
Studies

The standing of the courses in practical optics has been raised by the following resolution which was passed by the Administrative Board at the meeting on May 11, 1915. Resolved: That for the academic year 1915-1916 the requirements for admission to the courses in practical optics be the satisfactory completion of a four years' high school course of a grade acceptable to

Practical
Optics

the Columbia University Committee on Admission and that for the academic year 1916-1917 and thereafter the requirements for admission to the courses in practical optics be on the basis of entrance examinations and in points the same as for admission to Columbia College.

The career of Extension Teaching during the coming year will be watched with considerable interest because of the increase in fees, thus a student who formerly secured a course meeting twice a week for \$10 will be required to pay \$12 and a University fee of \$5 which hitherto under the name of registration fee was waived for all students who had once registered in the University. Because of the added burden which will be carried by the students of Extension Teaching, who naturally would be considered as worthy of the most liberal treatment, the Trustees have established a loan fund of \$2,000 to care for the most needy cases and to encourage these students who are, of all those connected with the University, most worthy of encouragement.

Notwithstanding the great service which Extension Teaching is now rendering to the community, there are several other opportunities which should not be neglected which would still further add to the usefulness of this part of the University. I refer to informal class instruction which would not imply academic credit and which would possess a certain flexibility in regard to hours of attendance and general conduct. This would prove of particular advantage to those who cannot attempt the regular academic course. This informal instruction should be established in connection with study or lecture clubs in various towns of the state which could be conducted by local agencies and could be visited by instructors on two or three occasions during the period of the course. To this should be added also a system of correspondence instruction. This latter form of education is used most effectively in our western states in connection with the great state universities. Our own ideals do not permit the recognition of correspondence courses as worthy of academic credit, nevertheless, the

University should not leave this important instrument of education in the hands of those who conduct such courses for the simple object of profit. Many letters are received in the office of the Director requesting plans for study and for reading from localities even at a great distance not only in New York State but in many states throughout the country. It certainly belongs to the Department of Extension Teaching to meet requests of this character. I would recommend that suitable books, syllabi, outlines, and questions be prepared for the use of such study clubs and of correspondence courses established by the University to meet this increasing demand. These special lecture and correspondence courses form an intermediate group between the academic work of Extension Teaching, which is now so fully developed at Columbia, and its Institute of Arts and Sciences.

The Institute of Arts and Sciences has again made plans for attractive lectures, recitals, and concerts. The opening series of lectures will be given by Professor William Howard Taft on 'The Presidency.' Many distinguished lecturers and artists appear on the program which consists of about 250 exercises, opening in October and continuing up to April. The Department of Extension Teaching through the Institute has aided a number of societies in local towns in preparing their winter program of lectures and concerts. A more elaborate plan has been worked out for the coming year for the city of Newark, New Jersey, which will be conducted in co-operation with the Lecture Committee of the First Presbyterian Church of that city. This experiment is being watched with much interest, as it may indicate a new field of service to the community.

The growth and usefulness of the Institute of Arts and Sciences are being retarded by the lack of a suitable auditorium. The Horace Mann Auditorium, which has been used most frequently, has in many instances been unable to accommodate the members of the Institute who desire to attend. It is not saying too much to declare that the Institute could not have been maintained had not the Horace Mann Auditorium

Need of
Large Auditorium

rium been obtainable. The scheme of offering two lectures or recitals on the same evening has not been as effective in relieving the pressure and in supplying additional accommodations as was hoped. One of the great needs of the University at this time is the large auditorium planned for University Hall. A smaller audience room with a capacity of from twelve to fifteen hundred people is an immediate necessity. Such an audience room could be located in University Hall where the plans for a completed building show space for the Alumni Memorial Hall. It is a question worthy of special investigation whether such a hall is not needed more than the dining room which now occupies this space. There was a time when a refectory was indispensable on the college grounds, now, however, numerous lunch rooms are found in the immediate neighborhood. A large and commodious lunch room could be maintained under University supervision and patronage on property not belonging to the University. The completed audience room with a capacity of about four thousand persons is needed especially for concerts which the University is now prepared to give through its well trained chorus.

In section nine of the new agreement between Columbia University and Teachers College we find the following statement: "Special classes or technical courses conducted by Teachers College which are not under the charge of the Faculty of Education or of Practical Arts may be included in the Extension Teaching of the University, with the proviso that the cost of maintaining such special classes and technical courses shall be met by Teachers College." In conformity with the terms of this section the Director of Extension Teaching has arranged to co-operate with the officers of administration of the School of Practical Arts and has assumed general supervision of the Extension courses in that School and therefore of all the Extension work in the University. This action immediately brings into harmonious co-operation all the Extension courses, thus increasing the offering of the Department of Extension Teaching and affording to the special courses in Practical Arts the advantage of the assistance of the complete and efficient

organization of Extension Teaching as operated by the University. Finally the Extension Teaching Department now enjoys the same ideal unification of administration which has been so admirably developed and so remarkably successful in the operation of the Summer Session.

The Administrative Board has for some time past been troubled because of the lack of supervision over the increasing number of women students who attend their courses in the late afternoons and evenings. In consequence of this feeling Miss Katharine C. Reiley, Ph.D., has been invited to form one of the staff of the Director's Office and to act as assistant immediately in charge of the young women who need her advice.

It remains for me to express my deep obligation for the assistance unhesitatingly and unselfishly given to the Director and the Administrative Board by the Secretary of the University, the Bursar, the Registrar and the immediate staff of the Director, which numbered three assistants and an office force of five clerks who are capable and devoted and who have aided in developing the efficient organization of this department.

Respectfully submitted,

JAMES C. EGBERT,

Director

June 30, 1915.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University:

SIR:

I have the honor to present my report for the year 1914-1915. The office routine has gone on with little or no interruption, with the result that there is nothing to add to what has been said concerning it in previous reports. I wish to take this opportunity, however, to bear witness to the unselfish service of a faithful staff. The events of the year have suggested certain things which it may be worth while to outline.

The placing of all matters of admission in the hands of a single Director of University Admissions gives the opportunity for an economical re-arrangement of the entire entrance business. In the past, with a divided admission interest, the office of the Secretary was a sort of intermediary between the candidate and the different faculty representatives. As he was not an authorized officer on admissions, the Secretary's correspondence was naturally of the buffer type; and, although the business was conducted in a way to give the candidate immediate acknowledgment and reply, it could not give him immediately the authoritative reply his queries often demanded. It is planned to move all of the lists having to do with candidates for admission from the office of the Secretary to the office of the Director of Admissions, and several members of the Secretary's staff will have their desks in that office. It is hoped that a considerable saving in time and money will thereby be effected.

The matter of a University printing plant has not been brought forward for several years; and it may be that, in the form in which it was originally discussed, the plan was

impossible of accomplishment because of the commercial character which it would naturally have to assume. The University, however, is missing an enormous opportunity by not making the Columbia University Press an active publishing company, to do in the United States what is now being done almost exclusively by the university presses of England. American produced manuscripts and texts often either go unpublished or must be sent abroad, because of lack of sufficient interest in printing in America to manufacture and to keep rare types. As has been pointed out many times before, the University is itself expending annually sufficient money for printing to form the nucleus of a printing enterprise which would be able to draw to itself business from many sources. Quite aside from the commercial aspect of the problem, however, the University owes a definite duty to the public to set standards of style in printing, a duty which it now falls very far short of performing.

University
Printing
Plant

In the many undertakings in the interests of students outside of classroom activities into which the University has gone in recent years, the undergraduate emphasis has been dominant. Much of this student organization and social activity is well established in and gravitates about Columbia College. It is now high time that some attention be paid to the great mass of graduate and professional students who come to us each year. Those of them who have had their baccalaureate work elsewhere naturally look back upon their own undergraduate days at their respective colleges, and are not interested in those institutions and customs which are peculiar to Columbia College. If the loyalty of these older students is to be secured, something must be done to include them in the social organization of the University. In many cases they are among the most enthusiastic members of the community, and become extremely loyal alumni. Such men—and women too—deserve some more gladdening sensation from contact with the University than the collection of fees and the unwinding of red tape are likely to give. Columbia can gain much by separating

University
Spirit

the University spirit from the College spirit—not so that the two will be in conflict, but so that they will be complementary, the one leading naturally into the other. Columbia College is large enough and strong enough to care with credit for all of the Columbia interests which are of a strictly collegiate nature and will herself be greatly strengthened by the responsibility. The advanced student needs an extra-curricular interest that is suited to his needs. He has lived the life of the undergraduate and that life can give him no further stimulus, yet he craves and ought to have a University life that will arouse in him as strong an enthusiasm, although a different one, as did the athletics and dramatics of his college days. To provide this interest is a real University problem.

Are fellowships and scholarships as they are now administered the best way of giving financial aid to students? The

Awarding of
Fellowships and
Scholarships

awards in a majority of cases no longer indicate extraordinary academic merit on the part of the recipients. It is not possible that a given school or faculty always has x scholars in the good old sense of the word, yet if the Budget provides x scholarships for that school x scholars are appointed. As a result, free tuition is coming to be looked upon as a right instead of a privilege or an honor and fifty per cent. or possibly more of the requests for information about courses include an enquiry about free tuition. Many of our scholarships are held by students who could pay their tuition if they had to. Still other students who are entirely without means of support make a tuition scholarship the controlling argument in their decision to seek a college or university education, seeming to forget entirely the problem of living in New York City. To be sure, Columbia is surrounded by more opportunities for student self-help than probably any other institution in the world, yet it is a cold and friendless place when one has not 'caught on' immediately and his money is all gone. From this point of view it is an open question whether the giving of free tuition is best for the student himself, leaving out of consideration entirely the matter of expense to the University. There should always be some fellowships and

scholarships as rewards for merit and for the encouragement of research and considerable honor should be attached to the awards, but would not the majority of students who need financial assistance be better helped by a loan than by a subsidy? Not a loan so small that it will simply be an enticement and which will have to be paid back in a few months or a year, but a loan that will be the backbone of the student's expense for his education and which can be paid back when his education becomes income producing. A system that would make such a loan possible would have the distinct advantage of making both borrower and lender look carefully into the security for the loan—the strength, both physical and mental, of the candidate; matters too frequently overlooked in the present scholarship and small loan system. As has been suggested elsewhere the turning for a series of years of the bulk of the money now appropriated annually for scholarships and fellowships into a loan fund would provide sufficient capital to relieve the University of this annual expenditure, and would provide for students needing financial help a less paternalistic form of assistance than does the present system.

During the year 1914-15 the following legislation was passed
Legislation affecting the general policy of the University
and its several schools:

The establishment of a single University committee on admissions.

The establishment of a new agreement with Teachers College, bringing about a closer educational unity between the two institutions.

The establishment of a new fees system, based on individual registration; and the establishment of a University fee to take the place of all the minor special privilege fees, such as matriculation, gymnasium, and laboratory fees.

The abolition of the course leading to the Certificate of Architecture from and after July 1, 1917.

The creation of a Department of Chemical Engineering.

The establishment of reciprocal relations with the Training School for Public Service.

The restoration of football.

The adoption of a plan for awarding Pulitzer prizes.

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

Respectfully submitted,

FRANK D. FACKENTHAL,

Secretary

June 30, 1915.

APPENDIX I

REPORT OF THE COMMITTEE ON WOMEN GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915.

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 1914-1915:

The number of women students registered under the Graduate Faculties has been increased during the past year by 158. The figures are as follows: Registration

	1913-1914	1914-1915
Faculty of Philosophy	249	294
Teachers College	204	303
Faculty of Political Science	174	172
Faculty of Pure Science	84	100
	<hr/>	<hr/>
	711	869

On Commencement Day, out of a total of 630 candidates receiving the degree of Master of Arts, 264 were women; out of 70 receiving the degree of Doctor of Philosophy, 10 were women.

In consideration of the rapidly increasing number of women registered in the graduate schools, the Committee wishes again earnestly to recommend the provision of a dormitory to afford suitable accommodations for this large Residence body of students. Many of the women graduate students who are young and entire strangers in the city express a desire to live under the supervision of the University. Each year the Secretary of the Committee receives letters from students

planning to come to the city, asking for advice in regard to residence near the University, and names and addresses of approved houses are furnished to those who desire such information. A dormitory would, however, provide accommodations for the large number of students who prefer to live under the jurisdiction of the University and would offer surroundings more favorable to scholarly pursuits than can generally be secured in boarding houses at a moderate cost.

The Committee believes that it has reason to be encouraged at the progress which has been made during the past year in several matters affecting the welfare of the women graduate students, and at the promise of development in plans which are now under consideration.

For the first time in the history of the University women have had an equal opportunity with men for appointment to Fellowships those fellowships which have no restrictions barring women as candidates. The Committee is gratified to report that three Fellowships have been awarded to women for the year 1915-1916: the Drisler Fellowship in Classical Philology, the Garth Fellowship in Political Economy and the Barnard Fellowship for encouraging Scientific Research.

The Committee has been especially interested in the large question of the employment of women. It desires to keep in touch with the opportunities opening to women in the higher grades of the teaching profession, in law, and in medicine and public health work. It co-operates with the Intercollegiate Bureau of Occupations, which is rendering efficient service in connection with secretarial and social work and in the various new vocations demanding the services of the college woman.

The Committee realizes that in order to assist students in securing employment on the completion of their academic work, and to promote generally the appointment of appropriate candidates to responsible positions, a closer co-operation should exist between institutions offering advanced training and those schools and colleges desiring well-trained teachers. A letter to this effect was addressed by the Committee to over four

hundred colleges and schools of high standing which employ women, explaining the purpose of the Committee, and stating that it would undertake, through its Secretary, the personal recommendation of candidates for positions. This letter has met with generous approval, and from the number of requests received for the names of candidates, the Committee is convinced that much may be done in placing our women graduate students.

The Appointment work of the Committee is an extension of the work of the University Committee on Appointments, and all recommendations are made by the Secretary in co-operation with the Secretary of the Appointments Committee.

Plans for increasing the opportunities for student employment are now under consideration, and the Committee hopes in the near future to be able to secure tutorial, secretarial and other part-time positions for those students needing financial aid during their study at the University.

With the view of training our students effectively for the fields of work open to women to-day, the Committee has given during the past year considerable time and thought to the problem of increasing the opportunities for higher and professional instruction offered to women in the University. It is happy to report that a number of graduate courses hitherto closed to women are being opened to them. With the friendly co-operation of other officers of the University, it has been trying to devise a plan whereby women may obtain here legal training of the highest standard, for which some demand is developing; but it has not been able to make any definite arrangements for next year. It has been confronted also by the need of securing instruction in medicine not only for women who intend to become practising physicians, but also for those who plan to take up various types of public health work or the new profession of practical psychologist, for which the Civil Service Commission has recently held its first examination. Some opportunities for training of this sort are available for women in connection with the College of Physicians and Surgeons, but they are as yet necessarily most inadequate.

Professional
Training

The Committee earnestly hopes that in the proposed development of the Medical School and the new School of Public Health a remedy will be found for this unsatisfactory situation.

Realizing that student life should include some opportunity for purely social expression, the Committee wishes to commend the work of the Women's Graduate Club in its efforts to correlate the social activities of the women students. It has increased its membership during the year, and has associated with it the Religious Union. It has also developed a Dramatics Department, the object of which is to stimulate the writing and production of original plays. Two plays written by women graduate students were presented this year by the Club in Brinckerhoff Theatre, Barnard College, from the proceeds of which a Student Loan Fund for women has been started.

The Club is at home to its members, the Faculty, and any visitors at the University every afternoon in Philosophy Hall, and the members of each department of the University are also entertained at a special tea during the winter, when the students of that department are also especially invited.

A reception to all women graduate students registered in the University was given by the Committee in December, and was well attended. For some years Miss Grace H. Dodge showed her deep interest in the women graduate students by contributing anonymously funds for a luncheon on Commencement Day for the women candidates for the higher degrees. After her lamented death last winter, a friend donated in her memory money to enable us to continue the hospitable and pleasant custom this year.

Students receiving the higher degrees have often expressed a desire to establish some permanent relation with the University, and to be able to return at Commencement time for reunions with other students.

Such loyalty to the University should be encouraged, and it is hoped that some plan may be found by which an Alumnae Association may be formed among the women graduate students which will welcome in June the graduates and former students of the University.

The Committee recommends that provision for some outdoor exercise for the women graduate students be made by granting them permission to use one or more of the tennis courts belonging to the Tennis Court University.

Respectfully submitted, for the Committee on Women Graduate Students,

VIRGINIA C. GILDERSLEEVE,
Chairman

EMMA P. SMITH,
Secretary

June 30, 1915.

APPENDIX 2

REPORT OF THE UNIVERSITY MEDICAL OFFICER FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

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, 1915.

The year just passed has been full of opportunities for developing and enlarging the scope of the work for which this department was established; and in so far as time would permit, new phases of health work have been added to the routine of the office responsibilities. Each year since the inauguration of the work of the University Medical Officer three years ago, progressive and marked gains have been shown in the number of University men and women who have consulted the department for advice and treatment.

The following summary will show the value of the health extension work at Columbia as expressed by the students' appreciation of its opportunities. During
Summary of Consultations the past year there were 8,211 office consultations. Of these, 5,481 were with men; and 2,730 were with women. This is a total gain over last year of 1,900 consultations, and slightly less than three times the total number of consultations for 1912-1913. These consultations represent but one phase of the work of this department, since its function is not only to attend to the individual problems as presented through the consultations but also to cope with the problems that arise on the Campus and in the neighborhood, which in any way modify the certainties of community health.

In order to meet the demands upon this office, the daily office hours were extended. To save the time of the students, a system of numerical registration was inaugurated; so that a student may come into the reception room and register and then study until the time for his consultation, without fear of losing his turn.

Office
Hours

It has been the custom of the University Medical Officer to consult with every student who came to his office each day, if it was within his power. For one not acquainted with the health extension work from a professional viewpoint, this policy might seem too liberal; but often it is one of the last problems of the day that is the most important, and it is far wiser to see an extra number of less important illnesses than to miss one that may prove serious either to the patient or to the community. An effort has been made to solve each individual problem in the quickest and most efficient manner. Students have been referred to specialists for specific advice where the severity and importance of the case demanded it.

Office
Work

During the year several problems affecting the welfare of the community were referred, by both faculty and students, to the University Medical Officer for recommendations seeking the elimination of detrimental conditions. Residents of the neighborhood also have shown a desire to co-operate with this department by reporting problems and offering recommendations relevant to its work. In each case a careful survey was made of the matter in question and where possible adequate remedial measures were instituted.

Community
Problems

The Student Board of Health deserves credit for the interest, thoughtfulness and efficiency of its work, under the chairmanship of Mr. Kenneth Smith, '16 C. Within its province it has kept close watch of sanitary conditions on the Campus and in the neighborhood and has made reports of all conditions of a doubtful nature to this department.

Committee
Work

During the year, there have been few serious illnesses and

no epidemics. The residents of the dormitories have been singularly free from illnesses except during the early spring weeks, when we had a short run of very mild grippe attacks. The Infirmary, as we would wish, have been little used throughout the year.

Health in
Dormitories

An examination of the case records shows that undoubtedly early treatment in numbers of cases prevented a prolonged illness and loss of time through absence from college work.

Students'
Diet

During the past year a study was made of a large number of dietaries, which were carefully kept records of the exact amount and variety of food actually eaten. These dietaries show that the students in general use little judgment in the selection of food and its combinations, either because of indifference or ignorance. Many live upon a deficient diet governed by likes and dislikes rather than by the wholesomeness and proper balance of food elements. As soon as feasible it is planned to compile for use in the Commons brief statements on the value of a well balanced diet, and suggestions upon the selection of foods for the meal. When we consider the amount of work that has been done by experts on food and nutrition, and the ease with which this material may be obtained, it would seem that educational institutions have not utilized to the fullest advantage this very practical way of teaching the more essential points on food selection and nutrition. Diets for conditions of health that deviate from the normal may be secured, if desired, through this department, as special diets are of little value unless they are made specifically for a particular case. At the present time there are so many 'fads' and 'money-making schemes' operating upon the basis of "health food" that we, as an educational institution, should make every effort to enlighten our students along these lines, so that they may distinguish between the scientific selection of food and the fad.

The health registration blanks, a plan for which was outlined in my report of last year, went into effect at the beginning of the current year. The value of these health examination forms has been practically demonstrated. The records of

the medical examinations of many of the men entering Columbia this year, showed conditions which were of enough importance to make it necessary for these students to consult the University Physician before completing their registrations.

Health Registration
for Columbia Men

In one case, at least, a condition was recorded that made it undesirable, from the standpoint of the student, for the candidate to enter College. Certain other conditions, as shown by these medical examinations, were of such a nature that it was thought necessary to keep these men under supervision for the whole or part of the year.

In general the physicians who have made these examinations have been very thorough and accurate in recording the results of their observations, and have made valuable suggestions concerning the candidates. As these blanks become better known to physicians, and as the physicians recognize the use to which the blanks are put, they will doubtless be more eager to give helpful suggestions regarding the candidates whom they may know well personally or through intimate association with their families.

For the first time this fall, a urinalysis will be made for each student entering Columbia College. Experience has shown that among so large a number of men, there may be one or more who show signs of renal or constitutional disease that can be detected only by the examination of the urine. During the past two or three years, I have made a series of urinalyses among my patients, especially among the graduate students. These observations have proven the value of such tests, where the urinalysis shows a deviation from the normal, as a safeguard to prevent injury to health by physical over-exertion, undue mental application, or dietary indiscretions. It is true that the record of the analysis must be carefully checked up by the results of the general examination to be of any value or significance whatever in drawing conclusions regarding health of body. The value of this urinalysis for the incoming students is more a means of detecting possible doubtful cases than of making definite diagnoses. All cases showing a deviation from the

Urinalysis

normal will be subjected to a more complete and rigorous test to prove, so far as we are able, the presence or absence of disease. These cases that, through the urinalysis, are thrown under the question mark will be kept under constant supervision throughout their college careers. We have here a means of making a most valuable series of observations over several years, regarding certain conditions of body chemistry that are of doubtful value in the determination of health and disease of body or kidneys.

This precaution will also serve as one of the many prophylactic agencies that we are using to give our students every opportunity that science affords to build bodies as free as possible from preventable derangements and disease, and to help them to increase to a maximum their vitality. The early age at which we reach the students makes the fruits of this phase of health extension work far more certain in their results than similar work that is done by organizations where the average age for the group is higher.

Owing to the practical help that was secured through the medical examination of the candidates for admission to Columbia College, and in consequence of a growing need for such an examination for the women students, the candidates for admission to Barnard College will be required hereafter to present health certificates similar to those required of the men.

During the past year, a continuation of the study of the etiological factors in the production of nervous breakdowns among the students has shown that the majority of these cases are preventable. The problem is a complex one, but we believe that it can be eliminated to a large degree through the co-operation of the faculty advisers and teaching staff. Often it is the professor or instructor who first notices the early symptoms of the approaching breakdown. And it is upon him that we must rely to report to this department the possible need for medical supervision. Several cases this year served to prove the efficiency of hygienic measures at the onset of the illness. Except in the rare case of mental

unbalance, the majority of these types of fatigue can be controlled and the sufferers can be made to improve in health and spirits, while continuing their courses of study. It has been found desirable, in most cases, to keep the students at work rather than to advise them to drop all of their studies for a specified time. In certain cases among the graduate students it has been demonstrated that unless there is some definite condition that necessitates a change of scene and work, a discontinuance of the university schedule has a tendency to increase the depression which is so often the marked symptom of the breakdown. By proper adjustment of their schedules of work, rest and recreation, and under constant supervision, these cases soon show improvement.

Another fact that the work of the year has emphasized is the need of the services of a consulting dentist. Many of our students find that they need the services of a dentist during the year. Some prefer to have temporary work done until they return to their homes, others deem it wise to wait until they are better able to pay for this work after they are earning their own living, and still others who are negligent regarding the care of their teeth, from a lack of appreciation of the value of good teeth, do not feel inclined to consult a dentist, even upon the advice of a physician. In dealing with all of these students it would facilitate the work and enhance its scientific effectiveness if we could have, in connection with this department, the co-operation of a well qualified specialist, who would act as an adviser regarding the best, most permanent and most efficacious methods of dealing with those cases referred to him by the University Physician. This advice would be given to the selected cases without expense either to the student or to the University. The majority of students can afford to pay for dental advice and those who have no dentists here in the city will be referred, as has been the custom, to any one of the several reliable dentists in the neighborhood. The consulting dentist would naturally be a very busy man and could not do the actual work for the students; but upon the basis of his expert advice they may be referred confidently to other dentists.

At the close of the year, a questionnaire was sent to all of the college men for the purpose of ascertaining certain facts regarding the life of the students in relation to the development of the work in this department. The replies have been of suggestive value and the recommendations and criticisms made by the students will be used as a basis for the development of certain phases of the work of the University Medical Officer during the coming year.

As the department grows older, the needs expressed in the last two annual reports increase. These special needs are endowed beds in the hospitals for University students, a fund for the aid of sick and convalescing students who are without ready means and a fund for the purchase of a more complete equipment for diagnostic purposes.

Again I wish to express my appreciation of the hearty co-operation of the members of the Faculty and of the Officers of Administration, in the work of this department.

Respectfully submitted,

WM. H. McCASTLINE,
University Medical Officer

June 30, 1915.

APPENDIX 3

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1914-1915

SUMMARY OF OFFICERS

	1913-1914	1914-1915
Professors	177	172
Associate Professors	41	46
Assistant Professors	95	109
Clinical Professors	19	25
Associates	38	44
Instructors	162	165
Curators	3	3
Lecturers	27	25
Assistants	72	87
Clinical Assistants	97	97
	—	—
Total	731	773
Other Instructors in Teachers College	121	122
Other Instructors in College of Pharmacy	7	7
	—	—
	859	902
*Administrative Officers	34	38
*Other Administrative Officers, Barnard College, Teachers College, and College of Pharmacy	8	8
	—	—
Total	901	948
Emeritus Officers	14	14
	—	—
Total	915	962

*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, 1915

Professors and Administrative Officers

MAGDELEINE CARRET, Director of the Maison Française and Associate in
Romance Languages in Barnard College

A. GEOUFFRE DE LAPRADELLE, LL.D., Visiting French Professor, 1914-15

SAMUEL T. DUTTON, LL.D., Professor of School Administration in Teach-
ers College

EDWARD L. KURTZ, E.M., Assistant Professor of Mining

AUSTIN W. LORD, Professor of Architecture and Director of the School of
Architecture

RAYMOND C. OSBURN, Ph.D., Assistant Professor of Zoology

M. ALLEN STARR, M.D., LL.D., Sc.D., Professor of Neurology

HENRY SUZZALLO, Ph.D., Professor of the Philosophy of Education in
Teachers College

WILLIAM R. WARE, LL.D. (died June 9), Emeritus Professor of Architecture

Associates

ALBERT C. CREHORE, Ph.D., Associate in Physiology

GOLDTHWAITE H. DORR, LL.B., Associate in Law

MENAS S. GREGORY, M.D. (Mar. 31), Associate in Psychiatry

FREDERICK A. HALSEY, B.M.E., Associate in Mechanical Engineering

MAX KAHN, Ph.D., Associate in Biological Chemistry

F. V. D. LONGACRE, Associate in Mechanical Engineering

F. F. NICKEL, Associate in Mechanical Engineering

GEORGE M. SWIFT, M.D., Associate in Clinical Medicine

Instructors

ROBERT P. CALVERT, Ph.D., Instructor in Chemistry

ELBRIDGE COLBY, A.B., Instructor in English

IRVING C. DEMAREST, A.M., Instructor in Classical Philology

GEORGE R. DEMPSEY, M.D. (Jan. 1), Instructor in Pathology

ARTHUR D. EMMETT, Ph.D., Instructor in Biological Chemistry

JOSEPH E. ENGELSON, M.D. (Jan. 1), Instructor in Obstetrics

GORDON H. GRAVES, A.M., Instructor in Mathematics

GERALD H. GROUT, M.D., Instructor in Ophthalmology

FAIRFAX HALL, M.D. (Apr. 1), Instructor in Medicine

EDWARD F. HUMPHREY, Ph.D., Instructor in History
 M. THOMPSON McCLURE, JR., Ph.D., Instructor in Philosophy
 CHARLES W. MCMURTRY, M.D. (died Nov. 25), Instructor in Dermatology
 and Syphilology
 HARRY W. REDDICK, Ph.D., Instructor in Mathematics
 WILLIAM K. TERRIBERRY, M.D. (Nov. 1), Instructor in Physiology
 WALTER TIMME, M.D. (Jan. 1), Instructor in Neurology
 HENRY H. TYSON, M.D., Instructor in Ophthalmology
 ROYAL C. VAN ETTEN, M.D., Instructor in Gynecology

Lecturers

JAMES R. ANGELL, A.M., Non-resident Lecturer in Psychology
 EARLE D. BABCOCK, Ph.B. (Mar. 15), Lecturer in Romance Languages and
 Literatures
 JULIAN BLANCHARD, A.M., Lecturer in Physics
 CARLE D. CLARK, M.E. (Feb. 2), Lecturer in Mining
 ERNST D. RICHARD, Pd.D. (died Nov. 20), Lecturer on the History of
 German Civilization
 HENRY SLONIMSKY, Ph.D., Lecturer in Philosophy
 WILLETT LEE WAGNER (Feb. 2), Lecturer in Mining

Assistants

ROBERT BERSOHN, A.M., Assistant in Biological Chemistry
 CLEMENT S. BRAININ, A.B., Assistant in Physics
 SAMUEL C. COOPER, B.S., Assistant in Electrical Engineering
 CLARKE E. DAVIS, Ph.D., Assistant in Engineering Chemistry
 WILLIAM B. EDDISON, M.E. (Feb. 15), Assistant in Mechanical Engineering
 GILBERT D. FISH, C.E., Assistant in Civil Engineering
 PERCIVAL S. GOAN, M.E., Assistant in Mechanical Engineering
 BAXTER P. HAMILTON, E.E., Assistant in Electrical Engineering
 ARTHUR S. HILL, E.E., Assistant in Electrical Engineering
 PHEBE E. HOFFMAN, A.M., Assistant in History in Barnard College
 SAMUEL H. KNIGHT, A.B., Assistant in Palaeontology
 ALEXANDER LOWY, Ph.D. (Feb. 1), Laboratory Assistant in Electro-
 Chemistry
 CLARENCE D. MAPES, Met.E. (May 31), Assistant in Metallurgy
 HERMANN J. MULLER, Ph.D., Assistant in Zoology
 WILLIAM H. MURPHY, B.S. (Feb. 1), Assistant in Physics
 EDWIN A. RIESENFELD, M.D., Assistant in Diseases of Children

MRS. UNA B. SAIT, Ph.D., Assistant in Philosophy in Barnard College
 ROGER B. SAYLOR, A.B., Assistant in Physics
 GEORGE SCATCHARD, A.B., Assistant in Chemistry
 GEORGE A. SCOTT, B.S., Assistant in Physics
 CAROLYN SHELDON, A.B., Assistant in History in Barnard College
 WALDO SHUMWAY, A.M., Assistant in Zoology
 WARREN S. SMITH, A.M., Assistant in Geology
 ERNEST G. STILLMAN, M.D. (May 15), Assistant in Pathology
 FRANK A. STRAUSS, A.B., Laboratory Assistant in Electro-Chemistry
 CLAYTON ULREY, A.M., Assistant in Physics
 ROY U. WOOD, Met.E. (Apr. 1), Assistant in Metallurgy
 ANNA B. YATES, A.M., Assistant in Chemistry in Barnard College

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1915

Professors and Administrative Officers

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
CHARLES A. BEARD, Ph.D.	Associate Professor	Professor	Politics
WILLIAM CAMPBELL, Sc.D.	Associate Professor	Professor	Metallurgy
LOUIS CASAMAJOR, M.D.	Instructor	Assistant Professor	Neurology
EDWARD S. ELLIOTT, M.D.	Instructor	Assistant Professor	Physical Education
JAMES K. FINCH, A.M.	Instructor	Assistant Professor	Civil Engineering
CARLTON HAYES, Ph.D.	Assistant Professor	Associate Professor	History
WILLIAM A. HERVEY, A.M.	Associate Professor	Professor	Germanic Languages and Literatures
MILO B. HILLEGAS, Ph.D.	Assistant Professor	Associate Professor	Education
WARD A. HOLDEN, M.D.	Instructor	Professor	Clinical Oph- thalmology
J. GARDNER HOPKINS, M.D.	Associate	Assistant Professor	Bacteriology

EDWARD L. HUNT, M.D.	Instructor	Assistant Professor	Clinical Neurology
EDWARD K. JUDD, E.M.	Instructor	Assistant Professor	Mining
BENJAMIN B. KENDRICK, Ph.D.	Instructor	Assistant Professor	History
WILLIAM H. KILPATRICK, Ph.D.	Assistant Professor	Associate Professor	Education
J. HAROLD MORECROFT, E.E.	Assistant Professor	Associate Professor	Electrical Engineering
LINCOLN D. MOSS	Associate	Assistant Professor	Mechanical Engineering
EUGENE H. POOL, M.D.	Associate	Professor	Clinical Surgery
HENRY H. L. SCHULZE, A.M.	Instructor	Assistant Professor	Germanic Languages and Literatures
VLADIMIR G. SIMKHOVITCH, Ph.D.	Associate Professor	Professor	Economic History
FREDERICK TILNEY, M.D.	Associate Professor	Professor	Neurology
FRIEDRICH O. WILLHÖFFT, A.M.	Instructor	Assistant Professor	Mechanical Engineering

Associates

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
FREDERIC H. BARTLETT, M.D.	Instructor	Associate	Diseases of Children
CALVIN B. COULTER, M.D.	Assistant (Bacteriology)	Associate	Pathology
FREDERIC G. GOODRIDGE, M.D.	Assistant	Associate	Biological Chemistry
ROYAL S. HAYNES, M.D.	Instructor	Associate	Diseases of Children
FREDERICK PRIME, JR., M.D.	Assistant	Associate	Cancer Research

Instructors

KIRBY DWIGHT, M.D.	Assistant	Instructor	Surgery
MINOR W. LATHAM, A.M.	Lecturer	Instructor	English (Barnard College)

GEORGE M. MACKENZIE, M.D.	Assistant	Instructor	Pathology
LAURENCE F. RAINSFORD, M.D.	Assistant	Instructor	Medicine
HENRY A. RILEY, M.D.	Assistant	Instructor	Pathology
HERBERT N. SHENTON, B.D.	Assistant	Instructor	Sociology

Lecturers

LEON FRASER, Ph.D.	Assistant	Lecturer	Politics
LAURA HATCH, M.S.	Assistant	Lecturer	Geology (Barnard College)
GEORGE PECKHAM, A.B.	Assistant	Lecturer	Philosophy

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1915

Professors and Administrative Officers

<i>Name</i>	<i>From</i>	<i>To</i>
S. PHILIP GOODHART, M.D. (Dec. 1)	Assistant Professor of Clinical Medicine	Assistant Professor of Clinical Neurology
FREDERICK C. HICKS, LL.B. (Feb. 1)	Assistant Librarian	Law Librarian
ADAM LEROY JONES, Ph.D.	Chairman of Committee on Under-graduate Admissions	Director of University Admissions
JOHN D. PRINCE, Ph.D.	Professor of Semitic Languages	Professor of Slavonic Languages

Instructors

HUGH AUCHINCLOSS, M.D.	Instructor in Surgery	Instructor in Clinical Surgery
JOHN A. MCCREERY, M.D.	Instructor in Surgery	Instructor in Clinical Surgery
ARTHUR E. NEERGAARD, M.D.	Instructor in Medicine	Instructor in Clinical Medicine
ARTHUR P. STOUT, M.D.	Instructor in Clinical Surgery	Instructor in Surgery

Assistants

<i>Name</i>	<i>From</i>	<i>To</i>
JOHN C. BAKER, B.S.	Assistant in Engineering Chemistry	Assistant in Chemistry
PHILIP L. DAVIS, A.B.	Assistant in Engineering Chemistry	Assistant in Chemical Engineering
HERBERT L. WHITTEMORE, Mech.E.	Instructor in Mechanics	Assistant in Civil Engineering

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1915

Professors and Administrative Officers

<i>Name</i>	<i>Office</i>
THOMAS H. BRIGGS, Ph.D.	Associate Professor of Education in Teachers College
MADELEINE H. DOBY, B.ès L.	Secretary of the Maison Française and Lecturer in the Romance Languages in Barnard College
GEORGE R. ELLIOTT, M.D. (Dec. 1)	Assistant Professor of Clinical Orthopedic Surgery
EDWARD J. GRANT, A.B.	Assistant Registrar
EMMA H. GUNTHER, A.M.	Assistant Professor of Household Administration in Teachers College
ROGER HOWSON, A.M. (Feb. 1)	Bibliographer and Assistant to the Librarian
HENRY S. MUNROE, Sc.D.	Emeritus Professor of Mining
BERNARD S. OPPENHEIMER, M.D. (Nov. 1)	Assistant Professor of Clinical Medicine
EDWARD VAN DYKE ROBINSON, Ph.D.	Professor of Economics
M. ALLEN STARR, M.D., LL.D., Sc.D.	Emeritus Professor of Neurology

SIEGFRIED WACHSMAN, M.D. (Nov. 1)	Professor of Clinical Medicine
BERT E. YOUNG, Ph.D.	Assistant Professor of Romance Languages and Literatures

Associates

ALBERT W. ATWOOD, A.B.	Associate in Journalism
WILLIAM A. BORING	Associate in Architecture in charge of Design
T. NELSON METCALF, A.B.	Associate in Physical Ed- ucation

Instructors

THADDEUS H. AMES, M.D.	Instructor in Clinical Neurology
CLARENCE G. BANDLER, M.D. (Dec. 1)	Instructor in Genito- Urinary Diseases
DONALD R. BELCHER, A.M.	Instructor in Mathe- matics
FRANK W. BISHOP, M.D.	Instructor in Physiology
HOMER L. CARR, E.M.	Instructor in Mining
HARRY T. COSTELLO, Ph.D.	Instructor in Philosophy
CONDICT W. CUTLER, JR., M.D.	Instructor in Gynecology
FRANK M. DEBATIN, A.M.	Instructor in Classical Philology
AUSTIN P. EVANS, A.B.	Instructor in History
VICTOR O. FREEBURG, Ph.D.	Instructor in English
JOSEPH E. FULD, M.D.	Instructor in Surgery
ABRAHAM L. GOODMAN, M.D.	Instructor in Clinical Diseases of Children
LELAND B. HALL	Instructor in English
EDMUND R. P. JANVRIN, M.D.	Instructor in Clinical Medicine
FREDERICK R. KELLER, E.E.	Instructor in Electrical Engineering
GEORGE V. KENDALL, A.M.	Instructor in English
BENJAMIN S. KLINE, M.D.	Instructor in Pathology
CHARLES W. KNAPP, M.D. (Jan. 1)	Instructor in Clinical Medicine

JOHN B. LYNCH, M.D.	Instructor in Ophthalmology
JOSEPH F. MCCARTHY, M.D. (Dec. 1)	Instructor in Clinical Genito-Urinary Diseases
CONSTANTINE J. MACGUIRE, JR., M.D.	Instructor in Surgery and Assistant in Anatomy
PARKER T. MOON, B.S.	Instructor in History
MARK J. SCHOENBERG, M.D.	Instructor in Ophthalmology
ARTHUR H. TERRY, JR., M.D. (Nov. 1)	Instructor in Physiology
GERALD WEEMAN	Instructor in Physical Education
JAMES W. WHITE, M.D.	Instructor in Ophthalmology
WILLIAM C. WHITE, M.D.	Instructor in Clinical Surgery
FRED WISE, M.D. (Oct. 1)	Instructor in Dermatology and Syphilology

Lecturers

FREDERICK L. ACKERMAN, B.Arch.	Lecturer in Architecture
HENRY N. ARNOLD, LL.B.	Lecturer in Mining Law
NORMAN T. BOGGS, A.M.	Lecturer in Philosophy
ETTORE CADORIN, Ph.D.	Lecturer in Italian
H. A. E. CHANDLER	Lecturer in Economics
ORLANDO C. BOWES, A.M.	Lecturer in Agriculture
HARRIETT BRADLEY, A.M.	Lecturer in Economics (Barnard College)
GARRARD GLENN, LL.B.	Lecturer in Law
PLINY E. GODDARD, Ph.D.	Lecturer in Anthropology
ROBERT L. HALE, A.M., LL.B.	Lecturer in Economics
PHILIP M. HAYDEN, A.M.	Lecturer in Romance Languages
MRS. CHRISTINE LADD-FRANKLIN, LL.D.	Lecturer in Psychology
CHARLES C. MOOK, Ph.D.	Lecturer in Geology
CLAUDIUS T. MURCHISON, A.B.	Lecturer in Economics
WILLIAM Z. RIPLEY, Ph.D.	Lecturer in Economics
BRUNO ROSELLI, Ph.D.	Lecturer in Italian

GUSTAVE R. TUSKA, C.E.

Lecturer in Street Clean-
ing and Municipal
Waste Disposal*Assistants*

HAROLD F. ALLEN, Mech.E.

Assistant in Mechanical
Engineering

BENJAMIN R. ALLISON, M.D.

Assistant in Pathology

JAMES C. ANDREWS, B.S.

Assistant in Chemistry

J. ARTHUR BALMFORD, E.E.

Assistant in Electrical
Engineering

FRITZ BERCKHEMER, Ph.D.

Assistant in Palaeontol-
ogy

EDWARD G. CARY, M.D.

Assistant in Cancer Re-
search

JAMES L. COBB, M.D.

Assistant in Anatomy

FRANK A. EVANS, M.D.

Assistant in Pathology

EARL L. FISHER, E.E.

Assistant in Electrical
Engineering

RODERICK V. GRACE, M.D.

Assistant in Anatomy

WALTER J. GRAHAM, A.M.

Assistant in English

HERMAN K. HAEBERLIN, Ph.D.

Research Assistant in
Anthropology

VERNON HAHN, A.B.

Assistant in Chemistry

EDNA M. HENRY, A.B.

Assistant in Zoology

HELEN R. HULL, Ph.B.

Assistant in English

RUSSEL S. KNAPPEN, B.S.

Assistant in Geology

LEILA C. KNOX, A.B.

Assistant in Cancer Re-
search

JEROME S. LEOPOLD, M.D.

Assistant in Clinical Dis-
eases of Children

RAYMOND W. LEWIS, M.D.

Assistant in Pathology

KARL J. LOEWI, M.D.

Assistant in Surgery

ISABEL MCKENZIE, A.M.

Assistant in History

GEORGE M. MACKENZIE, M.D. (Jan. 1)

Assistant in Pathology

HENRY J. MASSON, Chem. E.

Assistant in Chemical
Engineering

KENNETH P. MONROE, B.S.

Assistant in Chemistry

HAROLD P. PARTENHEIMER, A.B.	Assistant in Chemistry
HAROLD H. PLOUGH, A.M.	Assistant in Zoology
HENRY A. RILEY, M.D. (Jan. 1)	Assistant in Pathology
FRANK A. ROSS, A.M.	Assistant in Sociology
GEORGE P. RUSSELL	Assistant in Chemistry
WILLIAM A. SCHEUCH, E.M.	Assistant in Metallurgy
W. M. STEMPEL, M.S.	Assistant in Physics
HOLLAND N. STEVENSON, M.D. (Sept. 1, 1915)	Assistant in Cancer Research
JENNIE TILT, M.S.	Assistant in Chemistry in Barnard College
WALTER B. VEAZIE, A.B.	Assistant in Philosophy
ALICE P. N. WALLER, A.B.	Assistant in History in Barnard College
CLARA C. WARE, A.M.	Assistant in Zoology
SARAH P. WHITE, A.M., M.D.	Assistant in Philosophy in Barnard College

LEAVES OF ABSENCE

For the whole or part of the year 1914-1915 were granted
to the following officers:

For the entire year:

JOHN B. CLARK, LL.D.	Professor of Political Economy
WILLIAM F. COOLEY, Ph.D.	Instructor in Philosophy
SAMUEL T. DUTTON, LL.D.	Professor of School Administration in Teachers College
GEORGE S. FULLERTON, Ph.D.	Professor of Philosophy
EDWARD L. KURTZ, E.M.	Assistant Professor of Mining
HENRI F. MULLER, Ph.D.	Assistant Professor of the Romance Languages and Literatures
MAURICE PRÈVÔT	Associate in Architecture
DAVID EUGENE SMITH, LL.D.	Professor of Mathematics in Teachers College

For the first half-year:

HAROLD JACOBY, Ph.D.	Rutherford Professor of Astronomy
RALPH MAYER, C.E. (From Oct. 1 to Apr. 1)	Associate Professor of Engineering Drafting
JACKSON E. REYNOLDS, LL.B.	Associate Professor of Law

JULIUS SACHS, Ph.D.	Professor of Secondary Education in Teachers College
ARTHUR L. WALKER, E.M.	Professor of Metallurgy

For the second half-year:

CHARLES A. BEARD, Ph.D.	Associate Professor of Politics
CHARLES KNAPP, Ph.D.	Professor of Classical Philology
HENRY B. MITCHELL, A.M.	Professor of Mathematics

From November 1 to February 1:

KARL A. CONNELL, M.D.	Instructor in Surgery
DONALD GORDON, M.D.	Instructor in Physiology
WALTON MARTIN, M.D.	Professor of Clinical Surgery
KARL M. VOGEL, M.D.	Assistant Professor of Clinical Pa- thology

REPRESENTATIVES OF THE UNIVERSITY DURING 1914-15

At the installations of—

President Futrall, University of Arkansas—	ALVIN ARTHUR STEEL, E.M. 1900
President von KleinSmid, University of Arizona—	ARTHUR H. OTIS, A.B. '03
President Hixson, University of Chattanooga—	BRUCE R. PAYNE, Ph.D. '05
President Mitchell, Delaware College—	Rev. HAMILTON B. PHELPS, A.B. '93
President Goodnow, Johns Hopkins University—	Professors MUNROE SMITH and LODGE
President Graham, University of North Carolina—	Professors WOODBRIDGE and PEGRAM
President Acheson, Pennsylvania College for Women—	Miss EDNA B. SIMPSON, A.B. 1900
President Currell, University of South Carolina—	JAMES NELSON FRIERSON, LL.B. '99
President Brubacher, State College for Teachers, Albany—	Professor SUZZALLO
President Bumpus, Tufts College—	HENRY HOWARD MARVIN, Ph.D. '12

President Boyd, Western College for Women—

EDWIN SMITH TODD, Ph.D. '04

At the anniversary celebrations of—

Allegheny College (100th)—Professor EGBERT

Brown University (150th)—Provost CARPENTER

St. Mark's School (50th)—JOHN HILL PRENTICE, A.B. '97

Washburn College (50th)—JAMES WILLIS GLEED, LL.B. '84

Worcester Polytechnic Institute (50th)—Dean GOETZE

At the dedication of—

Washington University Medical School—

Professor SACHS and GEORGE M. TUTTLE, M.D. '91

Miscellaneous—

Aeronautical Society, New York—Professor TROWBRIDGE

American Association of Collegiate Registrars, Ann Arbor, Mich.—

Registrar DICKEY

American Institute of Architects, Washington, D. C.—

Professor AUSTIN W. LORD

American Medical Association, Chicago, Ill.—

Dean LAMBERT and Professor ZINSSER

American Road Congress, Atlanta, Ga.—Professor BLANCHARD

Association of American Medical Colleges, Chicago, Ill.—

Dean LAMBERT and Professor ZINSSER

Association of American Universities, Princeton, N. J.—

President BUTLER, Deans WOODBRIDGE, GOETZE,
STONE, LAMBERT and RUSSELL, Provost
CARPENTER and Professor EGBERT

Association of Colleges and Preparatory Schools of the

Middle States and Maryland, New York—

Dean KEPPEL, Professors FISKE and JONES

Columbia Alumni Association, Baltimore, Md.—

Professor JOHN BASSETT MOORE

Convocation of the University of the State of

New York, Albany, N. Y.—

Deans STONE and LAMBERT and Professor EGBERT

National Conference of Charities and Correction, Baltimore, Md.—

Professors SEAGER, DEVINE and LINDSAY

Services in memory of Prof. Franklin W. Hooper, Director of
the Brooklyn Institute of Arts and Sciences— MILTON J. DAVIES

State Examinations Board, Albany, N. Y.—Professor JONES

United Engineering Society, at inauguration of
the Engineering Foundation—

Dean GOETZE

A P P E N D I X 4

REPORT OF THE SECRETARY OF APPOINTMENTS JUNE 1, 1914, TO MAY 31, 1915.

To the President of the University,

SIR:

I have the honor to present herewith a record of the activities of this office for the year 1914-1915.

The sluggish condition of business during the spring and summer of 1914, which was intensified by the outbreak of the war and brought many trades to a standstill, embarrassed the activities of the office to a very large extent during the year, particularly as regards temporary student employment. The immediate result was a decrease in the number of calls which came to the Office as well as a falling off in the total earnings reported. It was only through persistent and consistent work that the student earnings reached the total which is recorded in Appendix A.

On the other hand, despite this condition the matter of selecting and recommending graduates of the University has developed beyond anticipation as will be noted in Appendix B.

I. STUDENT EMPLOYMENT

Each year hundreds of letters reach the Office from every section of the country asking about possibilities for working one's way at Columbia. These inquirers are usually informed that while there is a larger demand for temporary employment of every description in New York City than anywhere else competition is also the keenest, no matter how menial the position. Consequently, it takes more than energy, perseverance and ability to retain a place. The student who is well

The Prospective
Student

trained and ably fitted in one or two particular fields can, as a rule, find many channels into which to direct his abilities, sometimes with little effort and at other times only through the greatest and most painstaking perseverance; whereas the student, be he man or woman, who is inexperienced, unqualified and unrepresentable, will in nearly every instance find insurmountable obstacles in his way. Then again the student who considers himself cut out only for a certain kind of work and who insists on being choicy invariably finds himself the loser, without anything for weeks and even months at a time in a large city where one can nearly always secure from a dozen to twenty or thirty applicants for each vacancy.

During the year prospective applicants have been warned about business conditions here in the Metropolis, and have been informed that they would very likely prove disappointing and continue so until matters assumed a decidedly different aspect or until the war ended. In no case, and the advice holds now even more so than in the past, is anyone being encouraged to come here unless such a person has at least sufficient means to see his way clear for the first half year, say \$300.

On account of the increased demands which are being made from year to year upon this Office for temporary employment, it has been considered expedient to restrict registration to students who have actually matriculated in the University. In some instances it has been found that prospective students who have made a strong plea for aid and have been assisted in obtaining positions during the summer preceding their entrance, decided to go elsewhere with the approach of fall. In justice therefore, to those who are legitimately entitled to the service of this Office it has been considered wise to set aside this ruling only in the most exceptional cases.

The cost of living in New York City depends very largely on the desire of the individual. The various announcements give an outline of the possible expenditures, so that the student may determine his budget before he attempts to enter. For the benefit of many who ask it might be stated that good board can be secured either at the University Commons or at reputable boarding houses in the vicinity of the University

for from \$5.00 to \$8.00 per week; room rents varying from \$3.00 to \$5.00 per week up. Those who are not averse to waiting on table in exchange for these two items can usually cover this expense by service rather than in actual outlay of cash.

It will be noted by glancing over Appendix A, that requests of all kinds come to the Office. Some of the most striking during the past year have been those for life saving, moving picture actors, volunteers for blood transfusion, escort for dancing, dancing instructors, campaign speakers, tennis coaches, readers to blind, as well as decorators of scenery.

Various Forms
of Temporary
Employment

The most remunerative form has usually been found to be that of tutoring and companion. These positions, however, demand men and women who have had either teaching and tutoring experience or whose personality and athletic training are such that they commend themselves to boys and girls in their growing age. Competition is very keen for this sort of work, and most persons who apply for tutors as a rule qualify their requests with the desire of interviewing at least two or three students. It is known that where advertising has been resorted to such parties have received twenty or even more responses. The clean cut type of college man, however, who comes recommended from the Office can usually survive this rivalry.

While stenography and typewriting is perhaps not quite so remunerative it is one field in which first class men or women, but only first class ones, can usually find opportunity to utilize all or as much of their spare time as they wish to set aside for this purpose. The mediocre and the inexperienced will fare as badly in this line as in every other. A high standard is demanded and must be maintained.

Stenography and
Typewriting

During the past year there were 725 students registered for employment as against 666 for the preceding year. While on the surface this seems like a normal increase, on the other hand the demands made upon the Office by many individual students on account of the business

Registration

depression were much more intensive, if such an expression might be used. Not a few were obliged to borrow money in order to complete the year; and among those were some who have been at Columbia for several years and who have been well equipped as well as thoroughly acquainted with the various sources for temporary employment. During the summer of 1914, there were 483 applications for work. In neither instance do these figures include the total number of self-supporting students in the University, but merely those who registered at the authorized Office for aid.

The total earnings reported for the entire year, including the summer, amount to \$103,016.74, as compared to \$141,735.11, for 1913-14. The decrease, as stated above, is explained by the depression. Of the entire amount, \$37,253.11, were earned through the aid of the Office, and \$65,763.63, independently. Of the amount earned with the help of the Office, \$14,419.02 were reported as earned during the summer vacation of 1914, and \$22,834.09, during the academic year. Both of these sums amount approximately to less than one-half of the earnings reported during the corresponding periods of the previous year, showing the intensity of the situation.

The College heads the list as regards the number of men registered, as well as the total amount earned, \$15,365.76. This result can be ascribed to the close and active co-operation between the Dean of the College and this Office. The Graduate Faculty is a close second, \$15,364.15, and the Law School third, \$12,126.63.

These figures when analyzed seem to indicate, as mentioned in last year's report, that the average student of the College to-day who comes from the West, South, Southwest, and other sections of the country is an older and more mature man than the one of former years, more so than most undergraduates whose homes are in New York City or within easy commuting distance. He cannot or does not desire to look to his parents for the expense of his education.

A complete result of all earnings will be found in Appendix A.

Here it should be added that the method of consulting the Secretary of Appointments relative to the award of scholarships in the College is one which merits the highest commendation, and is the only way in which many deserving and worthy students who are working their way receive the proper endorsement and recommendation. In some cases men have been recommended for special grants and for consideration as scholarship appointees, who have hesitated to apply for scholarship aid or whose modesty and pride dictated to them the desire and advantage of being self-supporting.

College
Scholarships

Just as it has been found advisable to utilize the knowledge and reference of the Secretary regarding the College scholarship applicants, similarly it ought to be deemed of sufficient value and importance that the Scholarship Committees of the other Schools recognize the work of this Office, or grant representation to the Secretary on the Committees. Many deserving men and women would not be overlooked as sometimes happens now and a few who are too proud to apply might be recommended. As was said in last year's report, "When the faculties of the other schools take the same step as that taken by the College faculty, and when the Secretary of Appointments is consulted when scholarships are to be granted, Columbia will be working out its scholarship awards on a system that has been found to be of immense value at Yale and other institutions."

Representation
on Scholarship
Committees

It would seem advantageous also that the Secretary be conferred with from time to time regarding applicants for loans, so that many deserving cases might be more expeditiously and satisfactorily dispatched.

Loan Funds

The realization of the Class of 1904 in contributing \$1,000 for this purpose is worthy of emulation. Such a memorial, although not of stone and metal, displays a spirit of sacrifice on the part of the class by foregoing the pleasure of viewing a tangible token at the return of each commencement, and opens the gates of learning to many to whom they would otherwise be closed.

II. PROFESSIONAL, TEACHING AND BUSINESS APPOINTMENTS

Approximately three times as many graduates secured permanent appointments through the initiative of the Office as compared with last year, that is 169 for 1914-1915, as against 55 for 1913-1914; 110 appointments being obtained by the Office, and 59 with the direct co-operation of the various departments. This forward step emphasizes the importance of co-ordinating the different schools and branches of the University where appointments are concerned. The Secretary in no way desires to supersede or interfere with the personal rights of those in charge of the schools or departments, but cannot urge too strongly the necessity and value of using the Office as the official clearing bureau for all such matters. A great many positions were secured through various departments of which either no record was kept by the departments or was obtainable for this report.

I desire to call especial attention, as evidence of what can be accomplished by active co-operation, to the large number of men who obtained openings in the legal profession during the past year, that is 46. (See Appendix B.) The effective support of the Committee on Law Clerkships appointed by the Alumni Association of the Law School, consisting of Mr. Edward R. Finch, Chairman, Mr. Frederic R. Coudert; and Mr. Frederic R. Burlingame, particularly its efficient chairman, and the ever-ready and sympathetic response on the part of the Dean helped to accomplish this feat. This is by far the largest number of graduates of any school who secured permanent places through the Appointments Office. At the Dean's suggestion the Senior Class of the Law School in the spring of the year appointed a committee from among its own body to give active support in helping the Office place its members. All of these agencies having as their aim the securing of appointments for the graduates contributed toward the success of the work. If the same could be said of the other departments of the University it is beyond doubt that the number of positions which would be recorded would be three, four or possibly five times as many.

The School of Journalism ranks second in the number of graduates who have secured appointments. Of the total number six were placed by the Office with the aid of the Dean, and the rest directly through his personal efforts. (See Appendix B.)

Journalism

The total number of teaching and educational positions filled by the Office alone is 24; while those filled by the departments directly is 27. In the case of those which were recorded as filled through the Office the departments have practically always been consulted as to the best equipped person for the place in question; and as for those recorded as filled by the departments many were filled as the direct result of being referred from the Appointments Office to the heads of the departments. As mentioned above many secure appointments each year on the recommendation of the departments of which no record is kept, or reported to the Office.

Teaching
Positions

The Secretary interviewed no less than thirty college presidents with reference to all sorts of vacancies from instructorships and professorships, to deanships. In addition the heads of departments of many universities and colleges have also consulted with the Secretary regarding candidates. In many cases interviews were arranged between these and the heads of departments here at the University as well as with applicants. This demonstrates to a large degree that the Office is being recognized by those outside of Columbia as the official clearing headquarters and central bureau for all matters bearing on teaching positions. And for that very purpose the Board of Trustees gave it official standing in the University. A number of professors and associate professors here are making a constant and increasing use of the Office and confer with the Secretary about the many applicants who file their credentials for appointments. If this could be said of every department in the University, the gain, to the institutions who look to Columbia for recommendations and to the applicants, as well as to the University itself would be very large and the records would tell an entirely different story in the report. There is a very decided development in the demand for in-

structors in Mathematics, Chemistry and Physics, as well as in Physical Education, and I should say that at least from eight to ten positions in each particular branch could have been filled if the departments had had available men, and women whom they could have endorsed.

The Appointment Committee of Teachers College which is concerned with and assumes responsibility for all elementary, secondary and normal school requests, has not failed to lend its support to the Office and has been ready to co-operate whenever called upon. This Office in turn has also referred dozens of inquiries as well as school principals and authorities to that Committee and has placed itself at its disposal when desired.

An excellent aid in crystallizing and emphasizing the opportunities for women has been the Committee for Women Graduate Students which was appointed last year. Miss Emma P. Smith, the Secretary of this Committee, has devoted much thought to the problems of this field and has given this Office many valuable suggestions concerning the women applicants and the possible opportunities for both temporary and permanent employment. With the endorsement of the Committee a letter and announcement cards were sent out through the Office to universities, colleges, as well as many other public and private institutions employing women on their staff calling attention to the fact that each year finds an increasing number of graduate women available for permanent teaching as well as secretarial positions. The number of replies received embodying expressions of interest clearly shows the value others attach to this phase of our work. As a result a healthy improvement in the number of women appointed to positions will be noted by consulting Appendix B.

Some of the largest and most important companies both in and outside of the city representing every line of business have called upon the Appointments Office for men and women to fill important posts. The frequency with which this is being done reveals the fact that there is an evergrowing demand for the college-bred man

and woman with brains and ability to apply them. An analysis of the applications received as well as of the applicants has been found to indicate that only a small percentage of the number of graduates receive sufficient training along commercial lines which would better equip and prepare them for such enterprises. A grouping and systematizing of various courses given by the Department of Extension Teaching, the College, the Law and the Engineering Schools would do much to counteract this weakness. I believe such a plan is under advisement. At least a dozen or more requests reached this Office for graduates with a thorough knowledge of stenography and typewriting to act as secretaries in large corporations or to private individuals offering initial salaries of from \$1,000 to \$1,500. Often these are but mere stepping stones to very important positions.

NEEDS AND RECOMMENDATIONS

The need for more money to carry on the work of the Office properly is becoming more pressing with the lapse of each year. The necessity of an endowment fund of at least \$100,000 has been emphasized from time to time and cannot be urged strongly enough. Such a fund would establish the Office on an absolutely independent basis and at the same time would provide for its future growth and expansion. When it is realized that the reported earnings of students for temporary employment as well as those which are recorded for graduates, entirely aside from those of which it has been impossible to secure any record, have reached the stupendous sum of between \$160,000 and \$170,000 during the past year it is almost inconceivable that the work has been carried on so successfully on the small sum of money appropriated for this purpose. In commercial language it might be figured that on the small capital of \$1,500 plus the salary of the Secretary, a profit of over \$160,000 was made. I venture to say that very few enterprises could present such a result on so small an outlay of money.

The need for additional clerical help is even more important

inasmuch as the correspondence, and other routine matters in connection with the Office has tripled itself. Clerical Assistance It is no exaggeration to state that the Secretary has talked on the two telephones, one after the other, during the day for from one-half to three-quarters of an hour practically without intermission, at least thirty or forty times in the past year. This alone causes many delays in personal interviews for which the day sometimes seems entirely too short. The routine work of Student Employment ought to be delegated to one assistant and all routine Appointment matters to another. The latter even under present conditions are entirely too many for one clerk to attend to with efficiency and dispatch.

Many members of the graduating class as well as graduate students desiring permanent work again and again, seek the advice of the Secretary as to the best line of business and best sort of a career to pursue. Ill-considered and hasty advice at such times may be the means of affecting the entire life of the person and may help to destroy his aims and ideals. The same holds true of student employment. The Secretary is consulted about every kind of personal matter, all of which requires the expenditure of time as well as an endless amount of patience, care and thought. In view of the physical task which is imposed it is many times impossible under the present financial and clerical limitations for the Secretary to give to the individual the time, the attention, and the advise which it is his right to have. The difficulty of knowing well from year to year between 1,200 and 1,500 men and women and to attempt to solve for each of these one or more important problems, shows the hugeness of the task.

Aside from the general business depression a few other incidents have also had their effect, even though only in a temporary way, upon the duties of the Office. The unexpected fire in University Hall and the consequent and forced removal to the Alumni Council Office through the courteous invitation of the Alumni Secretary, created a decided break. Not until more commodious and centrally located quarters were assigned was a better official status given. This fact although

relatively unimportant contributed to an immeasurable extent toward its success.

The Office should be and is growing to be more and more, the clearing house for university employment of every sort. If an analysis were made of the influences radiating from the same in the placing of both students and graduates in every section of the city and state as well as in every part of the country one could begin to appreciate how valuable and far reaching a work the University is conducting in furnishing a medium of bringing student and graduate into touch with the employer.

I cannot conclude this report without expressions of thanks to the many students, graduates, as well as members of the faculty and administrative officers who have contributed their support, time and advice, to this work; to the Secretary of the University for his efficient and sympathetic advice and response to all appeals, and to the deans of the various schools. Credit is also due to the clerk of the Office for faithful service. With the hearty and active support of every member of the University, both student and faculty, I look forward to even greater service during the coming year.

Respectfully submitted,

PAUL C. HOLTER,
Secretary

June 30, 1915.

APPENDIX

A. STUDENT EMPLOYMENT, REGISTRATION AND AVERAGE EARNINGS

SCHOOL	Students Registered				Students Reporting				Average Earnings			
	1913-1914	Summer 1914	1914-1915	1913-1914	Summer 1914	1914-1915	Summer 1913	1913-1914	Summer 1914	1914-1915		
College	198	171	200	152	130	163	\$99.98	\$87.69	\$49.38	\$39.44		
Law	80	71	98	60	43	68	91.93	160.89	52.30	71.85		
Medicine	14	27	29	9	23	13	57.33	37.37	4.85	12.00		
Applied Science	106	64	81	70	53	54	33.08	23.88	24.04	13.54		
Graduate	113	73	137	105	51	101	60.69	153.68	54.60	56.75		
Fine Arts	14	11	29	12	7	10	20.38	120.20	34.00	50.31		
Barnard College	35	17	24	26	15	17	16.67	20.09	2.60	5.85		
Teachers College	47	26	38	42	14	22	43.31	64.02	6.93	81.80		
Journalism	31	15	43	24	10	27	108.63	121.90	108.34	43.28		
Extension	28	8	46	24	5	23	11.84	81.10	22.60	58.18		
Totals	666	483	725 ¹	524	357	498	\$70.42	\$96.75	\$41.08	\$45.85		
¹ Of this number 227 withdrew or were dropped at or before the end of the academic year.												
SCHOOL	Through Aid of Office				Independently				Totals			
	1913-1914	1914-1915	1913-1914	1914-1915	1913-1914	1914-1915	1913-1914	1914-1915	1913-1914	1914-1915		
College	\$13,345.14	\$6,428.41	\$6,075.36	\$8,937.35	\$19,420.50	\$15,365.76						
Law	9,653.78	4,887.98	5,119.70	7,238.65	14,773.48	12,126.63						
Medicine	336.30	156.00	738.00	1,020.50	1,074.30	1,776.50						
Applied Science	1,671.50	730.05	2,329.70	3,504.54	4,001.40	4,234.59						
Graduate	16,136.43	5,731.75	11,916.25	9,632.40	28,052.68	15,364.15						
Fine Arts	1,442.50	503.10	1,439.50	424.95	2,882.00	978.05						
Barnard	522.52	99.36	708.30	1,282.09	1,230.82	1,381.45						
Teachers	2,689.30	1,790.79	3,401.16	3,147.30	6,090.46	4,938.09						
Journalism	2,925.81	1,168.40	1,202.20	2,213.73	4,355.11	3,382.13						
Extension	1,946.40	1,338.25	1,429.30	3,444.44	3,148.60	4,782.69						
Totals	\$50,660.88	\$22,834.09	\$34,359.47	\$41,445.95	\$85,029.35	\$64,280.04						

EARNINGS DURING THE SUMMER VACATION

SCHOOL	Through Aid of Office		Independently		Totals	
	1913	1914	1913	1914	1913	1914
	College	\$13,596.18	\$6,419.74	\$9,349.57	\$7,305.50	\$22,945.75	$13,725.24
Law	5,148.17	2,258.94	4,516.18	2,466.55	9,665.35	4,725.49
Medicine	1,146.45	111.50	1,376.00	1,883.80	2,522.45	1,995.30
Applied Science	2,084.26	1,273.89	2,881.52	2,968.91	4,965.78	4,242.80
Graduate	3,641.35	2,784.50	5,751.97	5,853.00	9,393.32	8,637.50
Fine Arts	163.00	238.00	657.00	657.00	820.00	895.00
Barnard	250.04	39.00	614.78	501.50	864.82	540.50
Teachers	957.83	97.00	1,076.00	958.75	2,033.00	1,055.75
Journalism	1,195.00	1,083.45	1,561.85	969.42	2,756.85	2,052.87
Extension	130.25	113.00	608.36	753.25	738.61	866.25
<i>Totals</i>	<i>\$28,312.53</i>	<i>\$14,419.02</i>	<i>\$28,393.23</i>	<i>\$24,317.68</i>	<i>\$56,705.76</i>	<i>\$38,736.70</i>

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE ACADEMIC YEAR 1914-1915

SCHOOL	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
	College	\$3,119.08	\$3,106.10	\$1,315.53	\$1,525.94	\$35.10	\$774.95	\$1,958.70	$3,530.36
Law	2,533.20	4,931.50	894.73	702.75	59.80	60.00	1,400.25	1,544.40
Medicine	150.50	613.00				130.00		877.50
Applied Science	143.00	627.00	75.50	282.50	274.65	493.00	236.90	2,102.04
Graduate	4,009.50	7,107.35	305.75	274.30	32.00	44.50	1,384.50	2,206.25
Fine Arts	270.50	62.00	2.48	120.00	116.12	34.55	114.00	208.40
Barnard			86.86	278.59		20.00	12.50	212.50
Teachers	1,343.89	771.00	57.80	333.05	60.00	213.50	329.10	570.75
Journalism	250.00	2,030.00	132.00	975.65	133.50	28.48	617.65	1,077.60
Extension	940.00	944.00	224.75	966.20	120.00	440.00	53.50	1,094.24
<i>Totals</i>	<i>\$12,759.67</i>	<i>\$20,323.95</i>	<i>\$3,130.65</i>	<i>\$5,458.98</i>	<i>\$831.17</i>	<i>\$2,238.98</i>	<i>\$6,173.10</i>	<i>\$13,424.04</i>

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE SUMMER VACATION, 1914

SCHOOL	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College	\$3,001.72	\$1,440.75	\$1,421.82	\$2,420.15	\$987.02	\$724.60	\$1,009.18	\$2,720.00
Law	1,261.39	1,407.36	751.50	569.19	53.05	35.00	193.00	455.00
Medicine	24.50	749.45		298.00		50.00	87.00	786.35
Applied Science	36.00	313.50	223.00	336.00	141.50	838.16	873.39	1,481.25
Graduate	2,229.50	2,849.00	75.00	275.00	5.00	815.00	475.00	1,914.00
Fine Arts			135.00			400.00	103.00	257.00
Barnard	39.00	141.00		318.00			5.00	42.50
Teachers	92.00	355.75		54.00			289.00	289.00
Journalism	745.00	41.00	103.75	389.50			234.70	538.92
Extension	83.00	230.00		150.00			30.00	227.25
<i>Totals</i>	\$7,512.11	\$7,527.81	\$2,710.07	\$4,809.84	\$1,786.57	\$3,268.76	\$3,010.27	\$8,711.27
GRAND TOTALS FOR FISCAL YEAR 1914-1915								
	Through Aid of Office		Independently		Totals			
	1913-1914	1914-1915	1913-1914	1914-1915	1913-1914	1914-1915	1913-1914	1914-1915
Summer Vacation	\$28,312.53	\$14,419.02	\$28,393.23	\$24,317.68	\$56,705.76	\$38,736.70	\$56,705.76	\$38,736.70
Academic Year	50,669.88	22,834.09	34,359.47	41,445.95	85,029.35	64,280.04	85,029.35	64,280.04
<i>Totals</i>	\$78,982.41	\$37,253.11	\$62,752.70	\$65,763.63	\$141,735.11	\$103,016.74	\$141,735.11	\$103,016.74

POSITIONS FILLED DURING YEAR 1914-1915

Addressing	38	Dancing Escort	1	Research Work	1
Architectural Draftsman	2	Guide	2	Salesman	47
Artist's Model	7	Gymnasium Instructor	3	Secretary	2
Athletic Coach	1	Hotel Clerk	2	Settlement House	1
Blood Transfusion	3	Interpreter	2	Statistical	1
Boys' Club	6	Magazine Writer	1	Stenographer	55
Campaign Speaker	1	Investigator	4	Supervisor	68
Canvassing	14	Messenger	73	Surveying	2
Caretaker	3	Mimeographing	2	Tennis Coach	1
Chemist	1	Miscellaneous	51	Ticket Agent	1
Clerical	94	Moving Picture Actor	7	Translator	16
Clerk	11	Pianist	13	Tutor	200
Companion	39	Playground Work	2	Typewriter	224
Cornetist	1	Porter	2	Usher	125
Decorator of Scenery	2	Proctor	45	Violinist	4
Draftsman	7	Proof Reader	1	Waiter	42
Dancing Coach	4	Reader	27	Watcher	4
				<i>Total</i>	<i>1,266</i>

B. GRADUATE APPOINTMENTS

GRADUATES AVAILABLE FOR PERMANENT POSITIONS

(a) Teaching:	
Women	169
Men	231
(b) Business and Professional:	
Architecture	6
Business	80
Business (women)	20
Engineering:	
Chemical	20
Civil	22
Electrical	6
Mechanical	21
Metallurgist	2
Mining	17
Law Clerks	96
Medicine	1
<i>Total</i>	<i>691</i>

APPOINTMENTS

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
<i>(a) Teaching</i>			
1. Universities and Colleges:			
Professor of Bacteriology and Plant Pathology	1	1	\$2,000
Instructor in Biology	1	1	1,000
Head of Chemistry Department, woman	1	1	1,500
Assistant Professor of Economics ¹	3	1	1,500
Instructor in Economics ²	6		
Economics and Statistical work, U. S. ³	1		
Instructor in English and Dean of Women	1	1	800
Instructor in English, 2 women ⁴	8	3	3,500
Instructor in German ⁵	7	1	1,500
Acting Professor of German, French, and Spanish	1	1	1,200
Acting Professor of Modern Languages ⁶	1		
Instructor in History, 1 woman ⁷	2		
Professor of History and Political Science	1	1	2,000
Instructor in Latin and Greek, woman	1	1	1,400
Professor of Political Science and Sociology	1	1	1,800
Associate Professor of Psychology and Philosophy	1	1	1,600
<i>Totals</i>	37	14	\$19,800
2. Private Schools:			
Instructor in Chemistry and Physics	1	1	\$1,500
Instructor in English, 1 woman ⁸	3	2	2,500
Instructor in Mathematics and Physics	1	1	1,000
Instructor in Mathematics, Science and Latin	1	1	900
<i>Totals</i>	6	5	\$5,900
3. Miscellaneous:			
Director of Education Department, Y. M. C. A.	1	1	\$2,500
Instructor in German, Secondary School, 2 women ⁹	2		
Examiners and Interpreters, Polish, Italian, Hebrew, Spanish and Armenian Languages	5		
<i>Totals</i>	8	1	\$2,500

	No. of Positions Filled	No. of Salaries Reported	Aggregate Salaries Reported
4. Business and Professional:			
Auditor and Insurance Investigator	1	1	\$800
Assistant to Director	1	1	1,200
Advertising	2	1	800
Business Representatives, 2 men	2	2	2,400
Correspondents	2	2	1,600
Court Interpreter	1	1	1,800
Executive Secretary	1	1	1,200
Inspectors and Testors	3	3	3,300
Journalism:			
Editorial Writer	1	1	1,100
Magazine and Newspapers ¹⁰	22	18	18,200
Reporters	2	2	2,100
Reporting and Editing	2	2	1,600
Sporting Reporter and Writer	1		
Law Clerks	46	17	12,600
Office Clerks	4		
Printer	1		
Salesmen	2	1	1,800
Stenographer and Office Assistant, woman	1	1	400
Translating for Magazine	2	2	1,000
<i>Totals</i>	<i>97</i>	<i>56</i>	<i>\$51,900</i>
5. Engineering:			
Chemical ¹¹	13	3	\$3,050
Civil Engineer	1		
Factory Investigation	1	1	800
Mechanical Draftsmen	2		
Mechanical Engineers	3	2	1,600
Salesman	1		
<i>Totals</i>	<i>21</i>	<i>6</i>	<i>\$5,450</i>
<i>Grand Totals</i>	<i>169</i>	<i>82</i>	<i>\$85,550</i>

¹Two of these filled directly by Department of Economics.²Five filled directly by Department of Economics.³Filled by Department of Economics.⁴Six filled by English Department.⁵Six filled with aid of German Department.⁶Filled through German Department.⁷One filled by English Department and the other by History Department.⁸Two filled by English Department.⁹Both filled by German Department.¹⁰Twenty-two secured appointments directly through School of Journalism.¹¹Ten placed by Department of Chemistry.

APPENDIX 5

REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

The Board of Student Representatives has the honor to present the following report for the academic year 1914-1915.

The report consists of four arbitrary divisions under the following headings: Routine Work, Activities of Special Interest, Legislation and Recommendations.

During the first week of the Fall Term a majority of the usual preliminary Underclass encounters resulted in favor of Routine Work the Freshmen, although these were outnumbered by the Sophomores.

For the want of a Pushball, a new and original rush, styled the 'Tie Rush', was substituted; it proved highly exciting and interesting.

The Sophomore Smoker was the next Underclass encounter. It was deemed advisable in the best interests of the College, to discontinue the celebration because of its lack of purpose, unwarranted expensiveness and because of the unpleasant notoriety connected therewith.

An innovation was introduced at the election of the Freshmen class officers. All candidates being asked to appear before the Board and pledge themselves not to electioneer—under penalty of disqualification. The plan resulted satisfactorily.

The election of Managers for the Glee Club and the 'Varsity Show, as usual, was conducted by the Board.

The Annual Cane Sprees between the Sophomore and Freshman classes were conducted under the rules recommended by

the 1914 Student Board and here again the rush resulted in favor of the Freshmen.

At the beginning of the new term in February, the nominations for members at large to the Student Board resulted in only one candidate being nominated from each of the three departments: College, Science and the Law School. Thus making the elections unanimous.

The opening of the Columbian Board nominations in April, brought out thirty-seven candidates, competitors for fourteen positions.

The election of the Assistant Manager of the Glee Club was held in conjunction with the three day spring elections to the Student Board, at which seventeen men were nominated for five vacancies. A vote, much larger than ever before, was cast at this time for the Glee Club managership.

As in the preceding elections of the year, a great number of candidates presented themselves for the positions of 1915-1916 class officers.

During the summer of 1914, a committee composed mainly of Alumni, but including several undergraduates, successfully planned a dinner to be tendered the "World's Championship Crew." On October 21, 1914, this great celebration took place in the gymnasium, two-thirds of the 1,200 men present being undergraduates.

Activities of
Special Interest

The Board feeling the great need of bringing together the entire undergraduate body, planned four mass meetings in which all students could participate. Two of the meetings to come in each term. The first at the opening of the College Year, the next just preceding the Basketball Season, the third in the early Spring, and the last in the late Spring.

The meetings of the past year, and the one of the preceding year, have shown the great possibilities in this form of get together.

Football was re-introduced on the Campus by the president of the Sophomore class, who, in behalf of the Sophomores and Freshmen, asked permission of the Student Board to play a game of Football. Since there

Football

had not been Faculty objection to interclass games, the plans progressed and a game was scheduled for November 9, 1914.

As soon as the news was published in the Spectator, the Juniors and Seniors placed their teams in the field, whereupon arrangements were made for an interclass series. By this time, approximately seventy men were practising daily on South Field.

Under circumstances which made a series impracticable the games were reduced to one in number, this to be played between the Underclassmen and the Upperclassmen; whereupon the Coaches formed two squads of twenty-five men each.

The game took place on November 24, at four o'clock, on South Field. A small admission fee being charged to cover incidental expenses, such as erecting stands, numbering the players, marking out the gridiron, printing programs, etc. Fully eighteen hundred people attended. A splendid game was played ending in a tie, 0-0.

The second mass meeting, plans for which had been laid early in the Fall, was due in three weeks. Believing that the undergraduates should give a stronger testimony of their desire for the return of Football, than merely the playing of a game, it was decided to utilize the above mass meeting partly for this purpose.

One and all, the Faculty, Fraternities, the Commons and the students, most cordially co-operated to insure a large attendance. Between 1,300 and 1,400 men were present. President Butler was the first speaker, and, among the subjects of vital interest touched upon in the addresses that followed, were the Athletic Association, King's Crown and Football.

At the close of the meeting, all who desired the return of the game were asked to sign football pledges for financial support of, and candidacy to a team, providing Columbia were represented by one in the Fall. 1,006 men signed to contribute two dollars each before October 15, 1915. 306 men signed pledges to become aspirants, of whom 100 weighed over 165 pounds.

The next step consisted in the Board drawing up a statement to be submitted to the University Committee on Athletics,

for the restoration of Intercollegiate Football at Columbia. The statement was forwarded in January, 1915, to this Committee, who, drawing up its own report forwarded both to the University Committee on Student Organization, which, in turn, referred the questions with recommendations to its parent body, the University Council. Thence it went to a Special Committee of the College Faculty.

February 12, Alumni Day, now intervened, and, at the meeting of the Alumni in the evening, a member of the Board in the course of his address asked for a united effort of Alumni and undergraduates toward securing the restoration of Football. Needless to say, the speaker was loudly cheered, and when the vote amidst great enthusiasm was taken not one dissenting voice was heard.

Because of the various committees through which the earlier statement had passed, its original content was materially changed, and, in order to determine whether or not this was the kind of football the undergraduates were willing to support, the Faculty Committee requested that another vote be taken by the students on the specific content of the revised plan. Therefore, at a meeting of the College Forum held in conjunction with the third student mass meeting, called in behalf of baseball, open discussion was invited on the football plan. After the regular business had been completed, the chairman of the Faculty Committee carefully pointed out that we were not receiving the kind of football originally asked for, and that it would be extremely difficult to play the game under the revised regulations; nevertheless, there were but five dissenting votes when the College men present, 500 strong, voted on the question.

The College Committee reported to the University Council, and, on April 21, 1915, Football was restored as an intercollegiate sport.

Late in the Fall a letter was received from the Graduate Director of Rowing, asking whether something, perhaps, could be done by the student body to assist the Alumni in meeting the Crew deficit. Steps were taken at once to secure the necessary funds. By the end of February, over seven

hundred dollars had been collected on the Campus through Fraternity and individual subscription.

It had become distinctly noticeable that the dormitories were developing more and more into residences for graduates rather than for undergraduates. Hoping to discover the reason for this exodus, and, if possible, to find a remedy, the Board through inquiries came into touch with the Alumni Association, who, fortunately, were considering the same problem. The result was, that the Alumni Association of the College financed the sending out of questionnaires relative to the matter, while the Student Board prepared and distributed the 1,100 circulars which were sent to the College department.

The return from the circulars proved unsatisfactory; it was therefore decided to follow up the delinquents with a second letter, the results of which have not yet been compiled.

On occasion, various suggestions were made to the Department of Buildings and Grounds relative to home improvements. These suggestions, among others, included that paper towels be substituted for the unsanitary cloth ones, additional sign-boards be erected on the Campus, etc. The Student Board greatly appreciated the willingness and promptness with which the suggestions were acted upon by the Department.

The Inter-Fraternity agreement which the 1914 Student Board brought to a successful completion has proved impracticable after a year of trial. At a meeting of the representatives held in the Spring of 1915 it was therefore dissolved.

The "Gamot" in the basement of Hamilton Hall, the lounging room of a great number of College men, is devoid of decoration of any kind. This room, more so, perhaps, than any other on the Campus, if it were decorated with Columbia banners, team pictures, etc., could be made far more attractive and inviting.

A plan was started to secure funds for the good work, but, owing to press of other business could not be pushed to successful completion.

As it is not understood by the undergraduates that the gymnasium is open to them three nights of the week, it has been suggested to Dr. Meylan that it be publicly announced,

and, if possible, that increased facilities be provided for Basketball players. All students, no doubt, will greatly appreciate Dr. Meylan's kind interest in the matter.

After the restoration of Football the next most important work undertaken by the Board was the compilation of a complete record of individual, undergraduate participation in all branches of extra-curricula activity. These extra activities including teams, clubs, associations, fraternities, outside work, subscriptions to publications, etc.

As this compilation is planned to contain a complete summary of every student's individual activities on the Campus, it should be utilized in the coming Fall to distinguish the active from the passive students, and an endeavor be made to interest and stir up the inactive ones showing them in what way they can contribute their share toward a true Columbia spirit.

The minutes of all class meetings be typewritten and dropped into the Student Board desk after each meeting, thus serving as a record. The Science Division secretary to be responsible for the minutes during the first term, and the College secretary for the minutes of the second term. Legislation

All class dues to be limited to one dollar annually, as an active class treasurer will find it less difficult to collect the necessary funds at this rate.

Because of the overlapping and tearing down of posters on the bulletin boards, all posters be limited in size to 11 x 14 inches.

That Freshmen be required during the first two weeks of their Entrance Term to fill out blanks in the King's Crown Office giving their age, weight, height, interests and high-school record.

The following plan submitted by men personally interested was ratified by the Board: That students acting as supers at the Metropolitan Opera House be permitted to form a club to be known as the 'Columbia Supers' Club'. That its members agree to contribute forty cents of their nightly earnings to the treasury, and that this money be divided 50%-30%-20%

among the Athletic Interests, Non-athletic Interests, and the Class of 1917, respectively.

No lunching to be permitted in the University buildings, but that, instead, tables be reserved in the Commons.

To be respectfully recommended to the proper authorities: That the money pledged by undergraduates to Student Organizations and not paid after due solicitation, be added to their first University bill when rendered. Above recommendation was forwarded to but dismissed by the Board of Trustees. In the academic year 1914-1915 the unredeemed pledges of the undergraduates amounted to \$750.00. It is the earnest desire of the Student Board that the question may be reconsidered as the above amount is a large loss.

That a Charter for one year be granted the 'Pan Club'; especially organized to interest students in Columbia activities. The chairman of the Board to become an honorary member.

Formation of a 'Rifle Club' with thirty-five Charter members; approved and Charter forwarded to the University Committee on Athletics for further ratification.

Upon application from the Law School: The Student Board delegates its power over the internal affairs of the Law School to the Law School Council, with the understanding that only strictly local matters be included in its sphere of activity, and only so long as this understanding is lived up to shall such power be delegated.

If any person or persons appear either at a Freshman or Sophomore dinner with the intent to rescue their friends, create a disturbance or damage the premises, the class to which the disturbers belong shall not be permitted to hold a Promenade in its Junior year.

There shall be a standard Freshman Hat: Black skull cap with a half inch, round, white, mother of pearl button.

To the University Committee on Athletics: That Insignia Hats be distributed at the earliest possible moment in the
Recommendations Fall to all Freshmen, Sophomores and Juniors of the previous year who have earned their insignia at any time; but that Seniors be awarded their hats as soon as the Insignia Award has been made.

To the 1916 Student Board: That each class be assessed ten dollars at least, in behalf of the Student Band for the purpose of defraying music and minor expenses. And that the Board use its good offices with the Athletic Association to induce it to lend the Band a helping hand, and also extend assistance in the way, perhaps, of securing a trip.

The Student Board to do all in its power to place the Band on a stable and substantial footing.

That the undergraduates elect four Cheerleaders at the first student mass meeting in the Fall. The choice to be made from a list of eight to be selected by the Student Board from all insignia men on the Campus.

That the Trophy Room be taken care of by one of its own members and that the Athletic Association be asked to be kind enough to assist in obtaining funds for Football and Baseball Cases, etc.

That definite action be taken to enroll a larger vote at class elections.

That a re-election of the presidential candidates of 1916, Journalism, take place some day during the first week of the Fall Term, and that the candidates be Messrs. Geffen and Leary.

That the compilation of undergraduate activities be utilized as soon as possible in the Fall.

That in co-operation with King's Crown, the compilation be continued and additional records kept as the year progresses. It is very important that the compilation be not postponed until May.

That each Freshman upon submitting his blank have his 'Rules' punched with a 'K' at the King's Crown Office, thus serving him as a receipt.

The Board, no doubt, recognizes the importance of the Freshmen filing their records for future reference, therefore, special attention is directed to paragraph 4 under Legislation with the earnest request that the Rule may be strictly enforced.

The entire undergraduate body is deeply grateful to Mr. Arthur Howe, Yale, '12, to Mr. George Lamade, late of

Missouri, and to Mr. Charles Hann, Harvard, '11, for their enthusiastic assistance and valuable coaching in the cause of Columbia football.

Acknowledgements with hearty thanks for their kind and helpful co-operation throughout the year to Mr. Frank D. Fackenthal and Mr. Levering Tyson.

In appreciation of the kind services rendered, a vote of thanks is extended to all the members of the Student Band.

May the Band lend its hearty co-operation with equal zeal the coming season.

Respectfully submitted,

WALTER W. DYER,
Chairman

June 30, 1915.

APPENDIX 6

REPORT OF THE SECRETARY OF EARL HALL

To the President of the University,

SIR:

I have the honor to submit the following report of the activities of the Columbia branch of the Young Men's Christian Association.

"Erected for the students that religion and learning may go hand in hand and character grow with knowledge" reads the inscription over the entrance of Earl Hall, the center of religious, ethical and social activity of the University. In this building are social rooms, reading and committee rooms, and an auditorium which will seat approximately five hundred people. The seats are removable so that the room may be used for receptions. In addition to the Secretaries of the Christian Association, who are responsible for the management of the building, are also to be found the graduate manager of athletics, all student managers of sports, the treasurer of Kings Crown, the University physician and the University chaplain.

Earl Hall

A glance at the books shows that during the academic year 1914-1915, no less than one hundred and twenty-nine organizations and bodies holding approximately one hundred different meetings per month enjoyed the use of the building and no meetings in connection with the University physician, the manager of athletics or the treasurer of Kings Crown are included. This brief statement gives a glimpse of the usefulness of Earl Hall.

A carefully selected list of rooms and boarding places, near the University, is kept the year around for the use of all students who do not wish to live in the University dormitories. All places registered on the list are personally inspected and approved by a secretary of the Christian Association. This list is officially recognized

Student
Housing

by the University, and all questions relating to the quartering of students are referred to the Association. When we stop to think of the many people of questionable character in New York offering living accommodations that are dirty, demoralizing and in some cases dangerous, it would seem difficult to find anything of more urgent importance than this service.

Some idea of the far-reaching influence of the many activities that radiate from Earl Hall under the influence of the Christian Association will be obtained from the following outline.

Believing that the example of Jesus and his disciples in seeking a quiet place in which to face the great issues of life points to a sound principle, the Cabinet of the Christian Association, which is composed of the students, about eighteen in number, who are the leaders in the several branches of the Association's activities, before undertaking its work each year has journeyed to a secluded spot on the eastern shore of Staten Island. Here is located a large house, rudely furnished, owned by the Sea and Land Church, and granted to the Cabinet for week-ends. It is here that visions have been born and men have become conscious of their own great needs and the needs of their fellows. For three years the whole plans of the Christian Student Movement on Morningside Heights has been shaped at this place. Few college men enjoy a greater privilege than that of living intimately with fellows of a like mind in a quiet place, focussing their attention seriously and devotedly to the problem of making the living Christ a reality to the men in their own University.

The Christian Association endeavors to promote the Chapel services, which are maintained by the University for the purpose of providing suitable expression of the religious life in worship. A student is appointed on the Cabinet to confer with the Chaplain and to increase campus interest in the services. Special effort is made to build up the attendance of Association members and of other groups on Tuesdays, when they are usually addressed by professors or visiting speakers. Among those who have addressed the

students, either at the Tuesday services or on Sundays, are: Rev. William Temple, formerly Head Master of Repton, and Chaplain to the King of England; Rev. Hugh Black, Dean Robbins, Dean Hodges, Rev. Charles E. Jefferson, Rev. Harry Fosdick, President Lyman P. Powell, Professor E. A. Steiner, Professors Erskine, Lord, and Williams, Rev. Paul Micou, Dr. Lyman Abbott, and others.

The Chaplain holds his office hours for meeting students in Earl Hall, and by leading Bible classes, assisting in service work and in numerous other ways co-operates with the Christian Association Cabinet in building up the voluntary religious work of the students.

The great majority of Christian Association members are also members of some branch of the Christian Church. This was made clear by the partial religious census taken at the beginning of the college year. That Church
Work there are very many who see in the Church nothing which they need is, however, a great outstanding fact. How to deepen the loyalty of those who claim allegiance to the Church and how to bring into its membership those now separated from it is the greatest task for the Student Christian Movement.

The churches of the city are aware of the problem. The Broadway Tabernacle, the West End Presbyterian, the Mt. Morris Baptist and the Madison Avenue Methodist Church each gave a reception to students on Sunday evening, October 17, 1915. Lists of men away from home have been handed the church leaders and many men have received personal invitations to the Sunday services. This though is not enough and scores of potentially powerful church workers, men who were active workers in their home churches, are being lost each year to the body of Christ's followers in our own city and before our very eyes.

There should be on the force of the Christian Association now full-time secretaries representing each great religious communion which is known to have large numbers of students on the campus. These men, working shoulder to shoulder in Christian unity, would not only deepen the loyalty of students

to their denominations but would at the same time develop a deeper and richer religious life among all students. The Baptist Communion has recognized this fact and, in co-operation with the Intercollegiate Branch of the Christian Association, added a man to our staff of secretaries—George W. Perry, Colby '14, who began his work September 15th. It is the hope of the University Committee on Religious Work that other denominations will follow the example of the Baptists and that at an early date.

Columbia presents the Bible to students both as an elective in the curriculum and through voluntary study groups organized by the Christian Association. Voluntary groups are usually small and purposely kept so. The discussions although based on the Bible have to do more directly with the religious and moral problems of the student. They are conducted in a frank and intimate fashion and emphasis is laid on devotion.

Aside from the classes conducted by the Chaplain and the General Secretary, the majority of leaders were taken from the student body of Union Theological Seminary. Several of them had had experience as secretaries of college Christian Associations and all were prominent as undergraduates. These small groups have been sources and springs of a purer and richer college life. Here the deeper problems of individuals and groups are faced squarely and naturally. Plans have been carefully laid for an enlargement of this work during 1915 and 1916.

After the war had been ravaging Europe for several months and students had been asking themselves and others if Christianity had anything to offer in a time like this, the Christian Association arranged a series of four talks, hoping to answer their questions. Dr. William Adams Brown, Roosevelt Professor of Systematic Theology at Union Seminary, gave the talks and led the discussions which followed. The topics were: 'Is War Ever Right?'; 'Is Peace Practicable?'; 'Has Christianity Broken Down?'; 'The Causes of the War and How to Remove them.'

The Bible and
Religious Discussions

Christianity and
the War

The Graduate Religious Forum aims to bring before the students of the graduate schools eminent religious thinkers and leaders for a presentation and discussion of most vital religious themes. This is not an integral part of the work of the Christian Association, although the Association co-operates with the various other religious interests on the campus in shaping and carrying out its program. 1914-1915 was the best year the Forum has ever known. Its principal meetings were attended by an average of over three hundred men and women. In some cases standing room was utilized. The relation of religion to the following aspects of modern thought and life was discussed: 'Modern Educational Ideals,' Professor McMurry; 'Modern Philosophic Tendencies,' Professor McGiffert; 'International Relations,' Dr. Frederick M. Lynch; 'Modern Penology,' Dr. Katherine Bement Davis; 'Modern Literature,' Professor Erskine.

The Graduate
Forum

Since 1911 the Christian Association has assumed the entire responsibility for work with boys at the Spring Street Neighborhood House. Miles Horst, Pg., served as the Columbia representative during 1914-1915 and lived at the house. It was his work to organize and promote the boys' work of the Settlement and to secure competent Columbia men to do that work. Nineteen volunteers enjoyed the work at Spring Street, leading groups in scout craft, literary work, physical exercise and games, Bible classes, music, dramatics and military drill. While not so many men volunteered at the Settlement as in previous years, yet the work was more thoroughly and satisfactorily done. The Association aims to enlist only men who will take up the work in a serious manner and then attempts to give them a training which in itself is very valuable.

The Spring Street
Neighborhood
House

Social service appeals mightily to most college men. It appeals because it is unselfish and practical. The churches and philanthropic institutions are always in great need of volunteer workers, and college men whose whole life is a process of getting are in very great need of the work which these institutions offer. The Associa-

Social
Service

tion aims to serve both the students and the institutions by bringing them together. The service although voluntarily given is thorough and we quote from an alumnus of the School of Mines to illustrate our point. He is speaking of volunteers at a firemen's labor union. "I believe these volunteer workers are efficient as teachers, largely because of the intense interest they take in the work. They are all enthusiasts. Furthermore, we have picked them with the greatest possible care, and our present instructors are men who stood the highest in their classes in technical schools. If I were to choose a corps of assistants in my own work I should choose them largely from the instructors we have at the firemen's class."

A study of the records shows that exclusive of the Spring Street work eighteen men lead nineteen clubs, touching regularly the lives of five hundred and twenty-five boys.

"I awake from sleep" is the first sentence in the first lesson of the elementary course in English for coming Americans as taught by Columbia undergraduates. This is very interesting work especially because the pupils are so appreciative. During the year twenty men have taught twenty-one classes with two hundred and eighty-nine foreigners in the classes.

Columbia students were the first college men to conduct educational classes for American workingmen in their own meeting room. This work was started five years ago. It has been enlarged this year. Sixty-six men were enrolled in four classes and taught by six volunteers.

The Americanization of the thousands of aliens in this country is one of the big problems of the day. One of the needs of the foreigner is instruction in history, and civics, which will prepare him to pass the examinations which he must take before he can secure his citizenship papers. The war has increased the number of applicants for these papers. As the public schools and other organizations were doing little to help these men, the Service Committee decided to organize naturalization classes at a number of the Y. M. C. A.'s settlement houses and foreign societies. Law school students were used as instructors in

Teaching English
to Foreigners

Americanization

these classes. This effort was met with a splendid response. Ten volunteers took part in this work reaching three hundred and eighty men.

Five thousand foreigners passing through Ellis Island in one day, a Mills Hotel, the Municipal Lodging House and the Ghetto were a few of the sights seen by groups of Columbia students on the observation trips conducted during the year.

Miscellaneous
Service

Seventy-five men, most of them engineering students, heard Willard Beahan, Engineer of the Lake Shore Michigan Southern Railroad, give an inspiring talk on the 'Engineering of Men.' The faculty approved this lecture and granted permission to have it announced in most of the engineering classes.

Other men who have addressed groups of interested students and workers are John H. Denligh, Principal of Morris High School; Dr. Peter Roberts, Immigration Secretary; and Fred H. Rindge, Jr., National Industrial Service Secretary of the Y. M. C. A.

Eight volunteers were engaged in various forms of miscellaneous service not previously mentioned and six hundred and twenty men were reached.

Columbia employs approximately forty boys and in many capacities. Many of them work in the library, while others serve as office boys to the various administrative officers. These boys need moral guidance and much physical exercise, as all boys do. For the purpose of providing them with these things the Christian Association organized them into a club and the boys chose their own name for the club. The leaders for the year were James S. O'Neale, Jr., Captain of the 1915 Baseball Team, and F. C. Schang, Jr., Editor of the *Jester*. Meetings were held once a week. After a short business or literary meeting they adjourned to the gymnasium for an hour and this was followed by a few minutes in the swimming pool. Social evenings were also held. To show their appreciation, the boys at the last meeting of the year, Saturday, May 29, presented Mr. O'Neale and Mr. Schang with large silver loving cups.

Kings Crown
Club

The *Columbia Blue Book* is neither a war paper nor an automobile road book. It is a small leather bound handbook containing such information relative to the city, and the University student activities as is especially valuable to new men. If, for instance, one wished to know when Columbia University was founded, who the officers of the University are, the names of the captains and managers of the athletic teams, the nearest church of a given denomination, the words of a Columbia song, or many other such things, one would turn to the *Blue Book* and find the desired information. The book also contains a daily calendar for memoranda and a place for the student to write his schedule. It is given to all entering men in the University without cost and to all others at a rate of ten cents per volume. The books are paid for by the advertising which they contain. They are always edited by the students. This year two thousand books were printed and distributed.

Approximately one hundred students voluntarily attended a series of eight lectures on 'First Aid to the Injured' during March and April. Forty-one of the forty-nine who attempted the examination given at the close of the course by the New York Society for First Aid to the Injured passed, receiving diplomas. The course was given by Dr. George L. Meylan, director of the gymnasium in the auditorium of Earl Hall and under the auspices of the Christian Association. All students and faculty were made eligible, without fees.

This course is arranged yearly especially for the engineers who are so often compelled to face accidents in the ordinary rounds of their work. Eighty per cent. of those passing the examination were engineering students.

In 1905 Mr. Marcellus Hartley Dodge erected an Association building at Camp Columbia, the summer engineering camp of the University. The building contains a small auditorium, library, social rooms and living rooms for the Secretary, who is a resident through the entire summer period. The building is fitted with comfortable

furniture, a library, piano and pool table. A splendid collection of magazines and daily papers is also provided.

Students are in camp for short periods and their time is almost completely taken up with prescribed work; therefore, the Association program is very limited and no fine organization is possible. The Secretary is able though to render much friendly, personal service, to organize and carry out a limited recreative program, to make the building an attractive place and most important of all to provide a religious service on each Sunday evening during the summer. This service is always attended by a majority of the campers, and Mr. J. K. Finch, the camp director, has stated that he would not do without it. The work of the Christian Association is heartily endorsed by Dr. James C. Egbert, the director of the summer session and his associates in charge.

Columbia is not only represented before the public by her athletic and debating teams but by her religious teams as well.

A religious team is a group of from four to ten men who go out to a small town or city over a week-end and live with the boys there in a very intimate fashion, promoting games and athletics, and conducting meetings in the churches and schools. These teams are invited by the churches combined, and preparations are made for their coming by the county Young Men's Christian Association. The work is followed up by the county association after the college men have left. A typical schedule may be described as follows:

Religious
Teams

Friday evening. A social meeting with the boys.

Saturday morning. Games with the boys in the high school gymnasium.

Saturday afternoon. A tramp through the woods with the boys.

Saturday evening. A meeting with the people of the village in one of the churches.

Sunday morning. The college men take all church pulpits.

Sunday afternoon. A men's evangelistic meeting and a boys' evangelistic meeting.

Sunday evening. A large union meeting, all churches co-operating.

A study of the record shows that forty-one men have taken part in these trips. They include sixteen underclassmen,

twenty-three from the law school and other graduate schools and two secretaries. Meetings have been held in seventeen towns outside of New York City and in thirty-five different churches. Altogether approximately ten thousand people have been addressed and thirteen hundred and twenty-one have been assembled in social meetings and athletic contests. Twenty boys have been known to join the churches as a result of these trips and much good has been accomplished.

Among the men who have done this work are two Chinese students, the business manager of the *Columbian*, manager of the basketball team, a varsity debater, a member of the varsity quartet, president of the Senior Class in Science, president of the Senior Class in College for 1915, president of the Cosmopolitan Club, president of the Y. M. C. A., a member of the varsity tennis team, chairman of the Student Board for 1914-15, editor-in-chief of the *Chinese Students' Monthly*, associate editor of *Spectator* and the stroke of the 1914 championship varsity crew.

The Cabinet of the Christian Association believes the deputation work to be their best accomplishment of the year. It means so much both to the boys of the small towns, many of whom later enter college, and to the men who do the work as well. Only the man who himself is clean and pure can live intimately with boys for several days and lift them to a better life.

The Columbia Christian Association co-operates with the Intercollegiate Branch in carrying out a program of service with foreign students. The majority of foreign students are Columbia representatives but for evident reasons the work is considered city work.

This year has seen a slight increase in the number of foreign students in the city. There are nearly 100 Chinese, about 75 Japanese, 65 Latin Americans, 40 from the Near East, 15 from India, and a miscellaneous group which brings the total to something over 350.

The work has continued to be carried on through the Cosmopolitan Club, but on the whole there has not been the advance expected largely because of the lack of adequate supervision.

There has been a paid membership of 139 representing 30 nationalities.

There have been 18 Sunday Suppers, at each of which there was a speaker of prominence. The attendance varied from 20 to 95, the average being about 50.

Many students have enjoyed the hospitality of American homes and the club's efforts in this direction have been as successful as in former years.

A Chinese Bible Class has been conducted by the Christian Chinese students with fair success, but there have been no others. The experiment of encouraging the Christians in each national group to conduct their own class has failed. There must be more pressure and leadership from the Association. It is clear also that the classes should be held Sunday afternoons, just before the Supper and address, as formerly. Mr. George Sherwood Eddy gave three evangelistic addresses on April 3 and 4.

The Club is fortunate again in having Mr. Hitti as President. He has displayed great tact and diplomacy in the administration of a very difficult office.

Every year since the summer of 1886 when Dwight L. Moody invited the first student conference on Bible study to Northfield, Mass., student gatherings for the purpose of fellowship, study, inspiration and training in religious expression have been held. Last year in the United States approximately twenty-five hundred college men attended the seven conferences held in the different sections of the country. Professor B. R. Andrews was the conference chairman and presided at all meetings.

Intercollegiate
Conference

The students from New York, New Jersey, Pennsylvania, West Virginia and Ohio met this year at Eagles Mere Park, Pa., June 15 to 24 inclusive. Columbia was represented by students and members of the faculty.

While the mornings of the conference were taken up with study and discussion of personal, college and national problems of moral and religious character, the afternoons were given over entirely to play. In the evening the main platform

meeting was held just after the vesper service. At the vesper services a series of life work talks was given. The Student Christian Association through the International Committee offers its best gifts to college men at the summer conferences; and all men who attend go away seeing the purpose of life more nearly as Jesus saw it.

Respectfully submitted,

CLIFFORD K. BROWN,

Secretary

June 30, 1915.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915.

To the President of the University:

SIR:

As Registrar of the University I have the honor to present the following report for the academic year 1914-1915. The tables included in this report set forth the statistical facts concerning the student body.

The large numerical growth, the numerous requests for special reports—chiefly statistical, and the increasing demands made upon us by Deans and other administrative officers have united to make the year one of great activity in the work of this department. Indeed, it becomes more and more apparent that, unless the clerical staff of the office is considerably increased, the work of centralizing the routine connected with the student's academic obligations and interests in the office of the Registrar must be checked. Formerly it was possible for one clerk to perform all the duties for a given school, and, in some cases, even to combine the work of two schools. Now, almost all of the time of the present staff is taken up at the windows, at the telephone, or in preparing special material and reports. The recording, filing and bookkeeping must either be done after hours, or in moments snatched from other tasks. This means that such work is almost all done under great pressure and with grave danger of error. The systems in use in the office I believe to be highly satisfactory. We have arrived at a point, however, where these systems must fail unless we have a much larger clerical force. It is, of course, simply a question of deciding whether we shall carry out the smaller or the larger conception of a registrar's office. Under the former, all that can be done with a very limited appropriation is done. Absolutely necessary registering and recording is attended to;

Work of the
Registrar's Office

all special work and reports must either be refused or delayed; all transactions must be carried on with speed, and not completed service, as the object. The best that can be said for such a system is that it does a large volume of work pretty well at comparatively slight expense. It is certain to result in incomplete records, inaccuracies, dissatisfaction on the part of students and officers, and because of the high pressure under which everyone must work, frequent lack of courtesy.

Under the larger conception, the registrar's office would become a central office, in which and by which would be performed, so far as possible, all routine clerical tasks relating to the student's academic activities. Under such a system can be assured accuracy, prompt service for students and officers and for the public, complete records, necessary supervision of the individual student, and improved working conditions for the clerical staff. It is my hope that proper action may be taken by the Trustees to enable us to carry into immediate effect a carefully planned reorganization of the office along these lines.

The further extension of the per-point fee system marks the disappearance of certain inequalities in student charges. It would be well if this wise measure could be followed by the discontinuance of certain inconsistencies in matters of credit value and grades which are the result of conflicting legislation between Faculties. A specific instance is the varying credit allowed for a full course. The University Council has declared a full course to be the equivalent of four points. Under the new fee system, a full course is charged for as for four points. The Faculties of Columbia College and Barnard College, and the Administrative Board of the School of Journalism refuse to give their students credit for more than three points for a full course. Numerous perplexing difficulties arise from this situation and many protests are received from students against being obliged to pay for four points while entitled to credit for only three. It would seem well to have it decided which of the educational groups concerned have given the proper credit, and to have this established as uniform.

Grades and
Credit Values

The adoption of the letter system of grading in the Schools of Mines, Engineering and Chemistry was a step toward uniformity. The conflicting value given to grade D, however, as between these schools and Columbia College, has been productive of great confusion, and has recently resulted in legislation in Columbia College which places the student who receives D in a prescribed course in a somewhat peculiar position. Students in the Schools of Mines, Engineering and Chemistry must take a deficiency examination in each subject in which they receive a D; grade D in no case passes, nor does it admit to a more advanced course for which the D course is a prerequisite. On the other hand, grade D in Columbia College passes a prescribed subject. Instructors in engineering subjects decided not to accept grade D of Columbia College in courses prerequisite to their own. This seemed only fair, in view of the D rule in the Engineering Schools. The College Faculty then made a regulation that students who receive grade D in a prerequisite course may not proceed with the courses following. This not only meets the demands of the instructors in engineering courses, but applies as well to all collegiate courses. So far the system may be beyond criticism. The fact that it is still possible, however, for a College student to be relieved of a College prescribed subject in which he has received grade D and, under the new rule, to be kept out of the next higher course creates a situation in which he is said to know enough about a subject to be declared to have passed it, and yet not enough to continue work in the same subject. It seems pertinent to suggest that a more complete study of the D value be made.

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 1913-1914 as shown in XI and XV, respectively.

Statistical
Tables

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; Tables XIX and XX, the instruction given by the several departments according to the student unit and the course unit, respectively; and Table XXI shows the amount and distribution of free tuition, other than that provided by scholarships. The charts showing the increase in registration in the entire University since 1866 and the comparative geographical distribution of the student body in 1898-1899 and 1914-1915 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 1914-1915, excluding students in Extension Teaching and Special Students in Teachers College, as well as duplicates in the Summer Session and elsewhere, is 11,876, a net increase of 1416, or about 13.5 per cent. over that of 1913-1914. This increase is two per cent. greater than the percentage increase of 1913-1914 over 1912-1913. Numerically it is the largest increase in the history of the University. In the Summer Session of 1914 the gain was 1051, as compared with 937 in 1913, which correspondingly increases the total. In the University Corporation, exclusive of the Summer Session, the enrollment was 4734, as against 4432 in 1914, an increase of 302, that for 1914 having been 274, for 1913, 319. Including the Summer Session, with allowance for duplicates, the enrollment of the Corporation increased from 8,272 to 9,570, a gain of 1298; as compared with 1028 in 1914, and 941 in 1913. 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. If to the grand net total of 11,876 given in Table I be added, with proper allowance for duplicates, those who took work at the University in Extension Teaching classes and in special classes at Teachers College, the total number of persons in classes at the University will be found to be 16,172. The corresponding total last year was 14,098; in 1913, 12,837. In addition to the 16,179 who studied at the University there were some 842 students enrolled in the extra-mural courses of Extension Teaching. This makes a grand total of 17,014 different individuals who received instruction from the University. The actual number of registration units, duplicates not considered, was 19,661. Making proper deduction for non-matriculated students, for duplicate matriculated students in the Summer Session, and for students in Extension Teaching, many of whom, however, return year after year, and ultimately become matriculants, there were 7790 candidates for degrees and diplomas in residence during 1914-1915. Of this number, 1826, about 23 per cent. completed the requirements and graduated (see Table XV).

The increase of the year is distributed among all the faculties of the University except those of Law and Applied Science and the School of Architecture. In Columbia College the increase is 175, as compared with 64 last year and 57 in 1912-1913. The number admitted to the Freshman class was 388, against 319 in 1913-1914. The number entering in February was 111, including non-matriculants. Last year the total was 109, including non-matriculants. The number admitted in February, 1913, was 65; in 1912, 64; in 1911, 77. Barnard College advanced from 666 to 730, an increase of 9.60 per cent. This is the largest registration in the history of Barnard.

The non-professional graduate faculties have gained 347, as compared with 157 and 137, respectively, in 1914 and 1913. Of this year's increase, 65 are in Political Science, 275 in Philosophy, 7 in Pure Science. The respective increase last year was 62, 80 and 15. The increase in the Faculty of Political Science is under the head of primary registration; in

Philosophy, the growth is divided between primary registration (118) and Teachers College (157); in the Faculty of Pure Science it is under primary registration.

The increase in the professional schools is 36, as against 207 in 1913-1914. Law has lost 14; in 1913-1914 it lost 11; in 1912-1913 it gained 61; Medicine has gained 30; in 1913-1914 it remained stationary; Applied Science has lost 192 which is due, of course, to its change to a graduate school. Journalism shows a growth of 28, against 39 last year; Pharmacy 47, against 34 in 1913-1914; Teachers College 197, against 126 in 1913-1914; in Architecture the loss is 39. In considering the registration in the Medical School it should be noted that the first-year class has increased from 89 to 107. In addition to the students registered primarily in the professional schools, 74 students of Columbia College availed themselves of the professional option. Their distribution is given in a footnote 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 1904-05, and in Table III a survey of the rate of increase and decrease by years and by periods. Tables II and III must be examined in the light of circumstances bearing upon registration, such as increase of tuition charges and 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
1894-1895 to 1914-1915

1894-1895	1,942	1901-1902	4,234	1908-1909	5,887
1895-1896	1,878	1902-1903	4,507	1909-1910	6,602
1896-1897	1,946	1903-1904	4,709	1910-1911	7,858
1897-1898	2,191	1904-1905	4,981	1911-1912	8,363
1898-1899	2,812	1905-1906	4,964	1912-1913	9,379
1899-1900	3,207	1906-1907	4,852	1913-1914	10,460
1900-1901	3,761	1907-1908	5,373	1914-1915	11,876

COLUMBIA UNIVERSITY
 Total Enrollment including Summer Session
 1866-1915

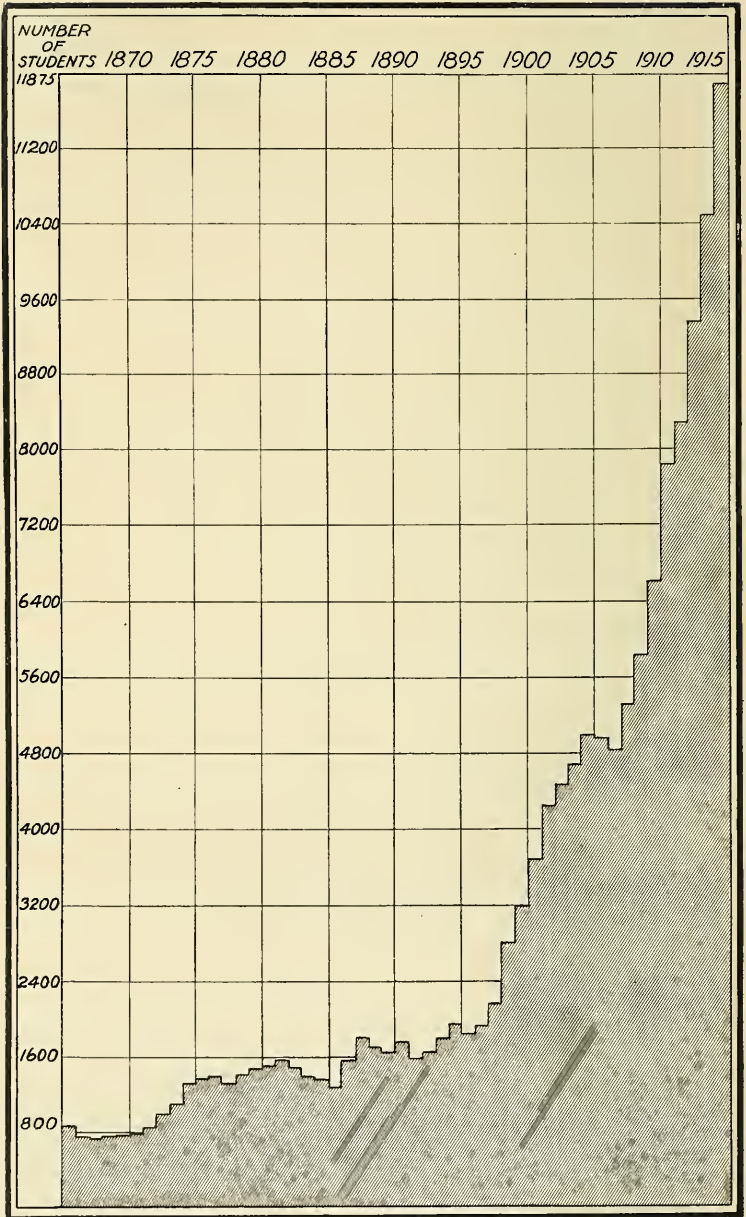


TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1914-1915

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1914-15
Columbia College ¹	510	242	169	149	46		1116
Barnard College	240	191	110	120	69		730
<i>Total undergraduates</i>	750	433	279	269	115		1846
Faculty of Political Science					63	478	541
Faculty of Philosophy					107	1089	1196
Faculty of Pure Science					29	308	337
<i>Total non-professional graduate students²</i>							2074
Faculty of Applied Science ³		166	129	139	47		481
Faculty of Law ³	151	124	136		42		453
Faculty of Medicine ³	107	75	71	86	35		374
School of Journalism ³	42	28	41	21	11		143
Faculty of Pharmacy	285	187			18	5	495
Teachers College { School of Education			63	173	248	466	950
{ School of Practical Arts	187	104	312	217	155	82	1057
School of Architecture ³			100		12		112
<i>Total professional students</i>							4065
Deduct double registration ⁴							651
<i>Net total</i>							7334
Summer Session, 1914							5590
<i>Grand total</i>							12924
Deduct double registration ⁵							1048
<i>Grand net total</i>							11876
Students in extension teaching (net) ⁶							3305
Special students in Teachers College ⁷							1833

¹The 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.

²The total 2074, does not include 91 college graduates, in Law (62), Medicine (3), Applied Science (21), Architecture (2), and Journalism (3), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 868 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.

³Exclusive of college students also registered under the professional faculties (in the exercise of a professional option), as follows: 8 Seniors in the Schools of Mines, Engineering, and Chemistry (Faculty of Applied Science); 29 Seniors in the School of Law; 27 Juniors and 17 Seniors in the school of Medicine; 4 Seniors in Teachers College; 2 Juniors and 3 Seniors in the School of Architecture; 1 Senior in the School of Journalism.

⁴Of the total, 612 are Teachers College students, 548 enrolled in the Faculty of Philosophy as candidates for the higher degrees (287 men and 261 women) and 64 special non-candidates (22 men and 42 women); 19 are Columbia College students who graduated in February and subsequently enrolled in some other school of the University, and 20 are students who transferred during the year from one school of the University to another.

⁵Summer Session students who returned for work at the University.

⁶Attendance at the University (excluding 761 matriculated students and 187 students also registered in the Summer Session), 2463; attending away from the University, 842.

⁷In the School of Education 75 and in the School of Practical Arts 1758.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1904-1905 to 1914-1915

FACULTIES	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915
Columbia College	534	589	638	650	667	692	802	820	877	941	1116
Barnard College	366	390	419	453	498	535	547	640	618	666	730
<i>Total undergraduates</i>	<i>900</i>	<i>979</i>	<i>1057</i>	<i>1103</i>	<i>1165</i>	<i>1227</i>	<i>1349</i>	<i>1460</i>	<i>1495</i>	<i>1607</i>	<i>1846</i>
Faculties of Political Science, Philosophy, Pure Science ¹	782	861	877	977	1015	1138	1367	1433	1570	1727	2074
<i>Total non-professional graduate students¹</i>	<i>782</i>	<i>861</i>	<i>877</i>	<i>977</i>	<i>1015</i>	<i>1138</i>	<i>1367</i>	<i>1433</i>	<i>1570</i>	<i>1727</i>	<i>2074</i>
Faculty of Applied Science	601	580	537	618	697	686	724	671	669	675	481
Faculty of Law	341	286	264	249	330	324	376	417	478	467	453
Faculty of Medicine	555	437	381	314	330	346	329	351	344	344	374
Journalism										76	115
Faculty of Pharmacy	442	353	247	224	267	313	275	287	414	448	495
Teachers College { Education ²	721	865	743	896	992	1123	1571	1623	1422	1475	950
Teachers College { Practical Arts									262	335	1057
Fine Arts { Architecture	78	107	106	125	130	142	158	135	141	151	112
Fine Arts { Music ³	44	33	31	31	28	23	24	20	16	19	
<i>Total professional students</i>	<i>2782</i>	<i>2661</i>	<i>2309</i>	<i>2457</i>	<i>2774</i>	<i>2957</i>	<i>3457</i>	<i>3504</i>	<i>3822</i>	<i>4029</i>	<i>4065</i>
Deduct double registration ⁴	226	268	154	195	204	205	280	324	362	429	651
<i>Net total</i>	<i>4238</i>	<i>4233</i>	<i>4089</i>	<i>4342</i>	<i>4750</i>	<i>5117</i>	<i>5893</i>	<i>6073</i>	<i>6525</i>	<i>6934</i>	<i>7334</i>
Summer Session	961	1018	1041	1395	1532	1971	2632	2973	3602	4539	5590
<i>Grand net total⁵</i>	<i>4981</i>	<i>4964</i>	<i>4852</i>	<i>5373</i>	<i>5887</i>	<i>6602</i>	<i>7858</i>	<i>8363</i>	<i>9379</i>	<i>10460</i>	<i>11876</i>
Students in Extension Teaching ⁶	1886	2738	2719	3267	3013	2583	1008	1280	1828	2813	3305
Special students in Teachers Coll.							1838	1869	1913	1676	1833

¹These 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.

²Including prior to 1913-1914, those here classified under the School of Practical Arts. The decrease in 1906-1907 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.

³Music was included under Barnard College prior to 1904-1905.

⁴Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (prior to 1906-1907), 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.

⁵Excluding 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 1914. A detailed report of the summer session of 1915 is appended.

⁶Including, prior to 1910-1911, those here classified as special students in Teachers College. Prior to 1905-1906 only such students as were in attendance at the University are included.

TABLE III
 PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1905-1906 to 1914-1915, 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	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1904-1905	1905-1906	
Columbia College	10.30	8.32	1.88	2.61	3.74	15.90	2.24	6.95	7.29	18.59	29.58	61.27	108.98									61.27	108.98	
Barnard College	6.56	7.43	8.11	9.93	7.43	2.24	17.00	-3.44	7.76	9.60	46.17	36.44	99.45									36.44	99.45	
Total undergraduates	8.77	10.01	4.35	5.02	5.32	9.94	8.23	2.40	7.49	14.87	36.33	50.44	105.11									50.44	105.11	
Political Science	10.10	1.86	11.40	3.88	12.11	20.12	4.83	9.56	10.00	20.09	45.52	82.24	165.21									82.24	165.21	
Philosophy																								
Pure Science																								
Non-professional graduate students																								
Applied Science	-3.49	-7.41	15.08	12.78	-1.58	5.54	-7.29	-0.29	0.89	-28.74	14.14	-29.88	-19.96									-29.88	-19.96	
Law	-16.13	-7.69	-5.68	32.12	-1.82	16.05	10.90	14.62	-2.30	-2.99	-4.98	39.81	32.84									39.81	32.84	
Medicine	-21.26	-12.88	-17.58	5.09	4.85	-4.91	6.68	-0.20	0.00	8.72	-37.65	8.09	-32.61									8.09	-32.61	
Journalism									51.45	24.34														
Pharmacy	-20.13	-30.03	-9.31	19.19	17.23	-12.14	4.36	44.25	8.21	10.49	-29.18	58.14	11.99									58.14	11.99	
Teachers College	19.97	-14.10	20.59	10.71	13.21	39.89	3.31	3.76	7.48	10.88	55.75	78.71	178.36									78.71	178.36	
Fine Arts { Architecture	37.18	-0.93	17.92	4.00	9.23	11.27	-14.56	4.44	7.09	-25.82	82.05	-21.12	43.58									-21.12	43.58	
Music	-25.00	-0.06	0.00	-9.67	-1.78	4.35	-16.67	-20.00	18.75	18.75	-47.72													
Total professional students	-4.32	-13.23	6.45	12.90	6.59	16.91	1.36	8.93	5.41	.89	6.29	37.47	46.11									37.47	46.11	
Net total	-0.12	-3.40	6.18	9.39	7.73	15.17	3.05	7.44	6.26	5.76	20.44	43.32	73.05									43.32	73.05	
Summer Session	5.93	2.26	33.72	9.82	28.46	33.54	12.96	21.12	26.01	23.15	104.78	183.61	481.68									183.61	481.68	
Grand net total	-0.34	-2.26	10.73	9.56	20.35	19.02	6.43	12.16	11.52	13.53	42.24	79.88	138.42									79.88	138.42	
Students in Extension courses ¹	45.17	-0.69	20.15	-7.77	-14.27	10.18	10.65	42.81	19.99	18.86	36.95	106.58	182.92									106.58	182.92	

¹Including in 1910-1911, 1912-1913, 1913-1914 and 1914-1915, the students in Extension Teaching and special students in Teachers College; see Notes 6 and 7 under Table I.

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

	1908- 1909	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915
Men.....	3,205	3,297	3,662	3,763	4,072	4,277	4,466
Women.....	1,545	1,820	2,231	2,310	2,453	2,657	2,868
Total.....	4,750	5,117	5,893	6,073	6,525	6,934	7,334

Table IV classifies the 2,400 matriculated students of the Summer Session. Of the considerable number (455 in 1910, 511 in 1911, 720 in 1912, 899 in 1913, 1,149 in 1914) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1914, 868) 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

TABLE IV
CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER
SESSION OF 1914

FACULTIES	Returned during Academic Year 1914-1915			Did not Return During Academic Year 1914-1915			Total
	Men	Women	Total	Men	Women	Total	
Columbia College	231		231	17		17	248
Barnard College		83	83				83
<i>Total undergraduates</i>	<i>231</i>	<i>83</i>	<i>314</i>	<i>17</i>		<i>17</i>	<i>331</i>
Political Science	30	16	46	33	78	111	157
Philosophy ¹	84	93	177	254	415	669	846
Pure Science	41	17	58	57	31	88	146
<i>Total non-professional graduate students</i>	<i>155</i>	<i>126</i>	<i>281</i>	<i>344</i>	<i>524</i>	<i>868</i>	<i>1149</i>
Applied Science	110		110	9		9	119
Law	79		79	14		14	93
Medicine	21		21				21
Journalism	10	3	13	6		6	19
Pharmacy	3		3				3
Teachers College	31	177	208	184	254	438	646
Architecture	19		19				19
<i>Total professional students</i>	<i>273</i>	<i>180</i>	<i>453</i>	<i>213</i>	<i>254</i>	<i>467</i>	<i>920</i>
<i>Grand total</i>	<i>659</i>	<i>389</i>	<i>1048</i>	<i>574</i>	<i>778</i>	<i>1352</i>	<i>2400</i>

¹Including 95 students (55 men and 40 women) with education as a major subject and registered under the Faculty of Philosophy through Teachers College.

non-professional graduate students. There is likewise a large number of Summer Session students matriculated in Teachers College (in 1914, 438) 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 1914, 208), 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 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 1913-1914 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, 1914-1915	Total, 1913-1914
Chemical Engineering	41	22	20	1	84	84
Chemistry	2	1	5		8	14
Civil Engineering	39	36	40	7	122	123
Electrical Engineering	35	21	17	11	84	62
Mechanical Engineering	31	23	27	18	99	83
Metallurgy	5	6	9	5	25	22
Mining Engineering	20	21	21	5	67	87
<i>Total</i>	¹ 173	¹ 130	139	47	489	475

¹Including College men exercising professional option and distributed as follows: 1914-1915—5 Ch.E.; 1 C.E.; 1 E.M. in second year and 1 C.E. in third year.

From Table VI it appears that the number of seminary students in attendance under the non-professional graduate faculties has increased. Last year it decreased and in 1912-1913 it remained stationary; in 1911-1912 there was an increase of 22.5 per cent. and in 1910-1911 an increase of 33 per cent.

TABLE VI
CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Totals		
				1914-1915	1913-1914	1912-1913
Union Theological Seminary	73	25	1	99	91	97
General Theological Seminary	17	18		35	28	21
Drew Theological Seminary	6	7		13	9	14
Jewish Theological Seminary	3	13		16	6	21
New Brunswick Theological Seminary	1			1		
<i>Total</i>	<i>100</i>	<i>63</i>	<i>1</i>	<i>164</i>	<i>134</i>	<i>153</i>

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. 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 IX indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1914-15, exclusive of the Summer Session. Table X summarizes the election of major and minor subjects by divisions and by faculties.

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	1914-1915	1913-1914
Primarily registered	237	121	17	35	254	156	410	379
Summer Session	33	78			33	78	111	95
Seminary Students	92		8		100		100	80
School of Philanthropy	9	8	3		12	8	20	12
School of Law	62				62		62	71
School of Architecture	2				2		2	
School of Journalism	2				2		2	1
Officers	3	8			3	8	11	5
<i>Total</i>	<i>440</i>	<i>215</i>	<i>28</i>	<i>35</i>	<i>468</i>	<i>250</i>	<i>718</i>	<i>643</i>

B. Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1914-1915	1913-1914
Primarily registered	195	266	17	22	212	288	500	417
Summer Session	254	415			254	415	669	537
Seminary Students	59		4		63		63	54
Teachers College	287	261	22	42	309	303	612	422
School of Journalism	1				1		1	
School of Philanthropy								2
Officers	15	6			15	6	21	26
<i>Total</i>	<i>811</i>	<i>948</i>	<i>43</i>	<i>64</i>	<i>854</i>	<i>1012</i>	<i>1866</i>	<i>1458</i>

C. Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1914-1915	1913-1914
Primarily registered	167	74	18	9	185	83	268	270
Summer Session	57	31			57	31	88	49
Seminary Students			1		1		1	
School of Medicine	3				3		3	2
Schools of Mines, Engineering and Chemistry	21 ¹				21		21	1
New York Botanical Garden								3
Officers	50	17	1		51	17	68	57
<i>Total</i>	<i>298</i>	<i>122</i>	<i>20</i>	<i>9</i>	<i>318</i>	<i>131</i>	<i>449</i>	<i>382</i>

¹Increase over last year is due to inclusion of 18 Naval Engineers.

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	1914-1915	1913-1914
Pol. Sci., Phil. and Pure Science	599	461	52	66	651	527	1178	1066
Summer Session	344	524			344	524	868	681
Theological Seminaries	151		13		164		164	134
School of Philanthropy	9	8	3		12	8	20	14
Teachers College	287	261	22	42	309	303	612	422
Law	62				62		62	71
Medicine	3				3		3	2
Applied Science	21				21		21	1
Architecture	2				2		2	
New York Botanical Garden								3
Journalism	3				3		3	1
Officers	68	31	1		69	31	100	88
<i>Total</i>	<i>1549</i>	<i>1285</i>	<i>91</i>	<i>108</i>	<i>1640</i>	<i>1393</i>	<i>3033</i>	<i>2483</i>

B. *By Faculties (Total, including Summer Session)*

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1914-1915	1913-1914
Political Science	440	215	28	35	468	250	715	643
Philosophy	811	948	43	64	854	1012	1866	1458
Pure Science	298	122	20	9	318	131	449	382
<i>Total</i>	<i>1549</i>	<i>1285</i>	<i>91</i>	<i>108</i>	<i>1640</i>	<i>1393</i>	<i>3030</i>	<i>2483</i>

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	1914-1915	1913-1914
Political Science	374	215	28	35	402	250	652	571
Philosophy	810	948	43	64	853	1012	1865	1458
Pure Science	274	122	20	9	294	131	425	379
<i>Total</i>	<i>1458</i>	<i>1285</i>	<i>91</i>	<i>108</i>	<i>1540</i>	<i>1393</i>	<i>2942</i>	<i>2408</i>

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	1914-1915	1913-1914
Political Science	341	137	28	35	369	172	541	476
Philosophy	556	533	43	64	599	597	1196	921
Pure Science	217	91	20	9	237	100	337	330
<i>Total</i>	<i>1114</i>	<i>761</i>	<i>91</i>	<i>108</i>	<i>1205</i>	<i>869</i>	<i>2074</i>	<i>1727</i>

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 ¹		Pure Science		Total	
	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor ²
Administrative Law	14	5					14	5
Agriculture					1		1	1
Anatomy					1	1	1	1
Anthropology		1	5	2		1	5	4
Astronomy					1	3	1	3
Bacteriology				1	8	12	8	13
Biological Chemistry					16	23	16	23
Botany		1		3	27	18	27	22
Chemistry				3	75	39	75	42
Chinese			4	3			4	3
Civil Engineering					2		2	
Comparative Literature		1	12	40			12	41
Constitutional Law	39	8					39	8
Education		12	556	57		8	556	77
Electrical Engineering					14		14	
English		2	213	74		1	213	77
Geology				2	28	15	28	17
German		1	80	29			80	30
Greek (incl. Gk. Arch.)		4	10	8			10	12
Highway Engineering					26	1	26	1
History	178	95		48		1	178	144
Indo-Iranian		2	6	3			6	5
International Law	33	12					33	12
Latin (incl. Roman Arch.)		4	31	20			31	24
Mathematical Physics					9	7	9	7
Mathematics		1		7	53	21	53	29
Mechanical Engineering		1			20		20	1
Metallurgy					6	4	6	4
Mineralogy						1		1
Mining					1	4	1	4
Music			3			1	3	1
Philosophy (incl. Ethics)		11	68	22		2	68	35
Physics				1	24	22	24	23
Physiology				2	1	8	1	10
Political Economy	94	52		3		2	94	57
Politics	28	19					28	19
Psychology		6	32	30		1	32	37
Roman Law and Comparative Jurisprudence	4	4					4	4
Romance Languages (incl. Celtic)		2	51	29			51	31
Science of Language				3				3
Semitic Languages			13	8			13	8
Social Economy	51	12		10			51	22
Sociology and Statistics	95	51		15		1	95	67
Zoology		2		2	26	18	26	22
<i>Total</i>	<i>536</i>	<i>309</i>	<i>1084</i>	<i>425</i>	<i>339</i>	<i>215</i>	<i>1959</i>	<i>949</i>

¹Including Music, under the Faculty of Fine Arts.

²Only 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		8	80	80	80	90
Chemistry		1		3	75	39	75	43
Classical Philology		8	41	28			41	36
Education		12	556	57		8	556	77
Engineering		1			62	1	62	2
Geology and Mineralogy				2	28	16	28	18
History, Economics and Public Law	536	258		76		4	536	338
Mathematics and Physical Science		1		8	87	53	87	62
Mining and Metallurgy					7	8	7	8
Modern Languages and Literatures		6	356	172		1	356	179
Music			3			1	3	1
Oriental Languages		2	23	17			23	19
Philosophy, Psychology and Anthropology		18	105	54		4	105	76
<i>Total</i>	<i>536</i>	<i>309</i>	<i>1084</i>	<i>425</i>	<i>339</i>	<i>215</i>	<i>1959</i>	<i>949</i>

B. SUMMARY BY FACULTIES

FACULTIES	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science	536	258		76		4	536	338
Philosophy		46	1084	328		14	1084	388
Pure Science		5		21	339	197	339	223
<i>Total</i>	<i>536</i>	<i>309</i>	<i>1084</i>	<i>425</i>	<i>339</i>	<i>215</i>	<i>1959</i>	<i>949</i>

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.

Geographical
Distribution

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

	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915
North Atlantic Division	80.15	79.87	79.40	77.65	79.84	79.53	80.51
South Atlantic Division	3.20	3.17	3.56	3.85	4.35	4.03	3.27
South Central Division	1.89	2.42	2.26	2.54	2.25	2.30	2.32
North Central Division	8.39	8.72	8.72	8.76	7.92	8.32	8.22
Western Division	2.61	2.68	2.58	2.82	2.58	2.79	2.48
Insular Territories	0.27	0.27	0.24	0.16	0.26	0.24	0.17
Foreign Countries	3.49	2.87	3.24	4.22	2.80	2.75	3.02

The percentage of students from the North Atlantic Division shows an increase of nearly one per cent. over last year. The numerical increase of attendance in this division is 389. The total from New York is 4,539, as compared with 4,351 in 1913-1914; of this number, 3,613 are residents of New York City, against 3,368 in 1913-1914. All of the other states in this division show an increase, with the exception of Maine and Rhode Island, each of which records a loss of two students.

Again there is a percentage loss in the South Atlantic division; in this division there is also a numerical loss of forty. In the South Central and North Central divisions there are both percentage and numerical gains; in the Western division, however, there is a percentage loss and a numerical loss. The number and percentage of students from insular and non-contiguous territories has decreased. From foreign countries there are 48 more individuals than last year. Students came from every one of the United States, and from all, except seven, the registration exceeds 10. From each of 26 states the number exceeds 25, from each of 13 it exceeds 50. In 1912-1913 there were more than 50 from only five states. From six states there are more than 100 each: Connecticut, 125; Massachusetts, 150; New Jersey, 252; New York, 4,539; Pennsylvania, 247; Ohio, 134.

Three thousand, six hundred and thirteen students are permanent residents of New York City. Last year's total was 3,194.

TABLE XI

RESIDENCE OF STUDENTS

1914-1915	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
	UNITED STATES	1054	350	302	416	72	06	372	865	251	683	1407	491	455	5904
North Atlantic Division (80.51 per cent.)														
Connecticut	13	10	12	5	2	5	4	22	4	8	42	7	9	125
Maine				1		2	3	13	1		9	7	7	29
Massachusetts	7	13	5	5	1	9	14	34	11	7	71	3	30	150
New Hampshire						1		6			17		3	23
New Jersey	114	34	32	45	1	21	47	112	26	76	279	31	66	752
New York	898	273	243	353	66	55	275	614	191	580	853	437	299	4539
Pennsylvania	17	16	9	6	2	4	25	52	14	10	120	5	33	247
Rhode Island	2	2	1				2	1	2	2	5	1	1	16
Vermont	1	2	1				1	11	2		11	1	7	23
South Atlantic Division (3.27 per cent.)	11	21	18	12	6	11	23	45	9	16	91	1	24	240
Delaware		1				1		1	1					4
District of Columbia	2	2		3	1	1	3	1	2		3		1	17
Florida	1	2		2		2	1	1	1		3			13
Georgia		6	10			1	2	5	1	3	9		3	34
Maryland	1	2	4			2	2	6	3	23	1	5	39	
North Carolina	1	5	1	1	1	1	5	4		3	11		3	30
South Carolina	3	1	2	1		1	7	1		1	16		2	30
Virginia	2	2	4	1	3	3	6	18	3	5	22		8	61
West Virginia	1		1			2	2	2	1	1	4		2	12
South Central Division (2.32 per cent.)	4	23	9	9	4	4	16	44	9	5	65	1	23	170
Alabama	1	4	1	1				5	1	2	7		2	20
Arkansas		4			1	1	1	5		1	3		2	14
Kentucky	1	2	1	3	1	2	3	7	1		11		7	25
Louisiana		2				1	2	2	1		7		2	11
Mississippi			1		1	2	7	1		1	4	1	2	15
Oklahoma		2	2			1	1	3	1		5		1	13
Tennessee	1	6	3			4	10	3	1		13		4	37
Texas	1	3	2	4	2		4	5	2		15		3	35
North Central Division (8.22 per cent.)	13	38	23	13	17	25	62	161	34	18	302	1	104	603
Illinois	3	4	6	1	2	4	5	16	6		36		9	74
Indiana	1	5	2	3	1	4	6	17	5		29		11	62
Iowa	1	7	3		2		10	6	6	1	13		4	45
Kansas		3				3	4	14	2		20		12	34
Michigan	1	1	2	3		4	3	15	5	1	40		10	65
Minnesota		2	2			2	5	13		2	33		8	51
Missouri	2		3		2	2	5	26	1	3	36	1	17	64
Nebraska	1	1	1	1	2	2	1	9	3	4	11		8	28
North Dakota		2		2	1		1	1		1	5			12
Ohio	3	10	2	3	7	3	20	39	5	6	57		21	134
South Dakota								2	1		3		2	5
Wisconsin	1		3	2		1	3	3			19		2	29
Western Division (2.48 per cent.)	5	14	15	11	5	5	21	34	10	4	70	21	182	
Arizona							1							1
California	4	2		2	3	1	10	14	1	1	39	10	6	67
Colorado	1	2	6	3		1	1	4	3	2	10	4	4	28
Idaho			2				1				1		1	4
Montana		2		1	1	2					1			7

TABLE XI—(Continued)

RESIDENCE OF STUDENTS

1914-1915	College	Law	Medicine	Applied Science	Architecture	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
Nevada			1	1										1
New Mexico			2	2		1		1		1	4			8
Oregon		2	2				1	1			6		1	11
Utah		4	3	1				4	3		5			19
Washington			1	3	1	1	7	8	2		13		4	32
Wyoming		2						1	1					4
Insular and Non Contiguous Territories (0.177 per cent.)	4	2	2	1							4			13
Alaska				1										1
Hawaiian Islands		1									2			3
Philippine Islands	1	1	2											4
Porto Rico	3										2			5
Totals	1091	448	369	462	104	141	494	1149	313	726	1948	494	627	7112
New York City	736	211	222	280	51	49	218	512	169	493	513	363	204	3613
FOREIGN COUNTRIES														
Argentina				1				1						2
Australia								1	1					2
Belgium				1	1									1
Brazil				1										1
Canada			2	2	2	2	11	5	3	2	16		2	43
China	13	1		2			18	11	17	2	12		8	68
Colombia				1			1							2
Costa Rica				2										2
Cuba	1	1		2	2		1				1			8
France	1							1						2
Denmark								2						2
Germany	1						1	1						3
Finland								1			1			2
Great Britain and Ireland	2			1				3			2		1	7
Greece								1			2		1	2
India	4						2	2	1		5		2	12
Italy		1			1									2
Japan	1	1			1		11	4	1		1			20
New Zealand											1			1
Korea								1			1		1	1
Mexico											2			2
Nicaragua												1		1
Norway														
Panama		1						2			3		2	4
Peru				1			1		1					3
Persia								1						1
Rumania				1										1
Russia	2			1	1									4
Siam											2			2
South Africa				1				3			3		3	4
Sweden														
Switzerland											1			1
Syria			1					1			1			3
Turkey			2	2			1	5			5		4	11
Turkey in Asia														
West Indies								1						1
Total (3.02 per cent.)	25	5	5	19	8	2	47	47	24	4	59	1	24	222
Grand Total	1116	453	374	481	112	143	541	1196	337	730	2007	495	651	7334

The geographical distribution of students in the Summer Session of 1914 was shown in Table E of the report appended to the Annual Report for 1913-1914. The total geographical distribution by states for the year 1914-1915, inclusive of 1914 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 XII shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1900-1901. A summary of percentages for the past nine years follows:

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915
N. Atlantic Division	78.13	79.15	80.04	79.20	76.11	79.45	79.22	79.51
S. Atlantic Division	2.94	3.07	2.95	3.30	4.06	4.66	4.23	3.21
S. Central Division	2.64	1.94	2.60	2.40	2.83	2.37	2.43	2.57
N. Central Division	8.35	8.58	8.18	8.41	8.37	7.31	7.56	8.15
Western Division	2.77	2.91	2.83	2.62	3.07	2.57	2.77	2.53
Insular Territories	0.10	0.09	0.06	0.08	0.05	0.26	0.22	0.19
Foreign Countries	5.07	4.26	3.34	3.99	5.51	3.38	3.02	3.84

Table XIII shows that of the 4,753 students in the various faculties of the Corporation 2,794 or 58.7 per cent., are graduates of higher institutions of learning, as against 55.21 per cent. in 1913-14, 54.6 per cent. in 1912-13, 55. per cent. in 1911-12.

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.

Table XV classifies the degrees and diplomas granted by Columbia University in 1914-15. Table XVI gives a comparison of totals for the past eight years. The total for 1914-1915 represents an increase of 421 over the number of degrees and diplomas granted in 1913-1914. It is the largest increase on record. One must remember, however, that last year the number of degrees and diplomas granted was 187 less than in 1912-1913. The 421, accordingly, considered as a two-year increase is not remarkable but normal. Why we fell off last year, however, and then recovered our loss and made a normal gain is an enigma.

TABLE XII

RESIDENCE OF STUDENTS IN THE CORPORATION 1900-1901 to 1914-1915
(EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

A. The United States

	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915
North Atlantic Div.	2273	2442	2541	2442	2416	2349	2284	2312	2528	2682	2993	2928	3314	3540	3778
Maine	12	11	7	8	13	12	14	16	13	15	20	20	13	18	20
New Hampshire	4	7	7	2	2	6	9	7	4	6	8	8	8	16	9
Vermont	13	10	13	15	10	13	8	11	3	6	13	22	11	14	18
Massachusetts	57	62	63	49	43	52	52	47	55	57	60	62	72	81	99
Rhode Island	18	19	22	16	11	8	8	11	9	11	11	11	13	13	10
Connecticut	63	70	56	54	48	38	37	46	53	50	61	67	73	62	77
New York	1799	1951	2014	1933	1955	1901	1858	1845	2058	2144	2388	2293	2642	2877	2968
New Jersey	256	260	296	299	271	258	227	256	264	297	328	308	364	353	432
Pennsylvania	51	52	63	66	63	61	71	73	69	96	104	137	118	116	145
South Atlantic Div.	66	69	87	80	84	75	75	87	98	99	125	156	194	188	157
Delaware		5	3	5	5	2	2	1	2	1	2			4	4
Maryland	7	7	9	10	12	14	10	7	13	13	22	26	29	16	17
Dist. of Columbia	6	9	10	7	4	6	6	10	6	11	10	18	21	18	15
Virginia	9	5	15	9	12	12	9	13	17	19	23	28	42	37	42
West Virginia	3	2	4	2	6	7	6	5	5	1	3	8	9	14	9
North Carolina	12	10	16	14	11	7	15	19	18	16	18	27	41	40	19
South Carolina	5	5	9	6	9	10	9	13	13	12	20	23	17	18	15
Georgia	22	23	16	19	15	13	16	18	18	20	23	20	26	32	26
Florida	2	3	5	8	10	5	4	2	5	5	5	9	9	9	12
South Central Div.	75	63	65	68	52	58	52	78	62	87	91	109	99	108	100
Kentucky	22	16	18	16	14	13	9	13	10	16	10	13	9	12	21
Tennessee	14	10	10	7	2	6	10	14	5	9	15	17	19	23	27
Alabama	13	7	9	10	8	10	10	10	8	13	19	22	16	14	13
Mississippi	2	7	4	6	7	6	6	8	2	9	13	12	11	10	11
Louisiana	3	2	3	3	4	3	4	5	5	4	5	3	4	4	6
Texas	15	16	14	18	10	13	9	18	20	19	10	25	27	28	23
Arkansas	4	4	5	6	7	5	2	6	7	9	4	7	5	6	12
Oklahoma	1	2	2			2	2	4	5	8	6	10	8	11	9
North Central Div.	160	169	191	195	195	191	220	247	274	274	318	322	305	336	386
Ohio	41	37	45	52	59	45	58	57	59	62	70	79	79	87	92
Indiana	21	22	18	22	23	25	31	29	38	36	50	56	39	46	44
Illinois	29	24	25	26	18	18	20	32	38	42	43	39	30	38	47
Michigan	11	16	12	15	13	14	10	10	22	20	22	22	22	26	34
Wisconsin	5	10	13	9	6	12	17	22	14	7	17	17	22	19	12
Minnesota	8	9	11	16	17	18	16	22	13	25	21	21	24	14	24
Iowa	13	18	20	18	16	9	16	15	19	24	23	23	17	27	35
Missouri	17	13	17	14	17	24	23	25	26	24	32	31	33	28	41
North Dakota	2	3	3	1	2	3	7	8	6	6	3	4	1	11	6
South Dakota		4	5	4	4	3	2	4	1	3	2	1	3	4	4
Nebraska	10	10	16	13	10	9	9	9	13	9	13	15	18	12	21
Kansas	3	3	6	5	10	11	11	14	15	16	22	14	17	24	26
Western Division	76	86	92	95	88	91	78	82	93	95	99	118	107	123	120
Montana	8	10	7	12	12	13	14	12	12	8	8	4	5	6	6
Wyoming	1	1	3	1		2	2	1	1	1	2	2	3	3	4
Colorado	21	17	28	24	22	14	17	13	14	15	18	32	25	21	20
New Mexico	3	5	4	1			1	2	2	2	2	2	3	2	3
Arizona	1			2	3	4	1	3	2	2	2	1	2	4	2
Utah	9	8	9	11	12	16	9	5	3	11	8	13	12	22	15
Nevada	1	2	1	1	1	3	2	1	1	2	1		3	1	1
Idaho		1	1	2	2		1	1	1	2	1		2	6	4
Washington	4	9	8	7	5	7	8	12	18	17	21	16	9	13	23
Oregon	5	7	8	6	7	7	3	6	13	11	12	11	7	10	6
California	23	26	23	28	24	25	20	28	26	24	25	34	30	39	37
Insular and Non-contiguous Territories															
Alaska	4	1	4	7	4	5	4	3	3	2	3	2	11	10	9
Hawaiian Islands			1	2				1			1		1	1	1
Philippine Islands	2			1	2	3	3	1	1		2		2	1	1
Porto Rico	2	1	3	3	2	2	1	1	2	2		2	5	3	3
Total	2654	2830	2980	2887	2839	2769	2713	2809	3058	3230	3629	3635	4030	4305	4572

TABLE XII—(Continued)

B. Foreign Countries

	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915
North America	20	21	34	35	37	35	33	50	46	41	43	50	36	35	41
Canada	6	10	16	21	20	21	21	33	24	26	33	46	28	21	27
Central America	1		2	3	3	1	4	2	2	1			2	3	6
Cuba	7	8	9	5	7	7	7	11	12	4	3	6	3	6	7
Mexico	6	3	6	5	6	5	1	4	5	7	6	3	3	4	
West Indies			1	1	1	1			3	3	1	1		1	1
South America	2	2	3	5	4	6	9	10	11	5	4	7	5	4	7
Argentine Republic					2	2		1	2	1	1	2	2	1	1
Brazil				2	1	1	1	4		2	2	2	1	1	1
Chile							2	1	3	2			1	2	2
Colombia				1		1	2	1	3				1	1	2
Ecuador									3				1	1	2
Peru						2	2	1	1				1	1	3
Unclassified	2	2	1	2	2		4	3		1	1	1	1	1	
Europe	8	7	20	21	22	41	35	39	42	25	31	80	22	27	24
Austria-Hungary			2	2	1			2	3			9	1		
Belgium				1		1	1	1		1	1			3	2
Bulgaria															
Denmark								2		1					2
Finland															1
France			4	2	1	8	4	2	4	4	5	4		3	2
Germany		1	3	1	3	10	6	4	5	3	8	18	3	3	3
Great Britain and Ireland	6	5	5	9	7	10	6	7	11	4	3	7	7	6	6
Greece							2				1	1		1	1
Holland			1	1	1	1	1	1	1	2	2				
Italy			1		2	2	3	2	1	1		5	3	2	2
Norway							1	1				1			
Poland									1	2	1				
Roumania								1							1
Russia		1	2	3	3	3	4	12	8	4	1	22		2	4
Spain			1	1	2	2	1	1	2	1	1	1			
Sweden	1			1	1	1	1	2	1	1	1	1		1	
Switzerland			1	1	1	1	1	1	4	1	1				
Turkey	1				1		3	1	1	1	7	10	8	6	
Asia	8	12	11	19	26	37	41	49	36	40	73	68	76	64	103
China			3	3	5	9	8	8	11	20	38	45	50	41	62
India		3		2	1	3	5	3	3	5	6	5	3	5	9
Japan	6	9	8	14	19	24	26	35	19	12	24	16	20	15	19
Persia	1					1	1	3	1	2	1			1	1
Syria									1						2
Turkey	1				1		1		1	1		2	3	2	10
Africa	2	1	2	3	4	3	1	1		1	2			2	4
South Africa	2	1	2	3	4	3	1	1		1				2	4
Australia	1	2	1	1	3	2	2	1	1		2	1	2	2	2
New Zealand															1
Total	41	45	71	84	96	124	121	150	136	112	151	212	141	134	182
Grand Total ¹	2695	2875	3051	2971	2935	2893	2834	2959	3194	3351	3780	3830	4158	4432	4735

¹Deducting duplicates (in 1915, 19); see Note 2 under Table I.

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

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
Adelbert College					1					1
Adelphi College					4	11	2			17
Agnes Scott College						1				1
Agricultural and Mechanical College of Texas			1				1	1		3
Alabama Polytechnic Institute			1				2			3
Albany Normal College						4				4
Albion College						1				1
Alfred University						3				3
Allegheny College		3				1				4
Amherst College		12	3		7	10	6			38
Baker University					2	2				4
Baldwin University					1					1
Baldwin Wallace College					1					1
Bates College						8				8
Baylor University					1	2				3
Beloit College					1					1
Bethel College		1				1				2
Birmingham College						1				1
Boston University					1	4				5
Bowdoin College					1	2	1			4
Brigham Young University			1			2				3
Brown University		6	2			8	5			21
Bryn Mawr College					5	9	1			16
Buchtel College										
Bucknell College		1		1	1	3				6
Butler College						3				3
Campion College									1	1
Carleton College (Minn.)						1				1
Carnegie Institute of Technology				1		1				2
Case School of Applied Science				1						1
Catholic University of America						1				1
Central College					1	1				2
Central Wesleyan College						2				2
Clark College					1					1
Clark University		1				9	1			11
Colby College			1		1	2				4
Colgate University		5	1		7	8	2			23
College of the City of New York		29	31	9	21	71	23		1	185
College of Mt. St. Vincent						2				2
College of New Rochelle						5				5
College of the Pacific						1				1
College of Pharmacy (New York)	2		16	2						20
College of St. Elizabeth						1				1
College for Women (South Carolina)						1				1
Colorado College		1		1		2	1		1	6
Colorado State Teachers College						1				1
Columbia University	2	82	39	34	136	357	96	4	4	754
Concordia College					1	3				4
Converse College						1				1
Cooper Institute				2			1			3
Cornell College (Iowa)		1			1	1				3
Cornell University		12	2	1	10	16	11			52

TABLE XIII—(continued)

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
Cumberland University						1				1
Dartmouth College		5	5	2	3	9	3			27
Davidson College						1			1	1
Defiance College						1				1
Denison University						1				1
De Pauw University		7			1	1	1		1	11
Dickinson College		2			2	4	1		1	10
Doane College						1				1
Drake University						2				2
Drew Theological Seminary					1	2				3
Drury College						1				1
Earlham College						1				1
Elmira College						2				2
Elon College		1				2				3
Emory College		1			1					2
Emory and Henry College		1				2				3
Emporia College					1					1
Erskine College						2				2
Eureka College						1				1
Ewing College					1					1
Fairmount College						1				1
Fargo College		1								1
Fisk University					2					2
Florida State College for Women						2	1			3
Fordham University		2	6	1		1				10
Franklin and Marshall College					1	2	1			4
Friends University						1				1
Furman University						1				1
General Theological Seminary					1					2
Geneva College	1				1					1
Georgetown University		4			1	1			1	7
George Washington University					2		2		1	5
German Wallace College										
Gettysburg College		1	1		1	1				4
Goucher College					4	7				11
Greenville College						1				1
Grinnell College		1			5	1	1			8
Guilford College					1					1
Hamilton College		2	3		2	5				12
Hamline University						1				1
Hampden Sidney College			2		1					3
Hanover College						1				1
Hartford Theological Seminary					1					1
Harvard University		25	7	2	8	20	7	1	1	71
Haverford College					1	1				2
Hebrew Union College						1				1
Hendrix College						2			1	3
Hiram College					1	4	1			6
Hobart College			3		4	1				8
Hollins College										
Holy Cross College			2			1				3
Hood College						1				1
Hunter College					16	81	27			124
Huron College						3				3
Hope College			2			1				3
Illinois Wesleyan University						3				3
Indiana University			2	2	6	10	3			23
Iowa State Teachers College						2				2
Iowa Wesleyan University		1			1	1				3
Johns Hopkins University				1	1	1				3
Juniata College						1				1

TABLE XIII—(Continued)

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
	Kalamazoo College						1			1
	Kansas State Normal College				1	3				4
	Kentucky Wesleyan University					1				1
	Kenyon College								1	1
	Knox College					1				1
	Lafayette College	3	2		3	3				11
	LaGrange College					1				1
	Lake Erie College					2				2
	Lake Forest College					2				2
	Lebanon Valley College					2	3			5
	Lehigh University				2	1	2			5
	Leland Stanford University	1			1	2		2		6
	Lenoir College				1					1
	Lincoln Memorial University	1				1				2
	Louisiana State University					2				2
	Luther College			1	1					1
	Loyola College									1
	Manhattan College	2	2							4
	Marietta College	1				2	1			4
	Marquette University	1								1
	Maryville College				2	1				3
	Massachusetts Agricultural College					1				1
	Massachusetts Inst. of Technology			3	2		7			12
	Mercer University		2							2
	Meridian Male College					1				1
	Miami University	1					1			2
	Michigan Agricultural College						1			1
	Michigan School of Mines			1			1			2
	Michigan State Normal College					1	1			2
	Middlebury College	1				4	1			6
	Mills College				1	1				2
	Mississippi Agricultural College			1	1	1				2
	Mississippi College				1					1
	Mississippi Industrial Institute and College					3				3
	Mississippi State College for Women					1				1
	Missouri Valley College				1	2				3
	Monmouth College						1			1
	Montana State School of Mines						1			1
	Mount Holyoke College				5	15	7			27
	Mount St. Mary's College								1	1
	Mount Union College					1				1
	Muhlenberg College				1	1				2
	Nebraska Wesleyan University					1				1
	New York Law School	1	1		1					3
	New York University	4	5		17	25	1			52
	Northwestern University		1		4	5				10
	Notre Dame University	2								2
	North Carolina College of Agriculture and Mechanical Arts							1		1
	Oberlin College		5	2	6	16	3			32
	Ohio Northern University				2					2
	Ohio State University	1	2		2	1	2			8
	Ohio Wesleyan University		1	1	6	8				16
	Olivet College					2				2
	Onachita College					2				2
	Oregon Agricultural College		1							1
	Oregon State College						1			1
	Ottawa University (Kansas)					1				1
	Otterbein University				3					3
	Pacific University						1			1

TABLE XIII—(Continued)

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
	Park College				3	1				4
	Parsons College					1				1
	Peabody College	1			1	2				4
	Pennsylvania State College	3		1	1	1	2			8
	Polytechnic Institute (Brooklyn)						8			8
	Pomona College				3	2				5
	Princeton University	3	30	18	4	7	18	3	7	90
	Purdue University						1			1
	Pennsylvania Military College			1						1
	Radcliffe College				2	5	1			8
	Randolph-Macon College		1	1					1	3
	Randolph-Macon Women's College					3	1			4
	Rensselaer Polytechnic Institute		1				2			3
	Rhode Island State College					1				1
	Richmond College				3	1				4
	Ripon College				1					1
	Rockford College						1			1
	Rock Hill College		1							1
	Rutgers College	4	3		3	2	1			13
	Stevens Institute of Technology	1					1			2
	St. John's College (Maryland)					1				1
	St. Francis College		1							1
	St. Francis Xavier College	2	2							4
	St. John's College (Brooklyn)		2			2				4
	St. Joseph's College						1			1
	St. Joseph's Theological Seminary					1				1
	St. Lawrence University	1			2	6				9
	St. Mary's College	1								1
	St. Olaf's College								1	1
	St. Paul's College					2				1
	St. Peter's College		1			1				3
	St. Stephen's College				6	2				8
	St. Thomas's College		1							1
	Seton Hall College	1				2				3
	Shorter College					1				1
	Shurtleff College					1				1
	Simmons College					2				2
	Smith College				14	32	3		1	50
	Sophie Newcomb Memorial College					1				1
	South Dakota School of Mines						1			1
	South Dakota State College						1			1
	Southwestern Presbyterian University	1								1
	State University of Kentucky					2				2
	Stetson University		1							1
	Susquehanna University					1				1
	Swarthmore College				2	1	2			5
	Sweet Briar College				1					1
	Syracuse University	2			5	16	4			27
	Southwestern College					2				2
	Southwestern University				1					1
	Taylor University					1				1
	Temple University				2					2
	Transylvania University				2	1				3
	Trinity College (Connecticut)	1		1	1	2		1		6
	Trinity College (North Carolina)			1						1
	Trinity College (Washington, D. C.)				1	1				2
	Trinity University (Texas)				1	1				2
	Tri-State College								1	1
	Tufts College					3				3
	Tulane University	3								3
	University of Chicago				7	21	4	1		33

TABLE XIII—(continued)

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
	Union College	1	4	1		1	3	1		11
	Union Theological Seminary		1			9	1			10
	United States Military Academy		3							1
	United States Naval Academy		3	18						21
	University of Alabama		1				1			2
	University of Arkansas		5					2		7
	University of California				4	6	1		1	12
	University of Chattanooga					2				2
	University of Cincinnati					8				8
	University of Colorado		1	1	2	6	1			11
	University of Denver				2	1	2			5
	University of Detroit		1		1					2
	University of Georgia		6	6	1	1	1		1	16
	University of Illinois		1		6	6	5		1	19
	University of Iowa		2			2	5			9
	University of Kansas				2	6	2		1	11
	University of Knoxville		1							1
	University of Louisville						1			1
	University of Maine						1		1	2
	University of Michigan		1	1	1	7	9	5	1	25
	University of Minnesota		1	1		7	9	2	2	22
	University of Mississippi		1			1				2
	University of Missouri			1	2	12	1			16
	University of Montana								1	1
	University of Nashville					1				1
	University of Nebraska		1	4	2	10	3	1		21
	University of New Mexico		1							1
	University of North Carolina		4	1	2	2	1			10
	University of North Dakota				1	1	1			3
	University of Oklahoma		1	4	1	1	1			7
	University of Oregon		2	1	2	1				6
	University of Pennsylvania		4		6	6	2			18
	University of Pittsburg		1			1				2
	University of Rochester		4	3	5	4	2			18
	University of Santa Clara		1							1
	University of the South				1	1				3
	University of South Carolina				2	2				6
	University of South Dakota					2				2
	University of Tennessee				2	1	1			4
	University of Texas				1	1			1	3
	University of Utah			1			1			2
	University of Vermont					4	1			5
	University of Virginia		1		2	4	1		2	10
	University of Washington				1	3	5			10
	University of Wisconsin		3			11	5	2		21
	University of Wooster		1		1	4				6
	University of Wyoming					1	1			2
	Upper Iowa University						1			1
	Upsala College				1					1
	Ursinus College				2	2				4
	Utah Agricultural College			2			1			3
	Valparaiso University		1	1	1	2			1	6
	Vanderbilt University		3		1	4				9
	Vassar College				12	28	7			47
	Virginia Polytechnic Institute			1	1					2
	Virginia Union University		1		1					2
	Wabash College		2		1	1	2			6
	Wake Forest College		2	9	4				1	16
	Washburn College				2	1				3
	Washington and Jefferson College		2		2					4
	Washington and Lee University		2		1			1		4

TABLE XIII—(Continued)

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
Washington University					4	3	2			9
Wellesley College					5	23	2		1	31
Wells College					2	2				4
Wesleyan College (West Virginia)						1				1
Wesleyan University		3	3		8	10	2			26
Western Maryland College						3				3
Western Reserve University				1	2	5	1			9
Western University										
Westminster College					1					1
West Virginia University						1				1
Whitman College				1	3	1				5
Wilberforce University						1				1
Wittenberg College						1				1
William and Mary College							1			1
Williams College		14	11	4	4	10	1		1	45
Wilson College					3	2				5
Wofford College			2		2	1				5
Women's College (Frederick, Md.)						1				1
Woman's Medical College					1					1
Worcester Polytechnic Institute							1			1
Yale University	2	35	26	2	10	17	4	6	1	103
Ypsilanti Normal College							1			1
<i>Total</i>	<i>15</i>	<i>403</i>	<i>258</i>	<i>108</i>	<i>567</i>	<i>1267</i>	<i>346</i>	<i>26</i>	<i>30</i>	<i>3029</i>

TABLE XIII—(continued)

B. HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
	Acadia University (Canada)					1	2			3
	American College for Girls (Turkey)					3				3
	Apostolic College (Asia Minor)					1				1
	Bombay University (India)				1					1
	Breslau Normal College (Germany)					1				1
	Buenos Aires University (Argentine)			1						1
	Cambridge University (England)				2	1				3
	Canton College (China)				1					1
	Central College (India)					1				1
	Central Turkey College (Syria)		1				1			2
	Classical Gymnasium (Russia)				1					1
	College Buirgnier (France)	1								1
	College Sevigne (France)					1				1
	College of St. Hyacinth					1				1
	Doshisha College (Japan)				2	1				3
	École Normale (Switzerland)					1				1
	École St. Joseph (Turkey)				1					1
	Dalhousie University (Canada)				1	1				2
	Grey University (South Africa)					1				1
	Gymnasium Franz Joseph (Austria)					1				1
	Gymnasium Kiev (Russia)				1					1
	Gymnasium Lemberg (Austria)					1				1
	Gymnasium Petrograd (Russia)						1			1
	Gymnasium of the Rhine (Germany)					1				1
	Holy Cross College (Ireland)					1				1
	Imperial College (Japan)				1					1
	Instituto Segundo Ensenanza		1							1
	King's College (Canada)					1				1
	Liceo de Costa Rica (Costa Rica)			1						1
	Lutheran Gymnasium (Hungary)		1							1
	Lycée Henri IV (France)								1	1
	Liceo Garibaldi (Italy)					1				1
	McGill University (Canada)				1	1	1			3
	McMaster University (Canada)					1				1
	Maynooth College (Ireland)					1				1
	Meiji University (Japan)				1					1
	Montserrat College (Br. West Indies)		1							1
	Moritzburg College (South Africa)					1				1
	National University (China)						1			1
	National University (Ireland)			1						1
	Nova Scotia Tech. College (Canada)			1						1
	Otago University (New Zealand)					1				1
	Pei Yang University (China)						1			1
	Peking University (China)	1			1	1	1			4
	Queen's University (Canada)				1	1	3		1	6
	Regio Technical Institute (Italy)							1		1
	Royal University of Ireland (Ireland)		1							1
	St. John's University (China)				2					2
	School of Languages (Japan)				1					1
	Sydney University (New So. Wales)						1			1
	Syria Protestant College (Syria)					1				1
	Teachers College (France)					1				1
	Tecnico Instituto (Italy)					1				1
	University of Berlin (Germany)					1				1
	Universitatea din Bucuresti (Rumania)		1							1
	University of Cape of Good Hope (South Africa)					1				1
	University of Copenhagen (Denmark)					1				1

TABLE XIII—(Continued)

B. HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
University of Havana (Cuba)					1					1
University of Jena (Germany)						1				1
University of Kiel (Germany)			1							1
University of Leipzig (Germany)		1				1	2			4
University of Liège (Belgium)							1			1
University de Marino (Colombia, S.A.)					1					1
University of New Brunswick (Canada)						2				2
University of Oxford (England)		1			1					2
University of Paris (France)					1	1				2
University of Rostock (Germany)							1			1
University of St. Andrew's (Scotland)						1				1
University of Toronto (Canada)			1		6	3	1	1	1	13
University of Vienna (Austria)							1			1
Uppsala University (Sweden)			1							1
Waseda University (Japan)					4					4
Western University (Canada)					1					1
Zabern University (Germany)			1							1
<i>Totals</i>	2	5	7	4	33	42	18	2	3	116

SUMMARY

1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
Total graduates of domestic institutions	15	403	258	108	567	1267	346	26	39	3029
Total graduates of foreign institutions	2	5	7	4	33	42	18	2	3	116
Grand total graduates of higher institutions	17	408	265	112	600	1309	364	28	42	3145
Deduct for graduates of more than one institution		8	12	8	104	168	48	1	2	351
Total students holding degrees	17	400	253	104	496	1141	316	27	40	2794
Total students enrolled	1116	453	374	481	541	1196	337	112	143	4753
Percentage holding degrees, 1915	1.5	88.3	67.6	21.6	91.7	95.4	93.8	24.1	27.9	58.7
Percentage holding degrees, 1914	0.2	89.3	76.2	13.9	92.2	97.3	83.3	19.9	30.4	55.2

TABLE XIV

NATURE OF DEGREES HELD BY STUDENTS

Degrees 1914-1915	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Journalism	Total
	Bachelor of Arts	5	310	136	30	418	818	159	14	34	1924
Bachelor of Canon Law										
Bachelor of Civil Engineering							1			1
Bachelor of Chemical Engineering						1				1
Bachelor of Commercial Science						6				19
Bachelor of Divinity	1				12	1				1
Bachelor of Education										1
Bachelor of Engineering				3				1		4
Bachelor of Laws	3	6	2		22	4	1			38
Bachelor of Letters						1			2	3
Bachelor of Literature		16	5	1	10	15		3		50
Bachelor of Music										
Bachelor of Pedagogy			1							1
Bachelor of Philosophy	2	14		2	16	68	7	3	2	114
Bachelor of Sacred Theology					1					1
Bachelor of Science	3	49	76	48	77	255	118	7	1	634
Chemical Engineer	1	1			2		3			7
Chemist							3			3
Civil Engineer			1	1	2		9			14
Doctor of Civil Law					1					1
Doctor of Dental Surgery										
Doctor of Jurisprudence					1					1
Doctor of Laws										
Doctor of Medicine					2	1	5			8
Doctor of Pharmacy			1	1						2
Doctor of Philosophy		2	12		2	13	5			34
Doctor of Science										
Electrical Engineer							7			7
Graduate in Pharmacy				1						3
Graduate U. S. Naval Academy	2			18						18
Master of Arts		15	9	2	116	238	81		4	465
Master of Laws		1			5	1				7
Master of Pedagogy										
Master of Philosophy			2							2
Master of Science			2	1	2		11			16
Mechanical Engineer		1			1		5			7
Metallurgical Engineer							1			1
Mining Engineer							6			8
Naval Architect										
Pharmaceutical Chemist			18	2						20
Total degrees held	17	416	265	112	690	1422	422	28	43	3415
Deduct for students holding more than one degree		19	12	8	189	265	105	1	3	602
Total Students holding degrees 1915	17	397	253	104	501	1157	317	27	40	2813
Total Students holding degrees 1914	2	417	262	94	439	888	275	30	35	2447

TABLE XV

DEGREES AND DIPLOMAS GRANTED, 1914-1915

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts	105	141	246
Bachelor of Laws	135		135
Bachelor of Science	85	8	93
Bachelor of Science in Education	45	312	357
Bachelor of Science in Practical Arts	1	18	19
Bachelor of Architecture	10		10
Bachelor of Literature	22		22
Chemist	4		4
Chemical Engineer	20		20
Civil Engineer	37		37
Electrical Engineer	15		15
Engineer of Mines	20		20
Mechanical Engineer	27		27
Metallurgical Engineer	6		6
Doctor of Medicine	85		85
Pharmaceutical Chemist	8		8
Doctor of Pharmacy	2		2
Master of Arts	362	271	633
Master of Laws	1		1
Doctor of Philosophy	61	10	71
Bachelor of Music	3		3
<i>Total</i>	<i>1054</i>	<i>760</i>	<i>1814</i>
Deduct duplicates ¹	12	1	13
<i>Total individuals receiving degrees in course</i>	<i>1042</i>	<i>759</i>	<i>1801</i>
B. Honorary degrees			
Master of Arts	2		2
Doctor of Letters	1		1
Doctor of Science	2		2
Doctor of Laws	4	1	5
<i>Total</i>	<i>9</i>	<i>1</i>	<i>10</i>
C. Certificates and Teachers College diplomas granted			
Certificate of Proficiency in Architecture	7	1	8
Consular Certificate	2		2
Bachelor's Diploma in Education	40	283	323
Master's Diploma in Education	92	134	226
Doctor's Diploma in Education	5		5
<i>Total</i>	<i>146</i>	<i>418</i>	<i>564</i>
<i>Total degrees and diplomas granted</i>	<i>1209</i>	<i>1179</i>	<i>2388</i>
Deduct duplicates ²	148	415	563
<i>Total individuals receiving degrees and diplomas</i>	<i>1061</i>	<i>764</i>	<i>1825</i>

¹Distributed as follows: LL.B. and A.M., 7 men; M.D. and A.M., 1 man; M.E. and A.M., 1 man; B.S. and A.M., 3 men, 1 woman.

²In addition to those noted, under Note 1, the following duplications occur: A.B. and Bachelor's Diploma, 1 man, 3 women; B.S. and Bachelor's Diploma, 3 men; B.S. in Education and Bachelor's Diploma, 38 men, 273 women; A.M. and Master's Diploma, 89 men, 132 women; Bachelor's Diploma, 6 women; Ph.D. and Doctor's Diploma, 5 men.

TABLE XVI
NUMBER OF DEGREES AND DIPLOMAS GRANTED 1907-1915

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915
A. Degrees conferred in course								
Bachelor of Arts (men)	94	91	93	94	94	127	99	105
Bachelor of Arts (women)	97	98	86	105	114	136	113	141
Bachelor of Laws	55	69	80	94	116	137	140	135
Bachelor of Science (Columbia College)	15	25	28	48	58	61	77	85
Bachelor of Science (Barnard College)			2		4	3	7	8
Bachelor of Science (Education)	120	139	158	214	255	235	218	357
Bachelor of Science in Practical Arts							5	19
Bachelor of Science (Architecture)	6	6	2	1	1		1	
Bachelor of Science (Chemistry)	9	6	1					
Bachelor of Architecture		2	6	7	7	3	17	10
Bachelor of Music			2	2	1	1		3
Bachelor of Literature						9	15	22
Chemist			2	2	2	2	3	4
Chemical Engineer		6	6	6	11	20	18	20
Civil Engineer	20	25	31	28	26	37	27	37
Electrical Engineer	21	20	27	10	7	15	8	15
Engineer of Mines	30	29	39	46	38	25	38	20
Mechanical Engineer	12	22	12	15	30	21	14	27
Metallurgical Engineer	3	4	3	6	3	5	8	6
Doctor of Medicine	81	82	70	70	86	100	71	85
Pharmaceutical Chemist	21	7	8	11	15	20	24	8
Doctor of Pharmacy	3	5	4	3	2	7	7	2
Master of Arts	219	231	269	315	370	503	492	633
Master of Laws	2				1	1	3	1
Doctor of Philosophy	55	59	44	76	81	67	65	71
<i>Total</i>	863	926	973	1153	1322	1535	1470	1814
Deduct duplicates	7	7	6	11	14	20	18	13
<i>Total individuals receiving degrees</i>	856	919	967	1142	1308	1515	1452	1801
B. Honorary degrees								
Master of Arts	1	1	2	1		2	3	2
Doctor of Science	1	1	3	1	1	2	1	2
Doctor of Letters	2	2	4	2	4	2	1	1
Doctor of Laws	5	7	2	4	3	3	5	5
<i>Total</i>	10	13	13	12	10	10	24	10
C. Certificates and Teachers College diplomas granted								
Certificates in architecture	1		3	2	4	6	13	8
Consular certificate	1							2
Bachelor's diploma in education	133	134	158	220	273	277	253	323
Special diploma in education	89	109	103	153	205	169	21	
Master's diploma in education	51	56	65	82	83	148	174	226
Doctor's diploma in education	5	4	8	15	11	10	13	5
<i>Total</i>	280	303	337	472	576	610	474	564
<i>Total degrees and diplomas granted</i>	1153	1242	1323	1637	1908	2155	1968	2388
Deduct duplicates	187	201	230	303	400	495	436	563
<i>Total individuals receiving degrees and diplomas</i>	966	1041	1093	1334	1508	1660	1532	1825

Table XVII shows the chief specialties (major subjects) of the recipients of higher degrees (A.M. and Ph.D.) at Commencement, and the number of such degrees granted under each faculty.

Table XVIII is a study of the ages of students in the College. It affords a comparison of the entering Freshmen and of the Seniors of 1914-1915 with the corresponding groups of the preceding year and of ten years ago.

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 XVII

A. SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1914-1915

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law	1				1
Anatomy	2				2
Anthropology			3		3
Bacteriology		2			2
Biological Chemistry	4	2	3		9
Botany	2	8			10
Chemistry	25	8	8	1	42
Classical Archaeology	1				1
Comparative Literature		4			4
Constitutional Law	15		1		16
Education	130	111	6		247
Electrical Engineering	14				14
English	23	37	6	2	68
Geology	2		3		5
Germanic Languages	6	23			29
Greek			1		1
Highway Engineering	11				11
History	28	25	5	2	60
Indo-Iranian	1		1		2
International Law	9		1		10
Jurisprudence	1				1
Latin		11		1	12
Mathematics	7	4	1	1	13
Mechanical Engineering	19				19
Metallurgy	1		2		3
Philosophy (and Ethics)	10	2	1		13
Physics	3	4			7
Physiology	1		1		2
Political Economy	16	5	5		26
Politics	2	2	1		5
Psychology	1	1	1		3
Romance Languages	3	3			6
Sanitary Engineering	2				2
Semitic Languages	1		4	1	6
Social Economy	3	9	3		15
Sociology and Statistics	17	8	1		26
Zoology	1	2	3	2	8
<i>Total</i>	<i>362</i>	<i>271</i>	<i>61</i>	<i>10</i>	<i>704</i>

B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science	92	49	17	2	160
Philosophy ¹	176	192	23	4	395
Pure Science	94	30	21	4	149
<i>Total 1915</i>	<i>362</i>	<i>271</i>	<i>61</i>	<i>10</i>	<i>704</i>
<i>Total 1914</i>	<i>282</i>	<i>210</i>	<i>54</i>	<i>11</i>	<i>557</i>
<i>Total 1913</i>	<i>288</i>	<i>215</i>	<i>59</i>	<i>8</i>	<i>570</i>
<i>Total 1912</i>	<i>220</i>	<i>150</i>	<i>66</i>	<i>15</i>	<i>451</i>
<i>Total 1911</i>	<i>186</i>	<i>129</i>	<i>72</i>	<i>4</i>	<i>391</i>

¹Including Music under the Faculty of Fine Arts.

TABLE XVIII

TABLE OF AGES

AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, 1914-1915

Age	Number	Age	Number	Age	Number	Age	Number
15-16	6	19-20	57	23-24	5	27-28	1
16-17	32	20-21	36	24-25		28-29	2
17-18	117	21-22	15	25-26	1	29-30	
18-19	104	22-23	10	26-27	1	30-31	1
						<i>Total</i>	<i>388</i>

AGES OF SENIORS, COLUMBIA COLLEGE, 1914-1915

Age	Number	Age	Number	Age	Number	Age	Number
18-19	2	22-23	22	26-27	4	29-30	1
19-20	16	23-24	14	27-28	1	33-34	1
20-21	45	24-25	6	28-29		35-36	1
21-22	34	25-26	2			<i>Total</i>	<i>149</i>

COMPARATIVE TABLE OF AGES OF ENTERING FRESHMEN,
COLUMBIA COLLEGE, FOR THE PERIODS INDICATED

Period	1914-1915	1913-1914	1904-1905
Average age	18 years, 7 months	18 years, 6 months	20 years, 2½ months
Median age	18 years, 4 months	18 years, 3 months	18 years, 1 month

COMPARATIVE TABLE OF AGES OF SENIORS OF COLUMBIA COLLEGE
FOR THE PERIODS INDICATED

Period	1914-1915	1913-1914	1904-1905
Average age	20 years, 9 months	21 years, 7 months	21 years, 6½ months
Median age	21 years, 3 months	21 years, 3 months	21 years, 3 months

TABLE XIX

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

1914-1915	College					Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Architecture	Journalism	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non-Candidates							
<i>Department</i>												
Agriculture	3	3	2	6	1			1	1			17
Anatomy (incl. Histology)			27	17		182			2			228
Anthropology	1	4	6	6	1				18			36
Architecture	1	2	1	1	1			1	1	112		120
Astronomy	30	22	17	5				27			1	102
Bacteriology and Hygiene				17		83			23			123
Biological Chemistry						83			30			113
Botany	7	9	5		1			36	32			90
Chemistry	220	85	54	15	10			340	127			851
Civil Engineering	3	2	8	2				191	7	1		214
Classical Philology												
Class. Civilization	4	5	6	3								18
Greek	14	4	6	4	1				22			51
Latin	134	21	15	5	2				44			221
Dermatology						72						72
Diseases of Children						161						161
Economics	80	103	81	46	11	6		36	170		64	597
Education	8	9	20	12	2				121	1		173
Electrical Engineering	1		1					448	6			456
Engineering Drafting	19	25	4	1	2			69				120
English	481	217	109	59	16	2		1	253		89	1227
Comp. Literature	10	17	9	9					75		3	123
Fine Arts	1	1	5	6					3			16
Genito-Urinary and Venereal Diseases								71				71
Geology	18	14	10	6	3			118	70			239
Germanic Lang. and Lit.	205	53	35	19	9			5	107		34	467
Gynecology								71				71
Highway Engineering									33			33
Hist. and Political Philosophy	197	230	76	36	9	1		1	339		100	989
Hygiene and Preventive Med- icine	10	4	10	7	1			86				118
Journalism	11	8	7	2					7		141	176
Laryngology								71				71
Mathematics	365	84	30	9	9			180	63	57		797
Mechanical Engineering								425	5			431
Metallurgy			1					252	11			264
Mineralogy	3	9	10	4	1			96	10			133
Mining								103	8			111
Municipal and Private Law				29		453		76	8			566
Music	13	27	23	12	13	1			5		2	96
Neurology								157	1			158
Obstetrics								236				236
Ophthalmology								71				71
Oriental Languages												
Chinese									5			5
Indo-Iranian Languages									15			15
Semitic Languages				1					17			18
Orthopedic Surgery								72				72
Otology								71				71
Pathology				17				75	3			95
Pharmacology, Materia Medica and Therapeutics				17				232				249
Philosophy	441	139	65	33	13			2	11	1	36	741
Physical Education	438	144	36	9	7			150			34	818

TABLE XIX—(Continued)

1914-1915	College					Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Architecture	Journalism	Total Number of Students
	Freshman	Sophomore	Junior	Senior	Non- Candidates							
Physics	40	45	21	7	8			200	53			374
Mathematical Physics	1		5	2				209	25			242
Physiology	2	2	28	17			203		13	31		296
Politics and Government	134	57	38	19	13	6			81		82	430
Practice of Medicine							232					232
Public Law				29		249			77		1	356
Psychology	22	63	44	16	4			1	57			207
Religion	9	9	16	13								47
Russian		1							2			3
Roman Law and Jurisprudence				29			222		7			258
Romance Languages and Lit.												
Celtic									2			2
French	167	70	34	14	5			3	77	3	33	406
Italian	11	3	4	2					8			29
Romance Philology									31	1		31
Spanish	17	12	15	6	4			18	11		1	84
Shopwork	75	6	4	1				119				205
Social Economy						1			88			89
Sociology	1			1		4			186		1	193
Surgery							232					232
Zoology	43	38	12	5	6				48			152

TABLE XX

AGGREGATE ATTENDANCE IN ALL COURSES, 1914-1915 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1914-1915	No. of Half-Year Courses	No. of Registrations	Percentage of Total Enrollment
<i>Departments</i>			
Agriculture	6	30	.070
Anatomy (including Histology)	17	831	1.974
Anthropology	20	86	.297
Architecture	52	1287	2.960
Astronomy	3	142	.326
Bacteriology	10	154	.354
Biological Chemistry	23	200	.460
Botany	32	211	.485
Chemistry	99	2058	4.897
Civil Engineering	46	1187	2.930
Classical Philology			
Classical Civilization	2	25	.057
Greek	30	132	.303
Latin	40	513	1.180
Dermatology	11	243	.558
Diseases of Children	16	707	1.726
Economics	40	1398	3.415
Education	101	344	.791
Electrical Engineering	38	1001	2.502
Engineering Drafting	7	339	.780
English	87	3022	6.950
Comparative Literature	22	260	.600
Fine Arts	12	38	.087
Genito-Urinary and Venereal Diseases	4	169	.388
Geology	41	510	1.273
Germanic Languages and Literature	71	1216	2.896
Gynecology	16	493	1.333
Highway Engineering	12	211	.485
History and Political Philosophy	109	2380	5.574
Hygiene and Preventive Medicine	4	146	.335
Journalism	21	689	1.684
Laryngology	6	157	.361
Mathematics	42	1297	2.983
Mechanical Engineering	56	1692	3.991
Metallurgy	26	615	1.614
Mineralogy	17	235	.540
Mining	19	353	.811
Municipal and Private Law	32	3618	8.321
Music	25	319	.733
Neurology	13	581	1.436
Obstetrics	6	335	.770
Ophthalmology	4	142	.326
Oriental Languages			
Chinese	8	20	.046
Indo-Iranian Languages	22	44	.101
Semitic Languages	25	66	.179
Orthopedic Surgery	6	121	.278
Otology	4	148	.340
Pathology	20	424	.975
Pharmacology, Materia Medica and Therapeutics	17	680	1.564
Philosophy	44	1562	3.592
Physical Education	4	1400	3.220
Physics	30	879	2.021
Mathematical Physics (Mechanics)	22	369	.848
Physiology	13	234	.538
Politics and Government	22	716	1.646

TABLE XX—(Continued)

1914-1915	No. of Half-Year Courses	No. of Registrations	Percentage of Total Enrollment
Practice of Medicine	33	1339	3.079
Public Law	26	621	1.428
Psychology	37	518	1.191
Religion	4	69	.158
Roman Law and Jurisprudence	5	237	.545
Romance Languages and Literature			
Celtic	1	2	.004
French	43	820	1.886
Italian	13	60	.138
Romance Philology	12	86	.197
Spanish	8	178	.409
Russian	2	7	.016
Shopwork	10	372	.855
Social Economy	14	285	.655
Sociology	17	459	1.055
Speech	3	5	.011
Surgery	33	1220	2.806
Zoology	29	332	.763
<i>Total</i>	<i>1765</i>	<i>42,639</i>	<i>100.000</i>

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	\$190.00	\$1,035.00					\$1,225.00
School of Law	120.00	150.00				\$150.00	420.00
School of Medicine		500.00				500.00	1,000.00
Schools of Mines, Eng. and Chem.		100.00					100.00
Fine Arts							
School of Journalism							
Political Science	965.00	240.00	\$6,990.00	\$150.00		150.00	8,495.00
Philosophy	2,110.00	80.00	3,775.00				5,965.00
Pure Science	6,230.00		80.00				6,310.00
<i>Total</i>	<i>\$9,615.00</i>	<i>\$2,105.00</i>	<i>\$10,845.00</i>	<i>\$150.00</i>		<i>\$800.00</i>	<i>\$23,515.00</i>

EXTENSION TEACHING

The total number of students registered in Extension Teaching at Morningside was 3,407, distributed according to Table D following. The corresponding total in 1913-1914 was 2623; in 1912-1913 2023. These included 757 matriculated students, or about 18 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 187 students registered in the Summer Session of 1914 who are similarly excluded from the total given in Table I. As shown by Table D, the elimination of the 945 duplicates from the total of 3407 and the addition of the 842 non-matriculants attending elsewhere than at Morningside produce the total of 3305 in Table I as the number of students instructed only in Extension Teaching. This total last year was 2813; in 1912-13 it was 1828.

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 556 in attendance, including those registered at the local centers in that State (243). Almost 13 per cent. of the students taking work at Morningside are residents of sections outside of New York and New Jersey. One hundred and nine of the 438 so registered are among the duplicates who are also in attendance as matriculated students. Of the remaining 329, 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

	Morning- side	Extra- Mural Centers	Totals
A. STUDENTS CLASSIFIED ACCORDING TO SEX			
Men	1997	87	2084
Women	1410	759	2169
<i>Totals</i>	<i>3407</i>	<i>846</i>	<i>4253</i>
B. STUDENTS CLASSIFIED AS OLD AND NEW			
Previously Registered	1758	260	2018
New Students	1649	586	2235
<i>Totals</i>	<i>3407</i>	<i>846</i>	<i>4253</i>
C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES			
I. Non-matriculated	2650	842	3492
II. Matriculated:			
1. Columbia College	256	4	260
2. Barnard College	31		31
3. Mines, Engineering and Chemistry	64		64
4. Law	10		10
5. Fine Arts	19		19
6. Journalism	46		46
7. Political Science	77		77
8. Philosophy	54		54
9. Pure Science	14		14
10. Medicine	1		1
11. Teachers College	183		183
12. Pharmacy	2		2
<i>Totals</i>	<i>3407</i>	<i>846</i>	<i>4253</i>
D. SUMMARY OF ATTENDANCE			
(a) Evening Collegiate	1725	277	2002
(b) Afternoon and Saturday	1147	539	1686
(c) Attending both (a) and (b)	535	30	565
<i>Totals</i>	<i>3407</i>	<i>846</i>	<i>4253</i>
Duplicate Registrations:			
Matriculated Students			761
Summer Session (1914)			187
<i>Total attendance in Extension Teaching only</i>			<i>3305</i>
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE			
New York City:			
Manhattan and the Bronx	1934	1	1935
Brooklyn	316		316
Queens	67		67
Richmond	17	11	28
New York State (outside of New York City)	322	214	536
New Jersey	313	243	556
<i>Totals</i>	<i>2969</i>	<i>469</i>	<i>3438</i>
Other States:			
Alabama	5		5
Arkansas	5		5
California	9		9
Colorado	6		6
Connecticut	49	342	391
Delaware	3		3
District of Columbia	7		7
Florida	4		4
Georgia	5		5
Idaho	4		4
Illinois	11		11
Indiana	15	1	16
Iowa	4	1	5

STATISTICAL SUMMARY—(Continued)

	Morning- side	Extra- Mural Centers	Totals
Kansas	5		5
Kentucky	5		5
Maine	8	3	11
Maryland	3		3
Massachusetts	45	11	56
Michigan	11	1	12
Minnesota	7		7
Mississippi	2		2
Missouri	10		10
Montana	7		7
Nebraska	3		3
New Hampshire	7	2	9
North Carolina	6	1	7
Ohio	23		23
Oregon	3		3
Pennsylvania	48	9	57
Rhode Island	9	3	12
South Carolina	3		3
South Dakota	2		2
Tennessee	6		6
Texas	6		6
Utah	2		2
Vermont	4	3	7
Virginia	13		13
Washington	3		3
Wisconsin	5		5
Wyoming	1		1
W. Virginia	2		2
<i>Totals</i>	<i>3345</i>	<i>846</i>	<i>4191</i>
Foreign Countries:			
Bermuda	1		1
Canada	10		10
China	26		26
Cuba	4		4
France	2		2
Germany	6		6
Great Britain	2		2
India	1		1
Italy	1		1
Japan	4		4
Panama	2		2
Persia	1		1
Peru	1		1
South Africa	1		1
<i>Total Foreign Countries</i>	<i>62</i>		<i>62</i>

STATISTICAL SUMMARY—Continued

F. AGGREGATE ATTENDANCE ON COURSES

SUBJECTS	No. of Half-Year Courses			No. of Registrations			Percentage of Total Enrollment
	Morning-side	Extra-Mural Centers	Total	Morning-side	Extra-Mural Centers	Total	
Accounting	19	2	21	382	31	413	4.3367
Agriculture	20		20	183		183	1.9217
Architecture	32		32	408		408	4.2843
Botany	6		6	51		51	.5357
Chemistry	10		10	166		166	1.7433
Commerce	7		7	164		164	1.7223
Commercial Law	5		5	108		108	1.1342
Economics	20		20	365		365	3.8327
Education	1	15	16	18	485	503	5.2817
Engineering	13		13	220		220	2.3102
English	65	25	90	1603	355	1958	20.5592
Finance	4		4	54		54	.5672
Fine Arts	3	1	4	192	14	206	2.1632
French	31	5	36	504	46	550	5.7752
Geology	2		2	31		31	.3257
German	34		34	519		519	5.4497
Greek	2		2	15		15	.1577
Highway Engineering	10		10	51		51	.5357
History	24	4	28	535	93	628	6.5942
International Law	4	2	6	20	15	35	.3677
Italian	4	4	8	43	25	68	.7142
Latin	12		12	160		160	1.6802
Library Economy	8		8	79		79	.8297
Mathematics	22		22	399		399	4.1897
Mechanics	1		1	18		18	.1892
Mechanical Drawing	7		7	68		68	.7142
Music	6		6	69		69	.7247
Optometry	18		18	471		471	4.9457
Philosophy	8		8	146		146	1.5332
Physical Education	8		8	40		40	.4202
Physics	4		4	138		138	1.4492
Plastic Anatomy	2		2	7		7	.0737
Politics	4		4	70		70	.7352
Psychology	11		11	240		240	2.5202
Semitics	1		1	3		3	.0317
Social Correspondence	3		3	59		59	.6197
Sociology	11		11	119		119	1.2497
Spanish	9	2	11	176	28	204	2.1422
Stenog. and Typewriting	27		27	391		391	4.1057
Structural Mechanics	6		6	92		92	.9662
Zoology	2		2	54		54	.5672
<i>Total</i>	<i>486</i>	<i>60</i>	<i>546</i>	<i>8,431</i>	<i>1,092</i>	<i>9,523</i>	<i>100.0000</i>

SUMMER SESSION OF 1915

Fifty-nine hundred and sixty-one students were registered in the Summer Session of 1915.

The total enrollment of 5961 marks an increase of 371 over 1914. The percentage gain over 1914 is 6.63 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	138.13
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	267.38
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
1915	5,961		5,961	6.63	1,329.49

The tables appended hereto need but little comment. The percentage of women students has decreased slightly (59.59 as against 60.47 last year). The percentage of new students shows a slight decrease (56.89 against 57.05). With the exception of the School of Law and the Schools of Mines, Engineering and Chemistry, the School of Journalism and Barnard College, the number of matriculated students has increased in every school and faculty of the University.

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 (633 against 527). Outside of Education, the gain in this faculty is only 26. There is an increase in Political Science (24), and in Pure Science (15).

The statistics of geographical distribution show a percentage increase in the number of students from the North Atlantic division and from foreign countries; in every other division

there has been a percentage decrease. Twenty-four hundred and eighty of the 5,961 students come from New York State, and of these, 1,835 from New York City.

2,849 degrees are held by 2,252 of the students as follows:

1572	A.B.	3	Ph.M.	31	LL.B.	3	B.Di.
447	B.S.	25	Ph.D.	3	LL.M.	2	M.Di.
38	B.L.	5	Ph.C.	12	M.D.	5	M.E.L.
1	M.L.	7	Ph.G.	22	B.D.	12	B.E.
1	B.Arch.	1	Phar.D.	1	D.D.	27	M.E.
4	B.Mus.	54	Pd.B.	2	S.T.B.	5	C.E.
346	A.M.	9	Pd.M.	4	DD.S.	3	Ch.E.
23	M.S.	3	Pd.D.	5	B.C.S.	1	J.B.
141	Ph.B.	17	L.I.	2	Ed.B.	3	J.D.
						9	Misc.

STATISTICAL SUMMARY

Classification	Numbers	Number Totals	Percentages	Percentage Totals
A. STUDENTS CLASSIFIED ACCORDING TO SEX				
Men	2409		40.41	
Women	3552		59.59	
		5961		100.00
B. STUDENTS CLASSIFIED AS OLD AND NEW				
Previously registered	2570		43.11	
New students	3391		56.89	
		5961		100.00
C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES				
I. Non-matriculated				
II. Matriculated:				
1. Columbia College	271			
2. Barnard College	81			
3. Mines, Engineering and Chemistry	83			
4. Law	67			
5. Medicine	38			
6. Architecture	26			
7. Political Science	181			
8. Philosophy ¹	978			
9. Pure Science	161			
10. Teachers College	651			
11. Journalism	17			
		2554		42.85
		5961		100.00
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS				
Elementary schools	1178		19.77	
Secondary schools	912		15.29	
Higher educational institutions	335		5.62	
Normal schools	221		3.70	
Industrial schools	46		.78	
Principals (school)	320		5.37	
Supervisors	151		2.54	
Superintendents	139		2.33	
Special teachers	147		2.46	
Private school teachers	123		2.06	
Private teachers	23		.38	
Librarians	6		.11	
Not engaged in teaching	2360		39.59	
		5961		100.00
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE				
North Atlantic Division:				
Connecticut	148			
Maine	52			
Massachusetts	184			
New Hampshire	25			
New Jersey	447			
New York				
Outside of N. Y. City	645			
Manhattan and the Bronx	1410			
Brooklyn	332			
Queens	81			
Richmond	12			
	1835	2480		

¹Including 633 students with education as a subject of major interest registered under the Faculty of Philosophy through Teachers College.

STATISTICAL SUMMARY—*Continued*

Classification	Numbers	Number Totals	Percentages	Percentage Totals
Pennsylvania	432			
Rhode Island	32			
Vermont	24			
		3824		64.14
South Atlantic Division:				
Delaware	12			
District of Columbia	55			
Florida	34			
Georgia	94			
Maryland	127			
North Carolina	84			
South Carolina	69			
Virginia	157			
West Virginia	45			
		677		11.35
South Central Division:				
Alabama	45			
Arkansas	11			
Kentucky	53			
Louisiana	23			
Mississippi	15			
Oklahoma	23			
Tennessee	54			
Texas	94			
		318		5.33
North Central Division:				
Illinois	102			
Indiana	94			
Iowa	62			
Kansas	40			
Michigan	114			
Minnesota	78			
Missouri	56			
Nebraska	24			
North Dakota	4			
Ohio	288			
South Dakota	10			
Wisconsin	57			
		929		15.58
Western Division:				
Arizona	4			
California	33			
Colorado	17			
Idaho	5			
Montana	6			
Nevada	1			
Oregon	13			
Utah	7			
Washington	11			
		97		1.64
Insular and Non-Contiguous Terri- tories:				
Hawaiian Islands	1			
Philippine Islands	1			
Porto Rico	3			
		5		.09

STATISTICAL SUMMARY—*Continued*

Classification	Numbers	Number Totals	Percentages	Percentage Totals
Foreign Countries:				
Argentina	1			
Bermuda	1			
Canada	44			
China	27			
Cuba	6			
Denmark	1			
Dominican Republic	1			
France	1			
Germany	4			
Honduras	1			
India	2			
Japan	6			
Korea	1			
Mexico	2			
Nicaragua	3			
Panama, Central America	2			
Russia	1			
Switzerland	1			
South Africa	3			
Syria	1			
Turkey	2			
		<i>111</i>		<i>1.87</i>
		<i>5961</i>		<i>100.00</i>

TABLE F

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrollment
Accounting	3	49	.31
Agriculture	5	22	.14
Anthropology	4	23	.15
Architecture	14	69	.44
Astronomy	2	18	.11
Biblical Literature	5	32	.20
Biology	4	41	.26
Botany	7	57	.36
Chemistry	26	387	2.47
Classical Philology:			
Comparative Philology	2	4	.03
Greek	3	16	.10
Latin	14	231	1.47
Commercial Subjects:			
Commercial Arithmetic	2	18	.11
Commercial Administration	2	16	.10
Commercial Law	2	36	.23
Penmanship	1	24	.15
Economics	13	293	1.87
Education	112	5790	36.90
Engineering—Electrical	4	53	.34
English	28	1057	6.74
Fine Arts	17	410	2.61
Geography	4	67	.43
Geology	4	33	.21
German	23	412	2.63
History	25	466	2.97
Household Arts	51	1541	9.82
Industrial Arts	26	426	2.71
International Law and Diplomacy:			
Public Law	4	39	.25
Kindergarten	2	95	.61
Law	15	263	1.68
Library Economy	3	40	.25
Mathematics	16	550	3.50
Mechanical Drawing	6	31	.20
Medicine*	10	95	.61
Metallurgy	3	5	.03
Mineralogy	5	13	.08
Music	11	157	1.00
Nature-Study	1	19	.12
Philosophy	8	131	.83
Philosophy and Religion	6	41	.26
Physical Education	31	924	5.89
Physics and Mechanics	18	260	1.66
Physiology	5	95	.60
Politics	4	79	.50
Psychology	8	225	1.43
Romance Languages:			
French	16	347	2.21
Italian	3	36	.23
Portuguese	2	4	.03
Spanish	7	148	.94
Romance Philology	1	8	.05
Slavonic	2	4	.03
Social Science:			
Sociology	3	90	.57
Social Economy	5	89	.57
Speech	2	81	.52
Stenography and Typewriting	9	185	1.18
Zoology	2	48	.31
<i>Totals</i>	<i>611</i>	<i>15,693</i>	<i>100.00</i>

*13 courses offered, but no registration in 3.

G. AGGREGATE ATTENDANCE ON COURSES, 1904-1915

Subject	Total Enrollment, 1904	Total Enrollment, 1905	Total Enrollment, 1906	Total Enrollment, 1907	Total Enrollment, 1908	Total Enrollment, 1909	Total Enrollment, 1910	Total Enrollment, 1911	Total Enrollment, 1912	Total Enrollment, 1913	Total Enrollment, 1914	Total Enrollment, 1915
Accounting								15	30	14	10	49
Agriculture								17	13	17	24	22
Anthropology	13							50	64	63	64	23
Architecture ¹		16	32	18	26	30		29	24	24	21	69
Astronomy						12	19	11	22	33	37	18
Biblical Literature									18	10	26	32
Biology						27	30	36	28	47	53	41
Bookkeeping										35	38	
Botany										47	53	57
Chemistry	119	156	164	257	292	304	286	321	262	254	331	387
Classical Archaeology										11	22	
Comparative Philology											5	4
Commercial Arithmetic											23	18
Commercial Administration												16
Commercial Law												36
Economics	28	12	32	35	54	97	119	125	169	187	270	293
Education	317	366	305	480	601	879	1630	2191	2793	3891	4506	5790
Engineering				42	46	27	17	26	28	28	26	53
English	332	367	363	408	313	506	532	529	683	988	1136	1057
Fine Arts						127	362	126	192	330	483	410
Geography	55	49	49	79	38	44	79	26	48	104	82	67
Geology	21	19		32	43	31	46	53	41	33	33	33
German	174	201	204	200	214	251	319	326	393	388	461	412
Greek		10	6	17	13	19	21	20	25	24	21	16
Hebrew							3					
History	122	88	103	192	187	212	238	313	322	410	478	466
Household Arts ³	14	35	58	96	111	266	411	534	873	974	1507	1541
Hygiene										22	29	
Industrial Arts ⁴	124	134	127	146	166	202	302	229	305	226	546	426
Kindergarten				139	109	103	199	211	116	85	85	95
Latin	67	55	69	81	102	145	149	157	212	217	241	231
Law							81	122	244	348	337	263
Library Economy							27	72	54	66	70	40
Mathematics	217	210	199	246	340	318	282	327	297	479	521	550
Mechanical Drawing	35	38	40	44	62	51	32	21	25	29	41	31
Medicine							28	41	50	58	92	95
Metallurgy									6	13	9	5
Mineralogy			28		16		11	10	8	9	17	13
Music	34	47	24	42	44	31	92	103	151	130	191	157
Nature Study	34	42	24	54	40			20	14	27	32	19
Penmanship												24
Philosophy	48	42	45	67	113	90	100	85	125	98	187	131
Physical Education	149	157	147	172	187	381	649	649	792	881	1151	924
Physics and Mechanics	86	96	136	204	208	250	240	241	197	327	328	260
Physiology	23	19	23	25	48	54	62	50	29	24	100	95
Politics							5	18	32	48	88	79
Psychology	138	91	95	130	185	215	115	133	107	118	230	225
Public Law												39
Religion						21	25	19	19	24	24	41
Romance Languages	92	114	101	189	194	218	275	329	335	429	452	543
Slavonic											7	4
Sociology		33	48			113	102	97	85	91	90	179
Speech											124	81
Stenography and Typewriting							24	62	86	133	192	185
Vocational Guidance										35	64	
Zoology							17	36	20	20	40	48
Total	2248	2381	2406	3409	3701	5018	6954	7735	9352	11810	14945	15693
No. of courses given	111	117	123	149	151	189	269	338	383	462	512	611

¹Including courses in Architectural and Freehand Drawing only, 1906-1910.

²Including courses in the teaching of various elementary, secondary and technical subjects.

³Including courses in Domestic Art, 1908 and 1909, and Domestic Science, 1904-1909.

⁴Including courses in the department of Manual Training, 1903-1909.

Respectfully submitted,

October 1, 1915.

FRANK A. DICKEY, Registrar.

REPORT OF THE COMPTROLLER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

The opening of the year found us, for the first time in eleven years, without any construction work going on in the University. The need for space for academic purposes had, with the exception of certain laboratory needs, been quite fully met for the present and, with intelligent management, for some years to come. There was a most pressing need, however, for suitable space and facilities for the Registrar and Bursar, who, notwithstanding the rapid increase in the student body and the additional burdens placed upon them by the Summer Session and Extension Teaching, were compelled, for lack of any other available space, to carry on this greatly increased work in cramped quarters in East Hall, an old building whose only advantage lay in its location.

In order to be fully prepared for the time when funds might be available to house these important offices properly, a committee was appointed by the President early in the year to consider and report on the comparative advantages of locating these offices in a building which might some day be erected on the present site of East Hall, or in the first story of University Hall, at such time as that building might be completed.

Before the committee arrived at a conclusion, a fire, which occurred early on the morning of October 10, made short work of the temporary and very inflammable material which made up the greater part of the first story of University Hall. Fortunately, the fire was stopped absolutely when it reached the permanent fireproof floor over the main gymnasium and power plant. Prompt action of the salvage corps and our chief engineer and his men

University
Hall Fire

prevented any serious damage from water to the boilers, engines or dynamos, so that the heating and lighting of the other buildings were not interrupted, but much damage was done by water in the gymnasium.

The work of protecting the building against the weather was begun at once and later it was decided to reconstruct this story in permanent form, and to make it, as far as possible, fireproof. This involved carrying out, although in a somewhat modified form, the original plan contemplated when the building was begun in 1896, and of placing the administrative offices of the University in the first story of this building. The work was begun in May and will be completed in time for occupancy in September. In addition to caring for the Registrar and Bursar, adequate offices will be provided for the University Committee on Admissions, the Dean of the Graduate Faculties, the Committee on Employment for Students and the administrative offices of the Summer Session, Extension Teaching and the Institute of Arts and Sciences. All these offices will be located in relation to each other, and equipped in a manner to greatly facilitate their work.

It has also been found possible, as part of the change, to provide a light, sanitary kitchen for the Commons and to transform the northerly lunchroom into a fine auxiliary gymnasium.

While the upper story of University Hall was of temporary construction and always looked upon as a serious fire hazard, its destruction prompted us to look even more closely into the degree of protection which had been provided against fire in our other buildings, ordinarily considered fireproof. As a result recommendations were submitted to the Trustees, and approved by them, looking toward the installation of standpipes in Havemeyer, a sprinkler system in that and other buildings, fire doors in certain tunnel openings, the construction of a fireproof vault for very inflammable chemicals, the extension of our electric fire alarm system and the increase of fire fighting equipment throughout all of our buildings. Inasmuch as we carry our

Rebuilding of
University Hall

Fire
Protection

own insurance on many of our buildings, it is doubly important to keep them well inspected by day and guarded by night. Our system of detailed inspection reports has been revised and extended, and an additional watchman detailed for duty.

In addition to providing for increased fire protection, the Trustees have continued their admirable policy of authorizing certain urgent repairs, looking toward the betterment of the grounds, buildings, lighting and service, which are being carried out. It is a great comfort to feel that matters of this kind are receiving the interested attention of the Trustees.

Urgent
Repairs

At the time Furnald Hall was erected, the basement was set aside for students and teams who would use South Field for exercise and athletics. Shower baths and locker rooms were provided, but no lockers were available. The Trustees have now appropriated the sum of \$4,000 for lockers, which will enable us to meet the demand for increased facilities in the main gymnasium and equip the basement of Furnald as well. This was done with the understanding that students are no longer to traverse the upper campus in scant athletic costume.

Lockers in
Furnald Hall

There is a situation in regard to the purchase of equipment, or, more particularly, of furniture, which has proved embarrassing and should receive careful attention in connection with the consideration of the annual budget. I refer to the indiscriminate

Purchase of
Equipment

purchase of furniture by any department which happens to have the money to spare. The practice is objectionable for two reasons. In the one case, a department feels rich enough to secure elaborate desks, chairs, etc., and immediately stimulates other officers or departments into making requests upon the Department of Buildings and Grounds for furniture of a similar character. Or, a department feeling poor, buys furniture at as low a price as possible, without regard for its quality and cost of maintenance, with the result that it depreciates rapidly and the Department of Buildings and Grounds is put to considerable expense to keep it in repair. Then again, a department having

paid for furniture out of its own appropriation, feels that this belongs to it and not to the University in general, and is loath to give it up to meet other University needs, even when it has no further use for it, without being recompensed. The solution is to have this all bought through one channel, out of general University rather than departmental funds, with an emphasis on standardization and cost of maintenance.

During the year complete plans and specifications have been prepared, and bids secured, for the erection of a proposed student building for Barnard College. The plans provide for a swimming pool, large gymnasium and smaller exercise rooms, locker rooms, class studies, college parlor, large and small reading rooms, large airy lunchroom, rest rooms and physician's offices. It will not only care for the physical and social welfare of the students in Barnard College, now poorly provided for in the present Barnard buildings, but should serve to relieve the increasing pressure on the Barnard, Teachers College and University buildings as well. It should be considered not only as a necessary addition to Barnard College, but to the entire University as well. The cost of construction has not been as low in this city in many years as it is now and it is sincerely hoped that the funds for this building may be forthcoming in time to take advantage of the present low prices.

Another interesting problem has been presented during the past year by the proposition to erect new buildings for the Medical School and the Presbyterian Hospital on contiguous sites on the plot bounded by 163rd and 168th Streets, and Broadway and Fort Washington Road. An option has been secured on this admirable site and it is hoped that matters may so shape themselves as to make it possible to begin the planning of these buildings during the coming year.

The scope of the Comptroller's duties having been extended to include the down town property of the University, it has been found possible during the past year, by using the organization of the Department of Buildings and Grounds, to effect a considerable saving in the cost of betterments and repairs on

several of these buildings and to be of some assistance to the Treasurer in connection with our income producing property.

Among the more notable additions on the physical side of the University during the past year was the gift of a beautiful pylon of granite with a marble figure typifying 'Letters,' by the Class of 1890 Arts and Mines on the twenty-fifth anniversary of its graduation. This pylon has been placed at the southeast corner of 116th Street and Broadway and is the first of four, the other three typifying Science, Arts and Law, to be placed at corresponding corners on 116th Street when they may be provided by gift.

Class of 1890
Arts and Mines
Pylon

Respectfully submitted,

FREDERICK A. GOETZE,
Comptroller

June 30, 1915.

REPORT OF THE ACTING LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1915

To the President of the University,

SIR:

On February 1, 1915, by recommendation of the Library Council and the Library Committee of the Trustees, the following changes in Library administration took effect: Assistant Professor Dean P. Lockwood of the Department of Classical Philology was assigned to service as Acting Librarian. Mr. Roger S. Howson, formerly department librarian in charge of Kent Hall reading rooms, was appointed Bibliographer and Assistant to the Librarian, with particular supervision of the Order and Accessions Department. Mr. Frederick C. Hicks, formerly Assistant Librarian, was appointed Law Librarian with special relations to the Legislative Drafting Bureau. The Library Council was reorganized as follows: (1) The President of the University; (2) To serve until June 30, 1916, Professors James R. Wheeler (Classical Philology), David Eugene Smith (Teachers College), Walter Rautenstrauch (Mechanical Engineering), Robert A. Harper (Botany), and Instructor Frederick Barry (Chemistry): (3) to serve until June 30, 1917, Professors William P. Trent (English), Cassius J. Keyser (Mathematics), Francis Carter Wood (Medicine), and Nathan Abbott (Law): (4) to serve until June 30, 1918, Professors James T. Shotwell (History), Vladimir G. Simkhovitch (Economics), Raymond Weeks (Romance Philology), and Dean P. Lockwood (Classical Philology). The Acting Librarian was designated as Secretary to the Council.

The organization of the Library Council on a permanent basis is an important step in bringing the Library and the Faculty into closer co-operation. The Library Council should,

of course, not bring about any division of responsibility in the actual management of the Library. The Library staff should be responsible to the Librarian alone. The larger duties of the Librarian, however, are those of servant to the Faculty and to the University. They are his public. The policies of the Library should be what the majority of the Faculty wish them to be, as expressed through the Library Council.

The Acting Librarian has adopted the policy of keeping in close touch with the various departments of the Library. He has transferred his work desk to the Order Department, using the more secluded office of the Librarian for private conferences. With the Bibliographer he has inspected and criticised the daily output of the Catalogue Department and has abolished the time cards and other statistical reports which indicated quantity of work but told nothing as to the quality. A selection of the more important books catalogued each month has been made by the Bibliographer and upon receipt of a similar list from the Bryson Library of Teachers College, a joint monthly accessions list has been compiled and typewritten.

Administrative
Organization

The excellent reorganization of the departments of the Library recommended by the former Assistant Librarian, Mr. Hicks, notably the scheme of financial administration, has been adhered to and has proved highly efficient.

The problem of the rearrangement of the collections in the main library in order to make better provision for the needs of graduate students in the humanities, which has been under discussion by committees of the Faculty and of the Library Council at various times during the past two years, has been solved or partly solved by grouping together on the lower floors of the Library, convenient to the main reading room, special collections of the more important authorities in several of the larger fields of scholarship. This amounts to an extension of the reading room service whereby special reading rooms are made available for advanced students. In Room 208 have been gathered general works on Philosophy; in 206, 207, 106, and 107 the entire collection of Modern European History. A further step toward the concentration of collections upon the

lower floors of the building has been the restoration of the books on Classical Philology to Room 209. Because of the lack of an elevator in the Library building it seems obvious that the top floor should be devoted to the collections which are least often used.

The library of the Philosophy Department, to which President Butler and Professor W. T. Bush have given many books, has been named the Butler Library of Philosophy, and the books are designated by a special book plate presented by President Butler. No new department libraries have been established. There is an inevitable tendency for those already established to grow in importance, and they are an ever-increasing strain upon the finances of the Library. It is easy to make rules limiting the scope of department libraries, but in practice it is very difficult to deny to departments the development of their special libraries to the fullest efficiency. Granted, for instance, that the chemistry and physics departments are located in separate buildings and that each must have a working library, extensive duplication is inevitable. It simply must be borne in mind that although departmental libraries are an educational necessity, they are and always will be expensive adjuncts to the University. The further granting of libraries to departments, therefore, should be cautiously done, with full realization that the seed thus planted cannot be forbidden to grow.

Considerable strides have been made in the inspection and the reduction of the large collection of duplicates which have long been accumulating in the sub-basement. Many of these duplicates have been distributed among the department libraries and exchanges of duplicates have been made with the London School of Economics, the Russell Sage Foundation, the Union Theological Seminary, the Jewish Theological Seminary, the Hispanic Museum, and the New York Public Library. A number of duplicate documents have been returned to the Government Printing Office at Washington. A collection of textbooks has been presented to Fisk University, and some sets of standard literature have been given to the Boston

Relation to
Other Libraries

Young Men's Christian Association, whose library was destroyed by fire. A number of duplicates of the Hill collection have been sold to the American Mathematical Society. As soon as the general inspection of the duplicates is completed a typewritten list of the more important books will be prepared and will be forwarded to other libraries for purposes of exchange. Important loans and valuable gifts of duplicates have been received from the American Museum of Natural History through Dr. Ralph W. Tower, Honorary Curator of the Natural Science Libraries of the University, and from the New York Academy of Medicine.

The most important addition to our collections is the library of Samuel Johnson, first President, and William Samuel Johnson, third President of the College, 2,237 volumes in all, presented, together with 918 other miscellaneous volumes, by Mrs. Laura J. Carmalt of New Haven, Connecticut. The Johnson books have been marked with a special bookplate presented by Mr. John B. Pine.

Additions to
Collections

The musical library of Daniel E. Hervey, consisting of 729 musical scores and 303 volumes, was presented by his widow.

From the estate of Dr. George L. Peabody 1,241 books and periodicals were donated to the Medical School by Mr. C. A. Peabody.

Among the many other gifts may be mentioned the following: from Mrs. S. Vernon Mann of Flushing, N. Y., six manuscript letters of Washington Irving; from the late T. K. McCarthy, 80 volumes; from the estate of John Edward Marsh, 155 volumes and 94 pamphlets; from Mrs. F. C. Ostrander, 234 volumes; from Mr. George W. Peckham, 92 volumes; from Isaac Pitman and Sons, 55 volumes and 26 pamphlets on shorthand; from Mr. William A. Pomeroy, 429 numbers of mining and engineering periodicals; from Mr. William Powell, four bronze and silver medals of historical interest; from Mr. Montgomery Schuyler Jr., 180 volumes; from Dean Van Amringe some rare pamphlets by Francis Lieber; from Mr. E. N. Vanderpool, 81 photographs for the Columbiana collection; from Mr. Howard Van Sinderen, 66

volumes; from Mrs. William G. Willcox a number of American history pamphlets from the library of the late S. H. Gay.

Many officers of the University have made donations to the Library, the most notable being: from President Butler 920 volumes, from Professor Carpenter 104 pieces, from Professor Cattell 3,729 volumes and pamphlets, from Professor Osgood 174 pieces, from Professor Seligman 77 pieces, from Professor Stowell 137 pieces, from Professor Yohannan about 60 Persian books, partly originals and partly lithographed facsimilies.

A notable addition to the equipment of the Avery Library has been the presentation by Mr. Samuel P. Avery of four large exhibition cases, especially designed to conform with the architecture of the Avery reading room.

The total number of volumes catalogued and added during the year is indicated by the following table:

General Library.....	12,352
Teachers College.....	2,559
School of Law.....	2,793
School of Medicine.....	2,800
College of Pharmacy.....	282
Avery Library.....	370
Columbia College.....	310
Barnard College.....	558
School of Journalism.....	550

In the General Library from February 12 to 17 there was the usual Alumni Day exhibition, consisting of the publications of officers and alumni and a selection of Exhibitions the more interesting books from the recently acquired libraries of Samuel Johnson and William Samuel Johnson. In the Avery Library from February 12 to March 30 there was an exhibition of book plates of officers, alumni, and students of Columbia University. At the Medical School in April the rare and early editions of medical books from the Curtis library were displayed. On Commencement Day in the General Library there was an exhibition of our own rariora, and in the Avery Library several collections of paintings,

sculpture, and architectural designs were assembled. Mr. Avery's books on binding, and several collections of book plates and medals were displayed at the same time. In the Geology Reading Room in Schermerhorn Hall the course of the European War was carefully followed throughout the year by an exhibition of maps, diagrams, and photographs showing the topography of the war zones and daily progress of contending armies. The exhibition was designed to show how the physiography of the country has influenced the campaigns. From September 26 to June 4 there were 12,921 visitors.

The following statistics show the amount of work handled by the Accessions Department during the year:

	<i>Order Division</i>	
Orders sent out		8,200
Serials checked (pieces)		66,981
	<i>Gift Division</i>	
Volumes received		5,732
Pamphlets		3,602
Pictures		101
Maps		14
	<i>Exchange Division</i>	
		<i>Total</i>
Pieces received	412 dissertations, 182 others	594
Pieces exchanged	584 dissertations, 378 others	962

The Library exchanges publications with 404 institutions. Some of the serial publications of the University are used for exchange purposes. In this way the Library receives 257 periodicals.

The total number of volumes catalogued was 18,873. Further statistics of the Catalogue Department follow:

Cards made and filed:

General Library and departments	48,860
Avery Library	2,235
Barnard College	850
Depository Catalogue	45,931
	<hr/>
Total	97,876

Printed cards received for depository catalogue:

Library of Congress	31,258
Harvard University	7,360
John Crerar Library	6,724
University of Chicago	589

Total	45,931
-------	--------

The Supervisor of the Shelf Department now has charge of the repair shop, where the call numbers are gilded, book plates inserted, and pamphlets bound. He is also responsible for the books which are sent out to be bound. He prepares the invoices and inspects the workmanship and materials.

In the repair shop during the past year 17,258 volumes were gilded or re-gilded; the re-lettering amounted to 469 lines; 3,286 volumes were repaired; 3,106 pieces were tied in boards and returned to the shelves; 43 maps were mounted; and 3393 pamphlets were bound.

The following table indicates the cost of binding done outside of the Library and its distribution among the various departments:

Department	NEW		REBOUND		TOTAL	
	Volumes	Cost	Volumes	Cost	Volumes	Cost
General Library	2,954	\$2,317.58	1,711	\$1,007.23	4,665	\$3,324.81
Avery Library	188	326.43			188	326.43
Barnard College	57	37.10	194	92.35	251	129.45
Journalism	252	394.20			252	394.20
Law Library	134	97.25	506	343.85	640	441.10
Labor Papers (Loeb Fund)	110	238.50			110	238.50
Medical Library	150	120.50	244	151.15	394	271.65
Janeway Reading Room	158	108.15			158	108.15
Surgery	170	110.62			170	110.62
Music Department	56	55.35	3	2.20	59	57.55
American Mathematical Society	110	79.10			110	79.10
Statistical Laboratory	2	1.35			2	1.35
Total	4,341	\$3,886.13	2,658	\$1,596.78	6,999	\$5,482.91

The inventory of the General Library and departmental libraries and reading rooms, which is usually made in alternate

years, was omitted this year because of the unusually large amount of time spent in the transfer and rearrangement of some of the most important collections.

During the year 5,750 individual accounts were in active use for borrowing books from the Library at one time or another; of this number 750 were officers in the various departments of the University. The total amount collected for fines in the various departments was \$743.85. Cash payments for books lost by readers amounted to \$28.35, but many readers replaced lost books with new copies which they purchased themselves.

Loan
Department

In accordance with the agreement for inter-library loans 926 volumes were borrowed from 24 libraries, to wit, from the New York Public Library 550, from the Library of Congress 115, from Harvard University 70, from Union Theological Seminary 54, from Yale University 33, from Brown University 23, from the Jewish Theological Seminary 16, from the Academy of Medicine 12, from the Boston Public Library 10, from fifteen other institutions less than 10 each. The Columbia Library loaned 506 volumes to 66 libraries: to the Rockefeller Institute 50, to Princeton University 46, to Vassar College 40, to the University of Pennsylvania 35, to Yale University 27, to Amherst College 18, to Cornell University 16, to Brown University 14, to Syracuse University 13, to the University of Wisconsin 10, to Hamilton College 10, to 55 other institutions less than 10 each. The lack of correspondence in these two sets of figures is marked, but the balance undoubtedly varies largely from year to year, as most loans are due to very special and temporary needs.

The statistics of circulation for the year are as follows:

Lent for outside use	148,212
Volumes renewed	30,790
Supplied for use in building	66,131
	<hr/>
Total volumes supplied	245,133

No record has been kept, nor could such a record be made complete, of the number of call slips presented at the Loan

Desk for which readers were directed to the various parts of the Library or to the departmental libraries.

The collection of reference books has been steadily enlarged and improved. The principal additions have been in the class of bibliography, and have been made partly by purchase of new works and partly by transfer of the sets of the great national bibliographies formerly kept in the Order Department. The placing of these sets in the reading room has greatly increased their use by the student body. Some of the more important accessions by purchase have been the "Enciclopedia universal ilustrada Europoe-Americana" volumes 1-18, Baudrier's "Bibliographie Lyonnaise" volumes 1-11, Briquet's "Les filigranes" four volumes.

The relationship between the Law Library and the alumni of the Law School is especially close. On the one hand, the library is indebted to law alumni for numerous gifts of books, funds, and equipment; while on the other hand, the privileges of the Law Library have been extended by formal vote of the University Board of Trustees (April 1, 1912) to all alumni of the Law School. In increasing numbers, alumni, especially the more recent graduates, are taking advantage of this privilege, chiefly in the evening. One of the important functions of a University Law School library is therefore being performed. The Law Library exists (1) to serve students in the Law School who are candidates for a degree and admission to the bar, (2) for the use of law professors, legal writers and research workers, (3) for the alumni of the Law School, and (4) for the use of professors and advanced students in other branches of work at Columbia University, bordering on the field of law.

From Dr. Arthur K. Kuhn, L '97, an unusually interesting gift was received by the Law Library. It consists of five manuscript volumes relating to English Law in the reigns of George II and III. Four volumes consist of notes of cases taken in the Court of King's Bench from 1738 to 1755. The fifth volume is a summary or digest of the common law of England, probably prepared in 1813. It is the expectation

of the Law Librarian to prepare an extended description of these manuscripts.

From Professor William D. Guthrie was received a document dated March 12, 1793, signed by James Kent, acknowledging the receipt of £133 in payment for 127 days' service as member of Assembly of the state of New York. Professor Guthrie also presented a number of modern books on constitutional law.

Special attention is now being paid to the bibliographical equipment of the library. Check lists of the literature of international law and of New York law are being made using cards printed by the Library of Congress as a basis. In the Law Librarian's office have been collected 250 volumes on legal bibliography and the use of law books. Efforts are being made to make this section ultimately the most complete in the city. The books are essential as a guide to the intelligent development of the library, and they will be used in connection with lectures on legal bibliography to be given by the Law Librarian in 1915-1916. The latter edits in the *Law Library Journal* a department of 'Notes on Legal Bibliography,' which supplements a book entitled 'Aids to the study and use of law books' prepared for the use of law students in 1913. In May, 1915, there was prepared and distributed a four-page multigraphed list of 'Summer reading for law students.' The beginnings of a collection of comparative laws have been made. This consists of reprints and compilations of laws on various subjects. The laws themselves are of course to be found in the session laws and statutes which form part of the permanent collection; but the subject arrangement of these reprints makes them conveniently accessible for consultation.

The development of the Medical School libraries during the year surpassed all expectation, and arouses the hope that this neglected branch of the medical college shall soon be brought up to a higher degree of efficiency, in order to meet the increasing demand for current literature covering the varied fields of the medical sciences. It has been, heretofore, the duty of

The Medical
School Library

each professor of a department to supply the books and journals for the use of his teaching staff, which, in the beginning, was an easy matter, but as the experimental work increased in the laboratories, many journals were needed for reference and for knowledge of what other scientific men were doing in the same field. In order to meet this emergency a series of departmental libraries was inaugurated and small funds were provided to enable them to carry on their work.

In 1912 Professor Theodore C. Janeway gave his father's medical library to the Department of the Practice of Medicine as a nucleus for the establishment of a library to specialize in clinical medicine. Mrs. Russell Sage endowed it with \$25,000 to honor the memory of the famous physician, and it was called the "E. G. Janeway Memorial Library." It now possesses an excellent collection of books on clinical and experimental medicine, and is subscribing to 75 medical journals, the files of which are gradually being completed. It was moved to the Presbyterian Hospital in June, 1914.

In 1913 Professor J. A. Blake gave his library to the Department of Surgery. The following year Mrs. Hartley gave the library of the late Professor Frank Hartley to be added to the Blake collection for the establishment of a surgical library. These two gifts have been combined during the year and shelved in a new, large and spacious room in the east or surgical wing of the Presbyterian Hospital. A catalogue has been made for the library, but it has not yet been used because the books still need to be plated and rearranged according to our classification. This collection of books represents the history of surgery, covering the past fifty years, and includes several good sets of surgical journals. It is very useful to the fourth year students and to the surgical clinic clerks of the hospital.

During the year another library was started in the Department of Pharmacology by Professor C. C. Lieb, to which Dean S. W. Lambert contributed over 100 bound volumes of current periodicals. He will also provide for the continuation of these same journals.

Dr. F. C. Wood is developing a medical library in the Crocker Research laboratory. It will specialize in journals relating to cancer and radium, and reference books on pathology and bacteriology.

The departmental library in Anatomy has been extensively altered, and the files of several journals have been completed through the efforts and by the funds of Professor G. S. Huntington, head of the department. The binding of the journals now being complete, this library will offer facilities and conveniences not formerly enjoyed by the workers in this department.

The valuable library in the Department of Pathology, supported by the Alumni Association, is being moved into new quarters, where better light, more room, and increased comfort are assured. This collection, formerly stored in two separate rooms distant from one another, is now placed in adjoining rooms, and it is the intention of Professor MacCallum to have the books in charge of a secretary who will perform the duties of a librarian. This arrangement is a very decided advantage to the reference librarian because it will enable him to send students to that library for special references. Moreover, it will allow the library to cancel a number of journals received at present, because those in the Department of Pathology will now be made accessible to the students.

The Department of Physiology deserves special mention for its activities in building up and providing for the future growth of the departmental library. Professor and Mrs. F. S. Lee this year gave \$20,000 to establish the Lee Fund, the income of which is intended to care principally for this library, and incidentally for other miscellaneous needs of the department. About 1,900 volumes of the famous library of Dr. John G. Curtis, a former professor of physiology, were purchased this year by the department. The books comprise first editions or early copies of the leading classical writers on anatomy, physiology, and medicine. For lack of proper shelving, however, these books are temporarily stored away until some future date when appropriate cabinets shall be made for their display.

The reference library, during the year, has been increased by 2,800 volumes, of which 2,458 were received by gift and the balance by purchase and binding. The principal gifts to be mentioned are those of Dr. George L. Peabody, 1235 volumes; Dr. Adrian V. S. Lambert, 225 volumes; the New York Academy of Medicine, 700 volumes, and Dean S. W. Lambert who gave 100 volumes to the departmental library in Pharmacology, and 13 volumes to the Reference Library.

Many other professors have contributed or expressed their intention to give to the library, since receiving the 'List of serials, 1915.' It is gratifying to know that the interest of the medical staff has been aroused to the advantages of supporting the medical library, and no doubt it will grow faster with their co-operation.

From the above review of the eight separate units of the medical library, and the progress shown in all of them during the past year, it can readily be seen how much greater would be the advantages in regard to use, administration, and cost of maintenance if all were merged in a central library.

The past year has been one of healthy growth and progress in the Library of the College of Pharmacy. Plans are now complete for an important and far-reaching step, namely, the inauguration of a pharmaceutical information and research bureau. This bureau will be conducted under the supervision of the librarian, by Jeannot Hostmann, instructor in physics and assistant in chemistry; and Miss Adelaide Rudolph, who has been appointed assistant librarian of the college. The service will be of the following character:

(1) Telephone inquiries will be answered cheerfully without charge. Residents of Greater New York or vicinity, wishing to inquire about some pharmaceutical problem will ring up the college library and will receive information immediately, if same is accessible.

(2) Non-residents may have their problems answered by mail by enclosing a self-addressed stamped envelope.

(3) Problems requiring extended research will be handled for a fee as moderate as consistent with high grade service. Schedule of fees for such work will be furnished upon application.

(4) Translations of articles from foreign languages, either in full or in abstract, as well as transcripts or abstracts of papers appearing in English or American pharmaceutical, chemical or botanical periodicals, will be prepared for those desiring to pay for such service.

(5) As in the past, all visitors to the library, desiring to do their own research work, will be given courteous attention.

The library intends preparing a comprehensive filing system, including information concerning new remedies and recent proprietaries, so that information of this sort may be readily available.

Statistics
of Readers

The following table indicates the aggregate number of readers and of volumes used in all reading rooms of the Library:

Number of readers in reading rooms	677,991
Volumes used in reading rooms	720,884
Volumes loaned for outside use	107,604
	<hr/>
Total	1,506,479

Respectfully submitted,

DEAN P. LOCKWOOD,
Acting Librarian

June 30, 1915.

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, 1915.

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**INCOME AND EXPENSE ACCOUNT FOR THE YEAR ENDING
JUNE 30, 1915**

INCOME

From Students:		
Fees. (See page 320).....	\$1,109,387 57	
Other Charges. (See page 320).....	19,261 48	\$1,128,649 05
From Endowment:		
Rents. (See page 320)	\$666,858 04	
Income of Investments in Personal Property. (See page 321).....	81,806 43	
Kennedy (John Stewart) Fund. (See page 321)....	96,365 46	
Redemption Fund Investments. (See page 321) ...	16,857 95	861,887 88
From Special Funds. (See page 321)		344,436 99
From Gifts and Receipts for Designated Purposes. (See page 321)	\$187,166 29	
From Payments by Allied Corporations for Salaries, etc. (See page 321).....	381,369 98	568,536 27
From Miscellaneous Sources. (See page 321).....		16,520 81
		<u>\$2,920,031 00</u>

EXPENSE

Educational Administration and Instruction. (See page 334)	\$2,168,061 28
Buildings and Grounds—Upkeep, etc. (See page 336)	327,843 02
Library. (See page 338)	101,077 60
Business Administration. (See page 339)	63,422 45
Annuities. (See page 340)	48,580 00
Interest on 4% Mortgage Bonds, Notes, etc. (See page 341)	124,639 20
Surplus (see page 396)	86,407 45
	<u>\$2,920,031 00</u>
Redemption Fund for Bond Issue, June 30, 1915.....	\$100,000 00
Surplus as above	86,407 45
Deficit for year 1914-1915	<u>\$13,592 55</u>

INCOME OF THE CORPORATION

FROM STUDENTS:

FEES:

Morningside:

Late Registration	\$1,854 00	
Matriculation.....	6,835 00	
Tuition.....	474,140 55	
Graduation.....	28,805 00	
Entrance and Special Examinations	4,890 00	
Gymnasium.....	12,950 00	
Locker	147 00	
Rooms in Residence Halls.....	121,828 39	
		\$651,449 94

College of Physicians and Surgeons:

Late Registration.....	65 00	
Matriculation.....	455 00	
Tuition.....	80,345 94	
Examinations.....	415 00	
Graduation.....	2,075 00	
Post Graduate.....	100 00	
		83,455 94

Summer Course in Surveying.....

1,570 00

Summer Session, 1914:

Morningside	212,242 46	
College of Physicians and Surgeons	2,210 00	
		214,452 46

Extension Teaching.....

158,459 23

\$1,109,387 57

OTHER CHARGES:

Morningside:

Supplies and Material furnished to
Students in

Chemistry.....	16,003 12	
Civil Engineering	255 20	
Summer Session—Camp Colum- bia.....	584 78	
Electrical Engineering.....	58 50	
Mechanical Engineering.....	981 39	
Metallurgy.....	451 95	
Electric Light and Breakage in Residence Halls.....	231 80	
		18,566 74

College of Physicians and Surgeons:

Supplies and Material furnished to
Students:

Anatomy.....	50 00	
Osteology.....	17 00	
Physiological Chemistry.....	627 74	
		694 74

19,261 48

FROM ENDOWMENT:

RENTS:

Upper and Lower Estates, 1914-1915.	662,141 20	
No. 407 West 117th Street, New York.	1,600 00	
No. 421 West 117th Street, New York.	1,500 00	
Interest on Rents.....	1,616 84	666,858 04

Carried forward..... \$666,858 04 \$1,128,649 05

Brought forward.....	\$666,858 04	\$1,128,649 05
FROM ENDOWMENT—Continued		
INCOME OF INVESTMENTS IN PERSONAL PROPERTY		
Interest:		
On General Investments.....	76,955 00	
On Deposits of General Funds....	4,824 96	
On Loans from Special 1914-1915		
Students' Loan Fund.....	26 47	
		81,806 43
Kennedy (John Stewart) Fund Income.....		96,365 46
Redemption Fund Investments Income.....		16,857 95
		<u>861,887 88</u>
FROM SPECIAL FUNDS. (See page 348)		344,436 99
FROM GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. (See page 354)	187,166 29	
FROM PAYMENTS BY ALLIED CORPORATIONS FOR SALARIES: (See page 354)		
Teachers College.....	\$192,590 00	
Barnard College.....	136,659 98	
Carnegie Foundation.....	30,870 00	
Harkness Fund.....	21,250 00	
		381,369 98
		<u>568,536 27</u>
FROM MISCELLANEOUS SOURCES:		
Barnard College:		
Electric Current.....	1,331 86	
Steam Heat and Power	4,485 00	
		5,816 86
Diplomas.....		17 80
General Catalogue.....		78 56
Post Office.....		300 00
Telephone Service.....		8,440 59
Tennis Tickets, Sales.....		1,445 00
Troy Gift.....		4 00
Sale of Junk, Mining Dept.....		18 00
King (W. V.) Gift.....		400 00
		<u>16,520 81</u>
		<u><u>\$2,920,031 00</u></u>

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EDUCATIONAL ADMINISTRATION					
Salaries	\$100,398 57		\$85,748 57	\$1,400 00	\$13,250 00
Bureau of Supplies.....	11,996 58		11,996 58		13 45
Library Incidentals.....	3,688 45		3,675 00	48 45	
Journalism Library Incidentals.....	48 45				
Conduct of Examinations.....	2,000 00		2,000 00		
Diplomas.....	2,780 00		2,780 00		
Lectures.....	2,572 85		2,147 65		425 20
President's Emergency Fund.....	\$4,664 12				
Advanced payment in 1913-14 chargeable to appropriation 1914-15.....	149 85				
President's Fund.....	4,813 97		2,350 00		2,463 97
President's Special Account for the College Printing.....	7,500 00		7,500 00		
Public Ceremonies.....	14,488 75		13,975 00	513 75	242 95
Sexennial Catalogue.....	1,500 00		1,500 00		
Student Organizations.....	1,577 60		1,500 00		77 60
University Quarterly.....	750 00		750 00		
Columbia University Athletic Association.....	1,250 00		1,250 00		
Office of Appointments.....	2,017 77		1,500 00	517 77	
Postage, Printing and Miscellaneous.....	1,200 00		1,200 00		
Committee on Undergraduate Admissions.....	2,450 00		2,450 00		
Postage, Printing and Miscellaneous.....	2,000 00		2,000 00		
Preparation and Rating of Examination Books.....					
University Medical Officer.....	500 00		500 00		
Supplies.....	268 15				266 15
State Aid to Blind Students.....	221 50				221 50
State Aid to Deaf Students.....	1,500 00				1,500 00
Anonymous Gift in Aid of Columbia University Press.....	67 92			67 92	
Advertising: Shoemaker Fund.....		\$165,831 51			
EXCHANGE PROFESSORS:					
University of Berlin.....	1,000 00			1,000 00	
University of Paris.....	900 00		900 00		
Queen Wilhelmina Lectureship.....	3,500 00		1,750 00		1,750 00
		5,400 00			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$263,394 87	\$207,582 34	\$12,129 55	\$43,682 98
CHEMISTRY					
General and Inorganic: Salaries.....	\$21,283 30		21,283 30		
Organic: Salaries.....	7,900 00		7,900 00		
Physical: Salaries.....	3,150 00		3,150 00		
Analytical: Salaries.....	5,100 00		5,100 00		
Food: Salaries.....	5,400 00		4,400 00		1,000 00
Engineering: Salaries.....	10,350 00		10,350 00		
Electro-Chemistry: Salaries.....	2,950 00		2,950 00		
Sanitary: Salaries.....	1,300 00		1,300 00		
Barbard: Salaries.....	5,500 00				5,500 00
General and Inorganic: Equipment.....	3,150 00		3,150 00		
Research Equipment.....	1,000 00		1,000 00		
Sanitary: Equipment.....	800 00		800 00		
Supplies.....	300 00		300 00		
Laboratory Servants.....	6,310 00		6,310 00		
Equipment and Supplies.....	6,000 00			6,000 00	
Breakage and Stock.....	28,498 31		28,498 31		
Industrial Research Laboratory.....	1,143 25				1,143 25
Chas. F. Chandler Fund.....	245 43			245 43	
		110,380 29			
CHINESE					
Salaries.....	5,000 00			5,000 00	
Departmental Appropriation.....	25 00			25 00	
		5,025 00			
CIVIL ENGINEERING					
Salaries.....	23,200 00		18,100 00		5,100 00
Instruction in Highway Engineering.....	8,897 00				8,897 00
Departmental Appropriation.....	649 96			649 96	
Supplies.....	69 04		69 04		
For Research.....	1,293 73				1,293 73
Testing Laboratory.....	2,863 23				2,863 23
		36,972 99			
CLASSICAL PHILOLOGY					
Salaries.....	45,150 00		33,300 00		11,850 00
Greek: American School at Athens.....	250 00		250 00		

Latin: American School at Rome.....	250 00	.....	250 00	.....	451 38	.....
Prisler Fund.....	451 38	.....	57 67	.....	.....	.....
Departmental Appropriation.....	57 67	46,159 05	.....	.....	.....	.....
ECONOMICS						
Salaries.....	33,050 00	.....	21,200 00	.....	800 00	11,050 00
Departmental Appropriation.....	600 00	33,650 00	600 00	.....	.....	.....
ELECTRICAL ENGINEERING						
Salaries.....	17,080 00	.....	16,460 00	.....	.....	600 00
Laboratory Expenses in Testing Electric Meters for New York City.....	\$748 93	.....	.....	.....	.....	.....
Advanced in 1913-14 against appropriation for 1914-15.....	593 28	.....	.....	.....	1,435 13	*900 00
Departmental Appropriation.....	*900 00	.....	.....	.....	.....	.....
Supplies.....	1,435 13	.....	75 00	.....	.....	.....
New Equipment.....	75 00	.....	330 00	.....	.....	.....
	330 00	19,800 13	.....	.....	.....	.....
ENGINEERING DRAUGHTING						
Salaries.....	7,900 00	.....	7,900 00	.....	83 25	.....
Drawing Appropriation.....	83 25	7,983 25	.....	.....	.....	.....
ENGLISH AND COMPARATIVE LITERATURE						
Salaries.....	64,100 00	.....	41,000 00	.....	5,000 00	18,100 00
Departmental Appropriation.....	200 00	64,300 00	200 00	.....	.....	.....
EXTENSION TEACHING						
Salaries.....	7,500 00	.....	7,500 00	.....	.....	.....
Administration and Instruction.....	105,900 00	.....	105,900 00	.....	.....	.....
Institute of Arts and Sciences.....	15,599 21	.....	15,599 21	.....	.....	.....
Residual Chorus Concepts.....	1,450 00	.....	.....	.....	.....	1,450 00
Printing Syllabus of Extension Teaching.....	38 27	.....	.....	.....	.....	38 27
	38 27	130,487 48	.....	.....	.....	.....
GEOLOGY						
Salaries.....	19,000 00	.....	11,475 00	.....	4,125 00	3,400 00
Departmental Appropriation.....	749 85	.....	249 85	.....	500 00	.....
Summer Course.....	193 61	.....	193 61	.....	48 60	.....
Crosby Collection of Lantern Slides.....	48 60	.....	.....	.....	.....	.....
	48 60	19,992 06	.....	.....	.....	.....
Carried forward.....	.....	\$738,145 12	\$584,783 33	.....	\$37,787 03	\$115,574 76

* Balance of \$442.21 carried in Balance Sheet against 1915 Contract.

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$738,145 12	\$584,783 33	\$37,787 03	\$115,574 76
GERMANIC LANGUAGES					
Salaries.....	\$27,700 00		16,800 00	2,000 00	8,900 00
Departmental Appropriation.....	50 00		50 00		
Lecture Fund.....	40 00			40 00	
Collegiate German Study Fund.....	4 50				4 50
Equipment Fund.....	107 31	27,901 81			107 31
HISTORY					
Salaries.....	49,700 00		36,500 00	600 00	12,600 00
Departmental Appropriation.....	299 89	49,999 89	299 89		
INDO-IRANIAN LANGUAGES					
Salaries.....	6,175 00		5,000 00	675 00	500 00
Departmental Appropriation.....	50 00	6,225 00	50 00		
JOURNALISM					
Salaries.....	29,300 00			29,300 00	
Lectures.....	1,538 50			1,538 50	
Equipment.....	1,707 36			1,707 36	
Supplies.....	1,000 00			1,000 00	
Newspaper Clippings.....	750 00			750 00	
LAW SCHOOL		34,295 86			
Salaries.....	48,075 00		42,575 00	5,500 00	
Departmental Appropriation.....	300 00		300 00		
Moot Courts.....	112 50			112 50	
MATHEMATICS		48,487 50			
Salaries.....	44,900 00		36,300 00		8,600 00
Departmental Appropriation.....	5 10		5 10		
Equipment of Laboratory.....	9 50				9 50
MECHANICAL ENGINEERING		44,914 60			
Salaries.....	27,963 28		27,963 28		
Additional Equipment.....	999 65		999 65		
Departmental Appropriation.....	2,425 00		625 00		1,800 00
Use of Teachers College Shops.....	5,600 00		5,600 00		
		36,987 93			

METALLURGY								
Salaries.....	14,150 00	.....	14,150 00	.....	1,749 11	.....	1,749 11	.....
Departmental Appropriation.....	1,749 11	.....	.....	.....	.....	.....	.....	.....
Supplies.....	660 00	.....	660 00	.....	.....	.....	.....	.....
Summer Course.....	400 00	.....	400 00	.....	.....	.....	.....	.....
Electro-Metallurgical Laboratory—Equipment.....	472 38	.....	.....	.....	.....	.....	.....	472 38
		17,431 49						
MINERALOGY								
Salaries.....	10,020 00	.....	10,020 00	.....	400 00	.....	400 00	.....
Departmental Appropriation.....	650 00	.....	250 00	.....	.....	.....	.....	.....
		10,670 00						
MINING								
Salaries.....	13,886 00	.....	13,886 00	.....	2,000 00	.....	2,000 00	.....
Departmental Appropriation.....	2,000 00	.....	.....	.....	.....	.....	.....	.....
Special Fund.....	607 28	.....	.....	.....	.....	.....	.....	607 28
		16,493 28						
MUSIC								
Salaries.....	13,400 00	.....	1,900 00	.....	11,500 00	.....	11,500 00	.....
Departmental Appropriation.....	300 00	.....	.....	.....	300 00	.....	300 00	.....
		13,700 00						
PHILOSOPHY AND PSYCHOLOGY								
Salaries.....	44,550 00	.....	26,750 00	.....	5,850 00	.....	5,850 00	.....
Departmental Appropriation: Philosophy.....	99 77	.....	99 77	.....	.....	.....	.....	.....
Departmental Appropriation: Psychology.....	497 96	.....	497 96	.....	.....	.....	.....	.....
Instrument Maker: Psychology.....	492 73	.....	492 73	.....	.....	.....	.....	.....
		45,640 46						
PHYSICAL EDUCATION								
Salaries.....	10,100 00	.....	10,100 00	.....	.....	.....	.....	.....
Supplies and Repairs.....	700 00	.....	700 00	.....	.....	.....	.....	.....
Care of Swimming Pool.....	1,300 00	.....	1,300 00	.....	.....	.....	.....	.....
Columbia University Athletic Association.....	1,000 00	.....	1,000 00	.....	.....	.....	.....	.....
		13,100 00						
PHYSICS (EXPERIMENTAL)								
Salaries.....	23,550 00	.....	22,950 00	.....	600 00	.....	600 00	.....
Departmental Appropriation.....	1,000 00	.....	1,000 00	.....	1,000 00	.....	1,000 00	.....
Equipment.....	311 80	.....	.....	.....	.....	.....	.....	.....
Adams Precision Laboratory.....	2,716 65	.....	.....	.....	.....	.....	.....	311 80
Apparatus and Equipment, Including Mechanic.....	431 46	.....	.....	.....	.....	.....	.....	2,716 65
Wireless Station—Equipment.....	575 32	.....	.....	.....	.....	.....	.....	431 46
Equipment of Laboratory for Measurement of Heat and Light.....	1,871 10	.....	.....	.....	.....	.....	.....	575 32
New Equipment.....	658 57	.....	.....	.....	1,871 10	.....	1,871 10	.....
		.....	.....	.....	658 57	.....	658 57	.....
Carried forward.....	\$31,114 90	\$1,103,992 94	\$863,007 71		\$108,739 17		\$108,739 17	\$163,360 96

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....	\$31,114 90	\$1,103,992 94	\$863,007 71	\$108,739 17	\$163,360 96
PHYSICS (MATHEMATICAL)					
Salaries.....	23,700 00	.....	23,700 00		
Departmental Appropriation.....	75 00	.....	75 00		
Apparatus.....	250 00	.....	.....	250 00	
PHYSICS (BARNARD)					
Salaries.....	4,700 00	59,839 90	.....	.....	4,700 00
PUBLIC LAW AND JURISPRUDENCE					
Salaries.....	29,500 00	.....	13,500 00	15,200 00	800 00
Departmental Appropriation.....	60 00	.....	60 00		
Legislative Drafting Research Fund.....	14,810 44	44,370 44	.....	.....	14,810 44
ROMANCE LANGUAGES					
Salaries.....	36,899 98	.....	26,800 00	.....	10,099 98
Departmental Appropriation.....	100 00	36,999 98	100 00	.....
SEMITIC LANGUAGES					
Salaries.....	7,400 00	.....	7,000 00	400 00	
Departmental Appropriation.....	29 09	.....	29 09		
American School of Oriental Studies in Jerusalem.....	100 00	7,529 09	.....	100 00	
SOCIAL SCIENCE					
Salaries.....	16,100 00	.....	1,000 00	14,100 00	1,000 00
Departmental Appropriation.....	250 00	.....	250 00		
Bulletin of Social Legislation.....	1,335 88	17,685 88	.....	1,335 88	
SUMMER SESSION					
Administration and Instruction.....	\$173,251 42	.....	.....	.....	.....
Advanced in 1913-14 against Appropriation for 1914-15.....	9,671 04	.....	182,922 46	.....	.....
Crane (Charles R.), Gift for Lectures.....	900 00	.....	900 00	.....	900 00

Camp Columbia:							
Astronomy:							
Summer Course in Geodesy.....	\$1,511 62						
Advanced in 1913-14 against Appropria- tion for 1914-15.....	82 56	\$1,594 18				\$1,594 18	
Civil Engineering:							
Assistants.....	\$1,616 95						
Advanced in 1913-14 against Appropria- tion for 1914-15.....	882 25	2,499 20				2,499 20	
General Expenses:							
Advanced in 1913-14 against Appropria- tion for 1914-15.....	\$1,084 78	1,084 78				1,084 78	\$4,486 97
Special Expenses.....							
Instruments and Repairs.....	\$504 28						
Advanced in 1913-14 against Appropria- tion for 1914-15.....	392 83	897 11				897 11	
Buildings and Grounds:							
General Expenses.....	\$416 22						
Advanced in 1913-14 against Appropria- tion for 1914-15.....	1,483 78						
Legal Expenses.....							
Taxes.....	1,900 00	1,900 00				1,900 00	
Insurance.....	56 37	56 37				56 37	
.....	313 75	313 75				313 75	
.....	587 97	587 97				587 97	
.....		\$197,242 79					
ZOOLOGY							
Salaries.....	37,500 00	37,500 00				37,500 00	10,400 00
Departmental Appropriation.....	2,479 47	2,479 47				2,479 47	
Additional Equipment.....	269 92	269 92				269 92	
Marine Table, Wood's Hole.....	500 00	500 00				500 00	
.....		40,749 39					
COLLEGE OF PHYSICIANS AND SURGEONS							
ADMINISTRATION							
Salaries.....	9,060 00	9,060 00				9,060 00	410 00
Alcohol.....	722 83	722 83				722 83	
Office Supplies and Sundries.....	700 00	700 00				700 00	
Printing and Distribution of Announcement.....	1,307 38	1,307 38				1,307 38	
.....		11,690 21					
Carried forward.....		\$1,520,100 62	\$1,161,557 83	\$147,984 44		\$210,558 35	

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$1,520,100 62	\$1,161,557 83	\$147,984 44	\$210,558 35
ANATOMY					
Salaries.....	\$25,460 00		25,460 00		
Departmental Appropriation.....	4,400 00		4,400 00		
Supplies in Histology and Embryology.....	1,000 00		1,000 00		
		30,860 00			
BACTERIOLOGY					
Salaries.....	7,500 00		7,500 00		
Departmental Appropriation.....	2,500 00		2,500 00		
		10,000 00			
BIOLOGICAL CHEMISTRY					
Salaries.....	9,200 00		8,700 00		500 00
Departmental Appropriation.....	3,000 00		3,000 00		
Special Printing.....	166 50				166 50
		12,366 50			
CLINICAL INSTRUCTION					
Salaries.....		6,600 00	6,600 00		
CROCKER FUND					
Salaries.....	26,780 32			26,780 32	
Departmental Expenses.....	18,938 95			18,938 95	
Equipment.....	3,448 37			3,448 37	
		49,167 64			
DISEASES OF CHILDREN					
Salaries.....	3,600 00		1,600 00		
Clinical Teaching.....	1,860 00			2,000 00	
		5,460 00		1,860 00	
GYNECOLOGY					
Salaries.....		3,850 00	3,850 00		
HYGIENE AND PREVENTIVE MEDICINE					
Salaries.....	1,200 00		1,200 00		
Departmental Appropriation.....	275 35		275 35		
		1,475 35			
NEUROLOGY					
Salaries.....	2,099 97		2,099 97		
Departmental Appropriation.....	150 00		150 00		
		2,249 97			

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$1,979,977 85	\$1,313,026 36	\$234,927 04	\$432,024 45
EAST RIVER HOMES GIFT For Medical Treatment of Indigent persons in Vanderbilt Clinic.....		11,000 00			11,000 00
MISCELLANEOUS					
RETIRING ALLOWANCES.....		34,530 00	9,360 00		25,170 00
WIDOWS' ALLOWANCES.....		7,400 00	1,700 00		5,700 00
CHAPEL					
Salaries.....	\$3,500 00		3,500 00		
Chapel Services.....	1,264 16		1,158 75	105 41	
Emergencies.....	1,500 00		1,500 00		
		6,264 16			
FELLOWSHIPS					
Adams.....	1,250 00			1,250 00	
Adams Publication Fund.....	69 80			69 80	
Barnard.....	412 50			412 50	
Class of '70.....	500 00		500 00		
Curtis.....	618 75			618 75	
Cutting.....	\$3,000 00				
Advanced in 1913-14 against appropriation for 1914-15.....	1,997 75			4,997 75	
Drisler.					
Garth.....	650 00		650 00		
Gilder.....	670 31			670 31	
Goldschmidt.....	2,325 00			2,325 00	
International School of American Archeology and Ethnology.....	670 30			670 30	
Mitchell.....	100 00			100 00	
Mosenthal.....	412 50			412 50	
McKim.....	618 74			618 74	
Schiff.....	825 00			825 00	
Schurz.....	618 75			618 75	
Trowbridge.....	825 00			825 00	
Tyndall.....	500 00			500 00	
University.....	648 00		8 00	640 00	
Advertising Men's League.....	7,800 00		7,800 00		
Industrial Research.....	375 00				375 00
	750 00				750 00
		25,637 40			

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
Bene factors.....	12,622 50	.....	9,625 00	2,997 50
Brooklyn (College).....	2,100 00	.....	2,100 00	.....
Brooklyn (Barnard).....	1,800 00	.....	1,800 00	.....
Burgess (Annie P.).....	175 00	.....	.....	175 00
Burgess (Daniel M.).....	206 25	.....	.....	206 25
Butler	150 00	.....	.....	150 00
Campbell.....	350 00	.....	102 50	247 50
Class of 1885.....	371 25	.....	.....	371 25
Class of '48.....	350 00	.....	.....	350 00
Curtis.....	600 00	.....	600 00	.....
Faculty.....	3,575 00	.....	3,575 00	.....
Faculty Scholarship Fund.....	1,431 25	.....	1,431 25	.....
Harper.....	350 00	.....	350 00	.....
Hewitt.....	350 00	.....	350 00	.....
McClymonds.....	1,415 00	.....	.....	1,415 00
Marcus Daly.....	1,000 00	.....	.....	1,000 00
Moffat.....	350 00	.....	267 50	82 50
President's University.....	1,200 00	.....	1,200 00	.....
Pulitzer Scholarship Fund.....	10,965 00	.....	10,965 00	.....
Pulitzer	8,300 00	.....	8,300 00	.....
Schermerhorn.....	875 00	.....	1,688 75	206 25
Society for Promotion of Religion and Learning.....	1,225 00	.....	1,225 00	.....
Stuart.....	350 00	.....	124 21	225 79
State.....	25,800 00	.....	.....	25,800 00
Special.....	511 50	.....	.....	511 50
Additional Scholarships.....	6,312 50	.....	5,062 50	1,250 00
University.....	3,000 00	.....	1,050 00	1,950 00
		87,516 50		
PRIZES AND MEDALS				
Alumni Association Prizes.....	100 00	.....	.....	100 00
Barnard Medal.....	\$250 00	.....	.....	.....
Chargeable against receipts, 1915-1916.....	56 50	.....	.....	.....
Beck Prize.....	193 50	.....	.....	.....
Bennett Prize Fund.....	330 00	.....	.....	330 00
Butler, (N. M.) Medal.....	41 25	.....	41 25	.....
Chanler Historical Prize.....	200 00	.....	200 00	.....
Columbia Hudson-Fulton Prizes.....	41 25	.....	41 25	.....
Convers Prize.....	55 75	.....	55 75	.....
Curtis Medals.....	50 00	.....	50 00	.....
	59 25	.....	59 25	.....
Carried forward.....	\$1,071 00	\$2,152,325 91	\$1,378,527 32	\$504,039 45

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....	\$1,071 00	\$2,152,325 91	\$1,378,527 32	\$270,830 14	\$504,039 45
Darling Prize.....	41 25	.....	.....	41 25	.....
Einstein Prize.....	200 16	.....	.....	200 16	.....
Elsberg Prize.....	91 50	.....	.....	91 50	.....
Green Memorial Prize.....	50 00	.....	.....	50 00	.....
Illig Medals.....	90 00	.....	.....	90 00	.....
Ordronaux Prize.....	123 75	.....	.....	123 75	.....
Philolexian Centennial Washington Prize.....	140 00	.....	.....	140 00	.....
Philolexian Prize.....	56 79	.....	.....	56 79	.....
Roller Prize.....	41 25	.....	.....	41 25	.....
Squires Prize.....	216 55	.....	.....	216 55	.....
Stokes Prize.....	40 00	.....	.....	40 00	.....
Stokes Prize.....	165 00	.....	.....	165 00	.....
Toppau Prize.....	206 25	.....	.....	206 25	.....
Van Buren Prize.....	206 25	.....	.....	206 25	.....
Van Amringe Prize.....	.....	2,739 75	.....	.....	.....
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS					
Blumenthal Scholarships.....	1,800 00	.....	.....	1,800 00	.....
Clark Scholarships.....	577 50	.....	.....	577 50	.....
Devendorf Fellowship.....	268 12	.....	.....	268 12	.....
Dougherty Scholarships.....	412 50	.....	.....	412 50	.....
Du Bois Fellowship.....	1,237 50	.....	.....	1,237 50	.....
Faculty Scholarships.....	1,000 00	.....	.....	1,000 00	.....
Harsen Scholarships.....	1,250 00	.....	.....	1,250 00	.....
Hartley Scholarship.....	250 00	.....	.....	250 00	.....
Proudfit Fellowship.....	1,200 00	.....	.....	1,200 00	.....
Vanderbilt Scholarships.....	1,000 00	.....	.....	1,000 00	.....
Additional Scholarships.....	4,000 00	12,995 62	.....	4,000 00	.....
		\$2,168,061 28	\$1,378,527 32	\$285,494 51	\$504,039 45

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
MORNINGSIDE HEIGHTS					
Salaries.....	\$5,800 00	.....	\$4,300 00	.....	\$1,500 00
Cure of Boat House.....	1,736 62	.....	1,736 62	.....
Cleaning.....	3,000 00	.....	3,000 00	.....
Fuel.....	\$23,803 00	.....		.....
Advanced in 1913-14 against appropriations for 1914-1915.....	1,197 00	.....	25,000 00	.....
		.....	742 41	.....
Furniture and Fixtures.....		.....		.....
Gas and Electricity.....	\$3,818 08	.....		.....
Advanced in 1913-14 against appropriations for 1914-15.....	1,181 92	.....	5,000 00	.....
Maintenance:		.....	20,000 00	.....
General Buildings.....		.....		.....
Residence Halls.....	\$53,783 71	.....		.....
Advanced in 1913-14 against appropriations for 1914-15.....	215 13	.....	53,998 84	.....
School of Journalism.....		.....	9,119 28	\$9,119 28	
Planting.....		.....	996 78	.....
Post Office.....		.....	1,795 80	.....
Power House and Janitorial Service.....		.....	56,955 00	.....
Superintendent's Supplies.....		.....	5,115 59	.....
Assay Laboratory—Removal from Havemeyer Hall.....		.....	1 08	.....	1 08
Laboratory of Industrial and Engineering Chemistry:.....		.....		.....
Installing and Equipping in Havemeyer Hall.....		.....	233 65	.....
Telephone Service.....		.....	8,271 41	.....	233 65
Uniforms.....		.....	354 30	.....
Water Rates.....		.....	3,071 59	.....
No. 407 West 117th Street—Expenses.....		.....	1,121 64	.....
No. 413 West 117th Street—Expenses.....		.....	134 14	.....
No. 415 West 117th Street—Expenses.....		.....	113 67	.....
No. 421 West 117th Street—Expenses.....		.....	599 19	.....
		\$203,160 99			
Carried forward.....		\$203,160 99	\$192,306 98	\$9,119 28	\$1,734 73

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$203,160 99	\$192,306 98	\$9,119 28	\$1,734 73
COLLEGE OF PHYSICIANS AND SURGEONS					
Cleaning.....	750 00		750 00		
Departmental Assistance.....	9,131 21		9,131 21		
Fuel.....	12,813 76		12,813 76		
Furniture and Fixtures.....	500 00		500 00		
Gas and Electricity.....	1,249 40		1,249 40		
Power House and Janitorial Service.....	14,057 19		14,057 19		
Maintenance of Buildings.....	3,373 96		3,373 96		
Superintendent's Supplies.....	1,999 65		1,999 65		
Water Rates.....	2,516 50		2,516 50		
		46,391 67			
GYMNASIUM					
Janitorial Service.....	1,300 00		1,300 00		
Equipment.....	43 45		43 45		
Laundry Service.....	1,185 34		1,185 34		
Evening Service.....	739 44		739 44		
		3,268 23			
UNIVERSITY HALL					
Fire Loss.....		56,647 47			56,647 47
FURNALD HALL					
Janitorial Service.....	199 90		199 90		
Laundry Service.....	298 71		298 71		
		498 61			
SUMMER SESSION					
General Expenses.....		7,396 00	7,396 00		
MAINTENANCE OF SOUTH AND EAST FIELDS					
Attendance and Supplies.....		2,399 90	2,399 90		
PUBLIC CEREMONIES.....		1,068 74	1,068 74		
EMERGENCY REPAIRS.....		4,104 85	4,104 85		
URGENT REPAIRS.....		2,305 28	2,305 28		
EAST FIELD FENCE.....		274 81	274 81		
FIRE PROTECTION.....		326 47	60 00		266 47
		\$327,843 02	\$260,075 07	\$9,119 28	\$58,648 67

EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Salaries.....	\$43,489 56	.....	\$42,729 56	.....	\$960 00
Administration Reserve Fund.....	1,964 90	.....	1,964 90	.....	.....
Emergencies.....	1,482 85	.....	1,482 85	.....	.....
Purchase of Books and Serials.....	9,686 15	.....	8,860 50	.....	825 65
Binding.....	4,489 08	.....	4,489 08	.....	.....
Printed Catalogue Cards.....	996 68	.....	996 68	.....	.....
Deficiency Appropriation.....	758 33	.....	758 33	.....	.....
	\$63,068 15	.....	.....	.....	.....
PURCHASES FROM SPECIAL FUNDS					
Barnard Library Fund.....	2,794 24	.....	.....	2,794 24	.....
Codical Fund.....	364 07	.....	.....	364 07	.....
Gurrler Fund.....	1,421 90	.....	.....	1,421 90	.....
Schurz Fund.....	378 86	.....	.....	378 86	.....
	4,959 07	.....	.....	.....	.....
PURCHASES FROM GIFTS					
Chinese Bookbinding Fund.....	76 55	.....	.....	.....	76 55
Loeb Fund.....	291 52	.....	.....	.....	291 52
Low Fund.....	294 13	.....	.....	.....	294 13
Crane Fund.....	1 44	.....	.....	.....	1 44
Committee of Fifty Fund.....	21 19	.....	.....	.....	21 19
	684 83	.....	.....	.....	.....
POLITICAL SCIENCE READING ROOM					
Purchase of Clock.....	.....	16 00	.....	.....	.....

COLLEGE STUDY					
.....	.....	2,024 58	2,024 58	.....	.....
KENT HALL READING ROOMS					
Assistance.....	.....	1,167 50	1,167 50	.....	.....
PHILOSOPHY READING ROOMS					
Assistance.....	.....	1,199 66	1,199 66	.....	.....
SCHERMERHORN HALL READING ROOMS					
Assistance.....	.....	1,320 00	1,320 00	.....	.....
APPLIED SCIENCE READING ROOMS					
Assistance.....	.....	1,949 84	1,949 84	.....	.....
Carried forward.....	.....	\$76,389 63	\$68,944 08	\$4,959 07	\$2,486 48

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Brought forward.....		\$76,389 63	\$68,944 08	\$4,959 07	\$2,486 48
AVERY LIBRARY					
Library Staff.....	\$2,580 00		2,580 00		
Avery Library Fund.....	1,802 26			1,802 26	
Cost of Exhibition Cases.....	3,000 00			3,000 00	
		7,382 26			
LAW SCHOOL LIBRARY					
Library Staff.....	3,701 00		3,701 00		
Books and Binding.....	2,878 54		2,643 80	216 54	18 20
Law School Alumni Fund.....	647 07				647 07
Purchase of Books in Comparative Jurisprudence.....	66 40				66 40
James S. Carpenter Fund.....	1,127 53			1,127 53	
		8,420 54			
SCHOOL OF JOURNALISM LIBRARY					
Library Staff.....	1,500 00			1,500 00	
Books and Binding.....	1,604 01			1,474 01	
Newspapers.....	500 00			500 00	
Equipment.....	1,000 27			1,000 27	
		4,604 28			
MEDICAL SCHOOL LIBRARY					
Library Staff.....	1,597 50		1,597 50		
Books and Binding.....	1,592 51		1,592 51		
E. G. Janeway Library Endowment Fund.....	851 67			851 67	
For Surgical Journals.....	239 21			239 21	
		4,280 89			
		\$101,077 60	\$81,058 89	\$16,670 56	\$3,348 15

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Salaries.....	\$28,097 24	.....	\$25,597 24	.....	\$2,500 00
Clerk's Office, Sundries.....	1,491 81	.....	1,491 81	.....
Treasurer's Office, Sundries.....	483 64	.....	483 64	.....
Contingent Expenses.....	5,042 99	.....	5,042 99	.....
Office Rent.....	1,500 00	.....	1,500 00	.....
116th Street Tunnel Franchise.....	550 00	.....	550 00	.....
Insurance.....		.....		.....
Advanced in prior years against appropriation for 1914-15.....	15,506 63	.....	15,506 63	.....
Taxes:					
President's House.....					
Chaplain's House (413 West 117th Street).....	\$2,920 00				
Dean's House (415 West 117th Street).....	383 25				
Bureau of Purchases.....	3,686 50	.....	3,686 50	.....
Membership in Hospital Bureau of Purchases and Supplies.....	3,900 00	.....	3,900 00	.....
Auditing Books of Student Organizations.....	840 00	.....	840 00	.....
Arbitration Expenses.....	250 00	.....	250 00	.....
Legal Expenses.....	1 00	.....	1 00	.....
Traveling Expenses to Pittsburgh.....	2,000 00	.....		2,000 00	
	72 64	.....		72 64	
		\$63,422 45			
		\$63,422 45	\$58,849 81	\$2,072 64	\$2,500 00

EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	\$4,000 00			\$4,000 00	
Edward R. Carpentier Fund.....	4,000 00			4,000 00	
James S. Carpentier Fund.....	4,000 00			4,000 00	
W. Bayard Cutting, Jr. Fellowship Fund.....	600 00			600 00	
Dean Lung Fund.....	4,000 00			4,000 00	
Fine Arts Endowment Fund.....	10,000 00			10,000 00	
Furnald Hall Fund.....	17,500 00		\$17,500 00		
Seidl Fund.....	480 00			480 00	
Waring Fund.....	4,000 00			4,000 00	
		\$48,580 00			
		\$48,580 00	\$17,500 00	\$31,080 00	

INTEREST ACCOUNT

INTEREST PAID:

On Columbia College 4% Mortgage Gold Bonds.....	\$120,157 00	
On Columbia University Notes.....	7,038 33	
On Loubat Annuity Mortgage.....	19,040 00	
On Medical School New Site Mortgage.....	7,250 00	
On Uninvested Special Funds used for General Purposes.....	3,187 50	
		<u>\$156,672 83</u>

DEDUCT INTEREST APPORTIONED, as follows:

Gaillard-Loubat Library Endowment Fund.....	\$23,005 15	
George Crocker Research Building.....	1,778 48	
Medical School New Site. Cost.....	7,250 00	32,033 63
		<u>\$124,639 20</u>

BALANCE SHEET, JUNE 30, 1915

ASSETS

Cash at Banks, etc.:			
General Funds	\$57,008 15		
Special Funds	112,566 90		
Funds for Designated Purposes.....	45,456 58		
			\$215,031 63
Arrears of Rent (see page 344).....			46,223 67
Loans to Students.....			25,088 13
Insurance in Advance.....			18,945 61
Advances against future appropriations, etc.....			28,112 70
Overdrafts on Income of Special Funds (see page 348)			75,690 04
Materials and Supplies—Chemistry Department.....			22,464 83
Expenses re Lease, etc., in Suspense.....			9,711 81
Expenses re Tax Lien No. 19 West 50th Street, N. Y.....			7,801 40
Expenses re No. 49-51 Park Place and 60-62 Murray Street, N. Y. Property taken by City.....			3,000 00
Securities owned for Account of General and Special Funds (see page 368)			10,793,395 69
University Land, Buildings and Equipment—Morningside (see page 371)			14,856,177 24
Stadium—Hudson River, Morningside.....			1,203 00
College of Physicians and Surgeons.....			925,742 91
Camp Columbia, Morris, Connecticut.....			39,765 27
Rents 503-11 Broadway in the hands of H. S. Ely & Co.....			631 66
Rental Properties:			
Upper and Lower Estates, New York City. 1912			
Tax Valuations.....	\$18,492,500 00		
Other Property—New York City (see page 372) ...	975,007 80		
			19,467,507 80
Redemption Fund for Bond Issue in hands of United States Trust Company, as Trustee (see page 373)			
Investments	\$357,032 50		
Cash.....	142,967 50		
			500,000 00
			<u>\$47,036,493 39</u>

BALANCE SHEET, JUNE 30, 1915

FUNDS AND LIABILITIES

Special Funds—Principal (see page 393)		\$9,334,537 19
Special Funds—Income unexpended (see page 348)		187,522 51
Unexpended Gifts for Designated Purposes (see page 353)		194,658 85
Permanent Funds—For Purchase of Land and Erection of Buildings (see page 395)		7,920,814 85
Funds for Loans to Students.....		26,148 48
Fees received in advance, Deposits, etc.....		21,138 70
Mortgages—On New York Property		713,000 00
Columbia University Notes.....		150,000 00
Columbia College 4% Mortgage Gold Bonds.....		3,000,000 00
Capital Account: (See page 396)		
Estate Summary.....	\$19,830,287 46	
Real Estate Sales Account.....	5,658,385 35	
		<u>25,488,672 81</u>

\$47,036,493 39

ARREARS OF RENT, JUNE 30, 1915

Arrears of Rent, 1911-1912.....		\$362 5
Arrears of Rent, 1912-13.....	\$2,949 50	
Collected in 1914-1915.....	1,224 50	1,725 00
	<hr/>	
Arrears of Rent, 1913-1914.....	\$32,889 98	
Collected in 1914-1915.....	22,584 76	10,305 22
	<hr/>	
Rents Receivable from Upper and Lower Estates, 1914-1915.....	\$662,141 20	
Collected in 1914-1915.....	628,310 25	33,830 95
	<hr/>	
Total Arrears, June 30, 1915.....		<u>\$46,223</u>

201-201a Barclay Street and Park Place, 12 months' rent to May 1, 1915.....		2,500 00
299 Murray Street, 12 months' rent to May 1, 1915.....		1,050 00
300 Murray Street, 12 months' rent to May 1, 1915.....		1,400 00
29 West 48th Street, 6 months' rent to May 1, 1915.....		1,111 50
43 West 48th Street, 6 months' rent to May 1, 1915.....		993 00
65 West 48th Street, 6 months' rent to May 1, 1915.....		849 00
68 West 49th Street, 42 months' rent to May 1, 1915 (balance).....		5 537 50
17 West 49th Street, 24 months' rent to May 1, 1915 (balance).....		4,494 00
45 West 49th Street, 18 months' rent to May 1, 1915.....		2,796 00
47 West 49th Street, 6 months' rent to May 1, 1915.....		914 50
51 West 49th Street, 24 months' rent to May 1, 1915.....		3,552 0
65 West 49th Street, 6 months' rent to May 1, 1915.....		656 00
67 West 49th Street, 6 months' rent to May 1, 1915.....		638 75
69 West 49th Street, 6 months' rent to May 1, 1915.....		565 00
8 West 50th Street, 6 months' rent to May 1, 1915.....		1,496 50
12 West 50th Street, 18 months' rent to May 1, 1915.....		3,832 50
14 West 50th Street, 6 months' rent to May 1, 1915.....		1,251 50
44 West 50th Street, 6 months' rent to May 1, 1915.....		905 50
54 West 50th Street, 12 months' rent to May 1, 1915.....		1,689 00
3 West 50th Street, 12 months' rent to May 1, 1915.....		3,082
19 West 50th Street, 24 months' rent to May 1, 1915.....		3,816 00
51 West 50th Street, 24 months' rent to May 1, 1915 (balance).....		2,348 72
62 West 51st Street, 6 months' rent to May 1, 1915.....		743 75
		<hr/>
		<u>\$46,223 67</u>

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1915

FUND	Debit Balances, June 30, 1914	Credit Balances, June 30, 1914	Received 1914-1915	Total Credits	Expended 1914-1915	Debit Balances, June 30, 1915	Credit Balances, June 30, 1915
Adams Fund.....		\$1,744 95	\$2,100 00	\$3,844 95	\$1,319 80		\$2,525 15
Aldrich Scholarship Fund.....			206 25	206 25	206 25		
Anonymous Fund for Church and Choral Music.....	\$5,020 00			Dr. 2,905 87	5,072 64	\$7,978 51	
Avery Architectural Library Fund.....			2,114 13	2,114 13			
Barnard Fellowship Fund.....		57 22	(1) 5,037 50	5,094 72	4,802 26		292 46
Barnard Library Fund.....		109 98	412 50	522 48	412 50		109 98
Barnard (Margaret) Fund.....		422 59	2,454 44	3,546 59	(1) 2,834 24		712 35
Beck Prize Fund.....		1,580 03	669 56				
Beck Scholarship Fund.....		330 00	330 00	1,910 03	1,830 00		80 03
Beer Lecture Fund.....		82 50	82 50	82 50	82 50		
Bennett Prize Fund.....		2,432 00	412 50	2,844 50			2,844 50
Bergh Fund.....		354 75	41 25	396 00	391 25		4 75
Bimenthal Endowment Fund.....		4,618 12	4,130 87	8,748 99	3,335 88		5,413 11
Bridgman Fellowship Fund.....		8,150 97	5,635 69	13,786 66	11,230 00		2,586 66
Brunner Prize Fund.....		264 25	199 33	199 33			199 33
Burgess (Annie P.) Fund.....		41 25	41 25	305 50	175 00		130 50
Burgess (Annie P.) Scholarship Fund.....			2,613 80	2,613 80	(2) 2,613 80		
Burgess (Daniel M.) Scholarship Fund.....		275 00	206 25	206 25	475 00		6 25
Burgess (John W.) Fund.....		275 00	206 25	481 25	356 25		125 00
Butler Scholarship Fund.....	1 20		4,000 00	3,998 80	4,000 00	1 20	
Butler (N. M.) Medal Fund.....		421 52	206 25	627 77	300 00		327 77
Campbell Scholarship Fund.....		25 78	133 75	149 53	247 50	50 47	
Carpentier (E. R.) Fund.....	1,016 81		247 50	247 50			
Carpentier (J. S.) Fund.....	1,116 92		10,312 50	9,295 69	12,000 00	2,704 31	
Center Fund.....		47,746 76	12,489 81	60,236 57	9,740 03		50,496 54
Chandler (Chas. F.) Fund.....		780 58	7,344 40	6,227 48	6,858 40	630 92	
Chandler Prize Fund.....		221 00	247 50	1,028 08	245 43		782 65
Chapel Music Fund.....		22 91	41 25	262 25	216 25		46 00
Class of 1848 Scholarship Fund.....		41 25	64 16	64 16	105 41	41 25	
Class of 1885, Mines, Fund.....		227 44	412 50	639 94	672 50		
Class of 1889, Medal Fund.....		102 71	374 22	476 93	371 25		
Class of 1901 Decennial Fund.....		170 28	1 72	1 72			105 68
Columbia Fellowship Fund.....		2,348 18	57 45	227 73			1 72
Columbia Hudson-Pulton Prize Fund.....		55 75	536 25	2,884 43	1,250 00		227 73
Columbia University Football Assn. Fund.....		74 47	41 25	47 00	55 75		1,634 43
Convers Prize Fund.....		200 00	443 30	517 77	517 77		41 25
Cothral Fund.....		119 64	660 00	779 64	200 00		50 00
Carried forward.....	\$7,154 93	\$72,801 88	\$64,524 97		\$69,159 41	\$11,439 22	
					\$72,451 73		

FUND	Debit Balances, June 30, 1914	Credit Balances, June 30, 1914	Received 1914-1915	Total Credits	Expended 1914-1915	Debit Balances, June 30, 1915	Credit Balances, June 30, 1915
Brought forward	\$7,154 93	\$72,801 88	\$64,524 97	.....	\$72,451 73	\$11,439 22	\$69,159 41
Crocker Research Fund.....		15,940 91	64,220 23	\$80,161 14	(4) 55,167 64	.....	24,993 50
Crosby Collection of Laurern Slides Fund.....		70 12	73 04	73 04	48 60	.....	24 44
Currier Fund	1 50	2,062 50	2,062 50	2,064 00	1,421 90	.....	642 10
Curtis Fellowship Fund.....	787 62	412 50	412 50	1,200 12	618 75	.....	581 37
Curtis Medals Fund.....	88 71	53 62	53 62	142 33	59 25	.....	83 08
Cutting Fund.....	4,000 00	8,000 00	8,000 00	12,000 00	4,997 75	.....	7,002 25
Cutting, J., Fellowship Fund.....	.....	600 00	600 00	600 00	.....	.....	.....
DaCosta Professorship Fund.....	233 63	3,571 29	3,571 29	3,347 66	3,400 00	.....	52 34
Darling Prize Fund.....	23 50	41 35	41 35	64 75	41 25	.....	23 50
Dean Lang Fund.....	1 078 72	9,281 25	9,281 25	10,359 97	9,025 00	.....	1,334 97
Deutsches Haus Endowment Fund.....	.....	612 50	612 50	612 50	.....	.....	.....
Driskler Classical Fund.....	348 53	412 50	412 50	761 03	451 38	.....	309 65
Dyckman Fund.....	274 06	412 50	412 50	686 56	.....	.....	686 56
Earle Prize Fund.....	1 56	51 56	51 56	53 12	.....	.....	53 12
Eaton Professorship Fund.....	524 81	4,125 00	4,125 00	4,649 81	4,000 00	.....	649 81
Einstein Fund.....	100 24	200 16	200 16	300 40	.....	.....	100 24
Elsherg Fund.....	.....	90 00	90 00	90 00	91 50	.....	1 50
Emmons Memorial Fund.....	559 95	574 33	574 33	1,134 28	.....	.....	1,134 28
Ernst Art's Endowment Fund.....	.....	10,000 00	10,000 00	10,000 00	.....	.....	.....
Garth Fund.....	388 35	825 00	825 00	1,058 66	970 31	.....	88 35
Gebhard Fund.....	494 96	41 25	41 25	1,319 96	800 00	.....	519 96
German Lecture Fund.....	218 11	1,943 56	1,943 56	2,59 36	40 00	.....	219 36
Gilder Fund.....	986 87	670 30	670 30	2,950 43	2,325 00	.....	625 43
Goldschmidt Fellowship Fund.....	130 25	412 50	412 50	800 55	670 30	.....	130 25
Goetheil Lectureship Fund.....	415 80	391 87	391 87	828 30	500 00	.....	328 30
Gottsberger Fellowship Fund.....	274 75	50 00	50 00	117 12	.....	.....	117 12
Green Prize Fund.....	.....	50 00	50 00	50 00	.....	.....	.....
Hall Scholarship Fund.....	712 52	294 81	294 81	294 81	.....	.....	294 81
Harriman Fund.....	26 00	5,103 12	5,103 12	4,390 60	5,000 00	609 40	.....
Howe Legacy.....	.....	.....	.....	Dr.	.....	26 00	.....
Illig Fund.....	163 99	82 50	82 50	246 49	90 00	.....	156 49
Indo-Japanese Fund.....	.....	675 00	675 00	675 00	.....	.....	.....
James Fund.....	.....	4,125 00	4,125 00	4,125 00	4,125 00	.....	.....
Kennedy Endowment Fund.....	.....	5,452 56	5,452 56	5,452 56	(6) 5,452 56	.....	.....
Law Library Fund.....	100 83	216 54	216 54	317 37	216 54	.....	100 83
Loubat Fund.....	.....	288 75	288 75	288 75	.....	.....	.....
Loubat Professorship Fund.....	2,512 98	4,125 00	4,125 00	6,637 98	5,500 45	.....	1,137 53
Maison Francaise Endowment Fund.....	.....	206 25	206 25	206 25	.....	.....	.....
Manners Fund.....	.....	115 87	115 87	115 87	.....	.....	115 87
Mathematical Prize Fund.....	289 86	206 25	206 25	496 11	206 25	.....	289 86
McKim Fellowship Fund.....	1,029 56	825 00	825 00	1,854 56	825 00	.....	1,029 56
Member of Class of '85 Fund.....	.....	193 95	43 31	1,237 26	216 55	.....	20 71

Mitchell Fellowship Fund.....	181 98	412 50	594 48	587 50	6 98
Moffat Scholarship Fund.....		82 50	82 50	82 50	
Mosenthal Fellowship Fund.....	860 13	309 37	1,169 50	618 74	550 76
Openway Fund.....		51 00	Dr.	51 00	
Ordrebaux Prize Fund.....	168 33	123 72	292 08	273 75	18 33
Pell Legacy.....		1,899 36	1,899 36		1,899 36
Perkins Fellowship Fund.....	941 34	235 12	1,899 46	1,176 46	1,176 46
Peters, J., Engineering Fund.....	2,265 91	2,068 80	4,334 71	1,293 73	3,040 98
Philolexian Centennial Washington Prize Fund.....		270 50	320 50	140 00	180 50
Philolexian Prize Fund.....	19 43	56 79	56 79	56 79	19 43
Phoenix Legacy.....		10,203 09	1,524 79	(14) 25,227 72	180 50
Proudfit (A. M.) Fellowship Fund.....	303 72	618 75	922 47	300 00	26,752 51
Psychology Fund.....	197 48	4,125 00	3,927 52	4,000 00	622 47
Pulitzer Fund for Journalism.....	16,857 13	35,033 16	18,176 03	(15) 53,451 62	72 48
Pulitzer Scholarship Fund.....	249 58	12,747 41	12,497 83	10,965 00	35,275 59
Rolker, J., Prize Fund.....	1 25	42 50	42 50	41 25	1,532 83
Roosevelt Professorship Fund.....		2,062 50	2,412 89	1,000 00	1,412 89
Schermehorn Scholarship Fund.....	350 39	206 25	206 25	206 25	1 25
Schiff Endowment Fund.....	1,825 00	4,125 00	5,950 00	4,100 00	1,850 00
Schiff Fellowship Fund.....	187 31	618 75	806 06	768 75	37 31
Schurz Fellowship Fund.....	947 48	412 50	1,359 98	1,275 00	84 98
Schurz Library Fund.....	55 40	412 50	467 90	378 86	89 04
Seidl Fund.....		480 00	480 00	480 00	
Stoemaker Fund.....	567 46	443 47	825 00	274 17	736 76
Stokes Prize Fund.....		825 00	2,001 25	1,890 00	111 25
Stuart Scholarship Fund.....	1,176 25	247 50	225 79	225 79	
Toppan Prize Fund.....	21 71	165 00	318 19	315 00	3 19
Trowbridge Fund.....		500 00	833 36	500 00	333 36
Tyndall Fund.....	333 36	640 00	640 00	640 00	
Van Amringe Fund.....	51 51	206 25	257 76	206 25	
Waring Fund (Mrs. Waring).....		2,000 00	2,000 00	2,000 00	51 51
Waring Fund (Miss Waring).....		2,000 00	2,372 34	2,000 00	
Wheeler Scholarship Fund.....	26 28	558 78	532 50	(16) 532 50	372 34
Special Investments Account (Unassigned Income).....		9,704 68	40,068 23		40,068 23
SCHOOL OF MEDICINE					
Blumenthal, J., Fund.....		3,750 00	8,765 00	3,800 00	4,965 00
Bull Memorial Fund.....	5,015 00	5,327 76	8,900 95	2,342 99	6,557 96
Carpenter (H. S.) Fund.....	3,573 19	4,125 00	2,925 00	4,000 00	1,075 00
Clark Scholarship Fund.....	1,200 00	577 50	1,894 00	1,827 50	66 50
Cook Prize Fund.....	1,316 50	77	307 75	268 12	39 63
Devendorf Scholarship Fund.....	39 63	268 12	552 06	412 50	139 56
Doughty Scholarship Fund.....	139 56	412 50			
Carried forward.....	\$38,722 89	\$304,177 71	\$317,827 65	\$75,355 04	\$177,922 34

FUND	Debit Balances, June 30, 1914	Credit Balances, June 30, 1914	Received, 1914-1915	Total Credits	Expended 1914-1915	Debit Balances, June 30, 1915	Credit Balances, June 30, 1915
Brought forward.....	\$38,722 89	\$154,940 13	\$304,177 71	.....	\$317,827 65	\$75,355 04	\$177,922 34
Du Bois Memorial Fund.....	3,900 00	900 00	4,800 00	1,737 50	.....	3,062 50
Hansen Fund.....	834 80	1,283 45	2,118 25	2,000 00	.....	118 25
Hartley Scholarship Fund.....	12 83 (13)	.....	1,292 33	250 00	.....	12 33
Jacobi Ward Fund.....	1,860 72	1,860 72	1,860 00	.....	72
Janeway Library Fund.....	446 96	1,031 25	1,478 21	831 67	.....	626 54
Lee Fund.....	630 21	630 21	400 14	.....	170 07
Miller Fund.....	337 50	.....	412 50	75 00	410 00	335 00	.....
Prondt (M. M.) Scholarship Fund.....	4,957 31	618 75	5,576 06	1,200 00	.....	4,376 06
Stoene Hospital for Women Fund.....	23,500 00	23,500 00	23,500 00	.....	.....
Smith Prize Fund.....	1,603 49	96 43	1,699 92	1,000 00	.....	699 92
Stevens Prize Fund.....	955 41	78 37	1,033 78	500 00	.....	533 78
Vanderbilt Clinic Endowment Fund.....	5,650 00	5,650 00	5,650 00	.....	.....
Wheelock Fund.....	1 04	200 00	201 04	201 04	.....	.....
	\$39,060 39	\$167,651 97	\$340,688 89	.....	\$357,448 00	\$75,690 04	\$187,522 51

- (1) Transferred to Barnard Medal Account (page 353)..... \$40 00
 - (2) Transferred to the Presidents' Emergency Fund (page 350)..... 2,613 80
 - (3) Charged off to Premium Account—Center Fund (Balance Sheet)..... 58 40
 - (4) Charged off to the Crocker Research Building (page 369)..... 5,000 00
 - (5) Transferred to Deutsches Haus; Maintenance (page 350)..... 612 50
 - (6) Charged off to Premium Account—Kennedy Fund (Balance Sheet)..... 3,452 56
 - (7) Transferred to Loubat Prizes (page 353)..... 288 75
 - (8) Transferred to Maison Francaise; Maintenance (page 350)..... 206 25
 - (9) Transferred to Shoemaker Loan Fund (Balance Sheet)..... 206 25
 - (10) Transferred to Principal of John Visser Wheeler Scholarship Fund (page 393)..... 532 50
- Payments from Income of Special Funds..... \$344,436 99
- (11) Includes Gift of Samuel P. Avery for exhibition cases..... 3,000 00
 - (12) Includes Gift from Anonymous donor for Surgical Research..... 4,000 00
 - (13) Includes Gift from Anonymous donor for Hartley Scholarship Fund..... 68 00

(14) Phoenix Legacy: Payments (see Expenses):

Astronomy: Departmental.....	\$25 75
Astronomy: Observatory for Apparatus.....	122 46
Botany: Special Research Equipment.....	1,833 00
Botany: Departmental.....	1,200 00
Chemistry: Equipment and Supplies.....	6,000 00
Civil Engineering: Departmental.....	649 96
Electrical Engineering: Departmental.....	1,435 13
Engineering Drafting: Drawing Appropriation.....	83 25
Mechanical Engineering: Departmental.....	1,800 60
Geology: Departmental.....	500 00
Metalurgy: Departmental.....	1,749 11
Mineralogy: Departmental.....	400 00
Mining: Departmental.....	2,000 00
Physics: Laboratory Helper.....	600 00
Physics: Departmental.....	1,000 00
Physics: Equipment for Laboratory for measurements of Heat and Light.....	1,871 10
Physics: New Equipment.....	658 57
Physics: Apparatus.....	250 00
Zoology: Departmental.....	2,479 47
Zoology: Marine Table, Wood's Hole.....	500 00
Zoology: Additional Equipment.....	69 92
	<u>\$25,927 72</u>

(15) Pulitzer Fund for Journalism: Payments (see Expenses):

Educational Administration: Salaries.....	\$14,00 00
Educational Administration: Bureau of Supplies: Library: Incidentals.....	48 45
Educational Administration: Printing.....	500 00
Economics: Salaries.....	800 00
Germanic Languages: Salaries.....	1,200 00
History: Salaries.....	600 00
Law School: Salaries.....	1,000 00
School of Journalism: Salaries.....	29,200 00
School of Journalism: English: Assistance.....	1,100 00
School of Journalism: Lectures.....	1,538 50
School of Journalism: Equipment.....	1,707 36
School of Journalism: Supplies.....	1,000 00
School of Journalism: Newspaper Clippings.....	750 00
Buildings and Grounds: Journalism: Maintenance.....	9,119 28
Library: Journalism: Staff.....	1,500 00
Library: Journalism: Books and Binding.....	1,474 01
Library: Journalism: Newspapers.....	500 00
Library: Journalism: Equipment.....	1,000 27
Pulitzer Prizes: Printing Expense.....	13 75
	<u>\$53,451 62</u>

**GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE
YEAR ENDING JUNE 30, 1915**

ACCOUNTS	Credit Balances, June 30, 1914	Received 1914-1915	Total Credits	Expended 1914-1915	Credit Balances, June 30, 1915
EDUCATIONAL ADMINISTRATION:					
Salaries.....			(*) (\$13,250 00	\$13,250 00	.....
Lectures.....		\$425 20	425 20	425 20	.....
Sixteenth Catalogue.....	\$51 70	25 90	77 60	77 60	.....
President's Emergency Fund.....		75 00	(*) 2,013 80	(*) 2,463 97	\$149 83
Secretary's Special Account.....	417 00		492 00	342 95	112 50
Special Assistance in Earl Hall.....	112 50		112 50		57 45
State Aid to Blind Pupils.....	299 00	300 00	599 00	266 15	332 85
State Aid to Deaf Pupils.....	79 00	300 00	379 00	221 50	157 50
Anonymous Gift in Aid of Columbia University Press.....	1,500 00		1,500 00	1,500 00	.....
EXCHANGE PROFESSORS:					
Queen Wilhelmina Lectureship.....		(*) 3,500 00	3,500 00	(*) 2,625 00	875 00
DEUTSCHES HAUS:					
Maintenance.....	434 56	3,050 00	(*) 4,097 06	3,373 50	723 56
Emil Boas Library.....	8 81	25 00	33 81	1 13	32 68
MAISON FRANÇAISE:					
Maintenance, including Taxes.....	1,339 80	4,000 00	(*) 5,546 05	2,780 64	2,765 41
DEPARTMENTAL:					
Agriculture: Agricultural Education Fund.....	1,614 20	4,449 28	6,063 48	(*) 1,193 58	4,869 90
Agriculture: Columbia Farms, Fishkill, N. Y.....		2,066 61	2,066 61	2,066 61	.....
Anthropology: Salaries.....			(*) 1,000 00	1,000 00	.....
Anthropology: Research on the Indians of British Columbia.....					.....
Architecture: Atelier Fund.....	488 75	300 00	788 75	664 25	124 50
Astronomy: Catherine Wolfe Bruce Fund.....	440 00		440 00	128 75	311 25
Astronomy: Publication of Work on Variation of Latitude.....	3,969 39	98 71	4,068 10		4,068 10
Botany: Salaries.....	38 77		38 77		38 77
Botany: Special Research Fund.....			(*) 8,200 00	8,200 00	.....
Chemistry: Food Chemistry: Salaries.....	1 44		1 44	1 44	.....
Chemistry: Barnard: Salaries.....			(*) 1,000 00	1,000 00	.....
Chemistry: Electro-Chemical Laboratory: Equipment Fund.....	580 72		(*) 5,500 00	5,500 00	.....
Chemistry: Industrial Research Laboratory Fund.....	943 74	17 49	598 21	(*) 1,143 25	598 21
		368 00	1,311 74		168 49

Chemistry: Laboratory in Havemeyer Hall: Anonymous Gift.....					30,000 00	30,000 00	13,997 00	30,000 00	13,997 00	(1 ^b)	30,000 00
Civil Engineering: Instruction in Highway Engineering.....					13,997 00	13,997 00	2,863 26	3,906 55	2,863 26		1,043 29
Civil Engineering: Testing Laboratory.....					2,558 90	3,906 55	4,486 97	5,615 59	4,486 97		1,128 62
Civil Engineering: Camp Columbia: Special Expenses.....					4,291 21	5,615 59		11,850 00	11,850 00		
Classical Philology: Barnard: Salaries.....						11,850 00		11,050 00	11,050 00		
Economics: Salaries.....						11,050 00		1,500 00	1,500 00	(1 ^a)	
Electrical Engineering: Meter Testing.....					1,500 00	1,500 00		18,100 00	18,100 00		
English and Comparative Literature: Salaries.....						18,100 00		3,400 00	3,400 00		
Geology: Salaries.....						3,400 00		8,900 00	8,900 00		
Germanic Languages: Salaries.....					300 00	300 00		37 05	4 50		32 55
Germanic Languages: Collegiate German Study Fund.....					300 00	37 05		185 63	107 31		78 32
Germanic Languages: Equipment Fund.....					185 63	185 63		7 65			7 65
Germanic Languages: Schiller Fund.....					7 65	7 65					
History: Salaries.....								12,600 00	12,600 00		
History: Special Equipment.....					38 65	38 65					38 65
Indo-Iranian Languages: Salaries.....						500 00		500 00	500 00		
Mathematics: Salaries.....					500 00	500 00		8,600 00	8,600 00		
Mathematics: Equipment of Laboratory.....					15 27	15 27		9 50	9 50		5 77
Mechanical Engineering: Admiral Melville Fund.....					5,280 15	5,280 15		1,575 37	1,102 99		5,280 15
Metalurgy: Electro-Metallurgical Laboratory.....					1,575 37	1,575 37		409 67	409 67		1,102 99
Metalurgy: Special Fund.....					409 67	409 67					409 67
Mining and Metallurgy: Special Fund.....					23 78	805 09		805 09	805 09		805 09
Mining: Special Fund.....					805 09	805 09		896 23	607 28		805 09
Philosophy and Psychology: Salaries.....					996 23	896 23		11,950 00	11,950 00		388 95
Physics: Experimental: Adams Precision Laboratory.....					1,000 00	3,900 00		11,950 00	11,950 00		1,000 00
Physics: Experimental: Apparatus and Equipment, including Mechanic.....					6,564 38	6,564 38		2,716 65	2,716 65		3,847 73
Physics: Experimental: Equipment (Helen Hartley Jenkins Gift).....					481 23	481 23		431 46	431 46		49 77
Physics: Wireless Station: Equipment.....						500 00		311 80	311 80		188 20
Physics: Barnard: Salaries.....					500 00	500 00		575 32	575 32		188 20
Public Law and Jurisprudence: Salaries.....						4,700 00		4,700 00	4,700 00		248 65
Public Law and Jurisprudence: Legislative Draughting Research Fund.....						4,700 00		800 00	800 00		
Romance Languages: Salaries.....					5,911 33	16,696 18		22,607 51	14,810 44		7,797 07
Romance Languages: Support of Journal of Romanic Philology.....					250 00	250 00		10,099 98	10,099 98		
Social Science: Salaries.....					1,000 00	1,000 00		250 00	250 00		250 00
Social Science: Humane Education.....					4,000 00	1,000 00		1,000 00	1,000 00		1,000 00
Zoology: Salaries.....					200 00	200 00		10,400 00	10,400 00		4,000 00
Zoology: Naples Zoological Station.....					250 00	250 00		500 00	500 00		500 00
Zoology: Special Equipment.....					2 05	2 05					2 05
Law School: Class of 1914, Law, for Medical Aid to Law Students.....					75 00	75 00					75 00
Carried forward.....					\$39,253 65	\$100,498 41		\$204,969 37	\$204,969 37		\$74,915 22

ACCOUNTS	Credit Balances, June 30, 1914	Received, 1914-1915	Total Credits	Expended, 1914-1915	Credit Balances, June 30, 1915
Brought forward	\$39,253 65	\$100,498 41	.....	\$204,969 37	\$74,915 22
EXTENSION TEACHING:					
Festival Chorus Concerts.....	.....	1,450 00	1,450 00	1,450 00	.....
Printing of Syllabus.....	18 27	46 60	64 87	38 27	26 60
COLLEGE OF PHYSICIANS AND SURGEONS:					
Anatomy: Fire Loss: Departmental.....	01	.....	01	.....	01
Biological Chemistry: Salaries.....	.....	.....	(⁶) 500 00	500 00	.....
Biological Chemistry: Biochemical Research Fund.....	2,182 43	65 84	2,248 27	.....	2,248 27
Biological Chemistry: Special Printing.....	650 00	.....	650 00	166 50	483 50
Materna Medica and Therapeutics: Hydrotherapeutics Department in Vanderbilt Clinic.....	66 65	.....	66 65	.....	66 65
Materna Medica and Therapeutics: Laboratory of Pharmacology.....	20 18	.....	20 18	.....	20 18
Pathology: Salaries.....	1 93	.....	(⁶) 5,000 00	5,000 00	.....
Pathology: Supplies in Embryology.....	60 00	470 60	530 60	29 00	1 93
Pharmacology: Fire Loss.....	1,085 00	1,085 00	2,170 00	.....	501 60
Pharmacology: Salaries.....	275 00	.....	550 00	.....	.....
Pharmacology: Departmental Appropriation.....	2,000 00	275 00	2,275 00	.....	.....
Physiology: Salaries.....	.....	.....	2,000 00	.....	.....
Practice of Medicine: Salaries.....	8 98	.....	(⁶) 8,400 00	8,400 00	8 98
Practice of Medicine: Metabolism Clinic—Equipment.....	.....	987 95	987 95	.....	.....
Practice of Medicine: Purchase of Apparatus.....	.....	.....	(⁶) 7,850 00	7,850 00	.....
Surgery: Salaries.....	4,435 18	5,000 00	9,435 18	6,472 65	2,962 53
Surgery: Surgical Research Laboratory Fund.....	.....	250 00	250 00	.....	.....
Therapeutics: Salaries.....	.....	.....	11,000 00	11,000 00	.....
East River Homes Gift: Vanderbilt Clinic.....	.....	11,000 00	.....	.....	.....
TEACHERS COLLEGE: Salaries.....	.....	.....	(⁶) 187,090 00	187,090 00	.....
RETIRING ALLOWANCES.....	.....	.....	(⁷) 25,170 00	25,170 00	.....
WIDOWS' ALLOWANCES.....	.....	.....	(⁷) 5,700 00	5,700 00	.....
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:					
Advertising Men's League Fellowship.....	750 00	375 00	375 00	375 00	.....
Industrial Research Fellowship.....	.....	.....	750 00	(¹⁴) 750 00	.....
Jones Scholarship.....	.....	200 00	200 00	.....	200 00
McClmonds Scholarship.....	190 00	1,300 00	1,490 00	1,415 00	75 00
Marcus Daly Scholarship.....	.....	1,000 00	1,000 00	.....	.....
New York State Scholarships.....	.....	25,800 00	25,800 00	.....	.....
Research Fellowships in Medicine.....	.....	2,400 00	2,400 00	.....	2,400 00
Special Scholarships.....	425 00	386 50	811 50	511 50	300 00
Special Scholarships for Chinese Students.....	1,200 00	.....	1,200 00	.....	1,200 00

Alumni Association Prize.....	50 00	50 00	100 00	100 00	
Barnard Medal.....	153 50	(1) 193 50	(1) 193 50	193 50	
Loubat Prizes.....	3,817 27	(2) 4,220 54	(2) 4,220 54	.....	(17) 4,220 54
BUILDINGS AND GROUNDS:					
Salaries.....	1 08	(*) 1,500 00	1,500 00	1,500 00	
Assay Laboratory—Removal from Havemeyer Hall.....	.....	1 08	1 08	1 08	
Laboratory of Industrial and Engineering Chemistry— Installing and Equipping in Havemeyer Hall.....	464 20	464 20	233 65	233 65	230 55
Schermberhorn Pedestal—Resurfacing.....	91 50	91 50	.....	.....	91 50
Book-cases in Residence Halls.....	84 00	84 00	.....	.....	84 00
President's House: Furnishing.....	5,000 00	1,065 85	1,065 85	.....	(13) 937 74
Greenhouse for the Department of Agriculture.....	.....	5,000 00	5,000 00	4,062 26	.....
Political Science Reading Room Clock Gift.....	.....	16 00	16 00	16 00	.....
University Hall: Fire Loss.....	.....	126,160 00	126,160 00	(21) 56,913 94	69,246 06
LIBRARY:					
Salaries.....	.....	(*) 960 00	960 00	960 00	
Purchase of Books and Serials.....	.....	825 65	825 65	825 65	
Incidentals.....	13 45	13 45	13 45	13 45	
Chinese Book-binding Fund.....	443 19	443 19	76 55	76 55	366 64
Committee of Fifty Fund.....	246 30	334 91	334 91	21 19	313 72
Crane (Charles R.) Fund.....	53 24	53 24	1 44	1 44	51 80
Journalism: Books and Binding.....	.....	130 00	130 00	130 00	
Lewisohn Dissertation Fund.....	575 82	575 82	.....	.....	575 82
Loeb (James) Fund.....	469 75	644 75	644 75	291 52	353 23
Low (William G.) Fund.....	476 11	726 11	726 11	294 13	431 98
Law Library: Books and Binding.....	.....	18 20	18 20	18 20	
Law School Alumni Fund.....	5,610 73	5,642 73	5,642 73	647 07	4,995 66
Books on Comparative Jurisprudence.....	171 20	171 20	66 40	66 40	104 80
BUSINESS ADMINISTRATION: Salaries.....					
ALUMNI COMMEMORATION GIFT FOR GENERAL PURPOSES.....	167 48	(*) 2,500 00	2,500 00	2,500 00	
ANONYMOUS GIFT FOR CURRENT NEEDS.....	22,318 24	167 48	167 48	(2) 167 48	
BARNARD COLLEGE: Salaries.....	.....	22,460 19	22,460 19	(19).....	21,394 34
CARNEGIE FOUNDATION GRANTS.....	.....	136,659 98	136,659 98	(9).....	
HARKNESS FUND.....	.....	30,870 00	30,870 00	(7).....	
RAIMAN (R. I.) GIFT.....	200 00	21,250 00	21,250 00	(9).....	
TEACHERS COLLEGE: Salaries.....	.....	192,590 00	192,590 00	(9).....	250 00
GIFT FOR INSTRUCTION CONCERNING LATIN AMERICA.....	.....	250 00	250 00	.....	5,000 00
VAN PRAAG GIFT FOR CANCER RESEARCH.....	.....	5,000 00	5,000 00	.....	600 00
CRANE GIFT FOR LECTURES IN SUMMER SESSION.....	.....	1,500 00	1,500 00	900 00	
	\$93,029 34	\$668,712 81	\$668,712 81	\$569,778 75	\$194,658 85

Brought forward.....		\$569,778 75
(1) Includes receipt in 1914-1915 for salary paid in 1913-1914 and transferred to Capital Account. (See page 396).....	\$875 00	
(2) Transferred to Capital Account. (See page 396).....	167 48	
(3) Transferred to Capital Account. (See page 396).....	200 00	1,242 48
Total payments from Designated Gifts and Receipts for 1914-1915..		\$568,536 27
(4) Salaries of Barnard College: Credited to following Departments:		
Educational Administration.....	\$13,000 00	
Anthropology.....	1,000 00	
Botany.....	8,200 00	
Chemistry at Barnard.....	5,500 00	
Classical Philology.....	11,850 00	
Economics.....	10,300 00	
English.....	18,100 00	
Geology.....	3,400 00	
Germanic Languages.....	8,300 00	
History.....	12,600 00	
Mathematics.....	8,600 00	
Philosophy and Psychology.....	6,550 00	
Physics.....	4,700 00	
Public Law and Jurisprudence.....	800 00	
Romance Languages.....	9,099 98	
Zoology.....	10,200 00	
Buildings and Grounds.....	1,000 00	
Library.....	960 00	
Business Administration.....	2,500 00	136,659 98
(6) Salaries, account Teachers College: Credited to following Departments:		
Educational Administration.....	\$250 00	
Food Chemistry.....	1,000 00	
Economics.....	750 00	
Philosophy and Psychology.....	1,500 00	
Romance Languages.....	1,000 00	
Biological Chemistry.....	500 00	
Buildings and Grounds.....	500 00	
Teachers College.....	187,090 00	\$192,580 00
(6) Harkness Fund: Credited to following Departments:		
Pathology.....	\$5,000 00	
Practice of Medicine.....	8,400 00	
Surgery.....	7,850 00	\$21,250 00
(7) Carnegie Endowment: Credited to following Departments:		
Retiring Allowances.....	\$25,170 00	
Widows' Allowances.....	5,700 00	\$30,870 00

(6) Transferred from Income of Annie P. Burgess Fund.....	\$2,613 80
(9) Transferred from Income of the Deutsches Haus Endowment Fund.....	612 50
(10) Transferred from Income of the Maison Française Endowment Fund.....	206 25
(11) Transferred from Income of Barnard Library Fund.....	40 00
(12) Transferred from Income of the Loubat Prize Fund.....	288 75
(13) Charged to Bloomingdale Site: President's House—Furnishing.....	1,065 85
(14) Industrial Research Fund—Chemistry: Payments: Chemistry: Industrial Research Laboratory..... Fellowships: Industrial Research Fellowship.....	\$1,143 25 750 00
(15) Civil Engineering: Instruction in Highway Engineering: Overdraft 1913-1914..... Payments: Civil Engineering—Salaries..... Civil Engineering: For Instruction in Highway Engineering.....	\$10,000 00 \$5,100 00 3,395 98
(16) Gifts.....	\$18,495 98
Overdraft 1914-1915, carried in Balance Sheet.....	13,997 00
	<hr/> \$4,498 98 <hr/>
(16) Electrical Engineering: Meter Tests: Payments as follows: Overdraft June 30, 1914..... Electrical Engineering: Salaries..... Electrical Engineering: Laboratory Expenses in Testing Electric Motors For New York City.....	\$593 28 600 00 748 93
	<hr/> \$1,942 21 <hr/>
(17) Payment against this account for Barnard Medal..... (Overdraft of \$56.50 carried in Balance Sheet.)	\$250 00
(18) Transferred to President's House—Furnishing.....	1,065 85
(19) Includes advance payment in 1913-1914 for 1914-1915.....	140 85
(20) Includes loss on sale of Farm at Fishkill, N. Y.....	753 93
(21) Includes: Expenditure for University Hall Construction..... Expenditure for University Hall—Fire Loss..... Expenditure for Fire Protection, Morningside Heights.....	\$26,622 44 30,025 03 266 47
	<hr/> 56,913 94 <hr/>

SECURITIES OWNED FOR ACCOUNT OF SPECIAL AND GENERAL FUNDS

	At June 30, 1914	Increases 1914-1915	Decreases 1914-1915	At June 30, 1915
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			\$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			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			10,000 00
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.	4,574 00			4,574 00
200,000 Brooklyn Rapid Transit Co's 4 per cent. First Refunding Mortgage Bonds, due 2002.	200,000 00			200,000 00
18,000 Buffalo, Rochester & Pittsburgh, R. R. Co's 5 per cent. General Mortgage Bonds, due 1937.	17,940 32			17,940 32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 Year Bonds, due 1952.	20,000 00			20,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Bonds, due 1925.	49,625 00			49,625 00
15,000 Central Pacific Railway Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.	14,700 00			14,700 00
29,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.	27,440 00			27,440 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.	1,000 00			1,000 00
10,000 Chesapeake & Ohio R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1989 (Richmond & Alleghany Division).	10,000 00			10,000 00

\$50,000 Chesapeake & Ohio R. R. Co.'s 4½ per cent. General Mortgage Bonds, due 1962.....	53,987 50				53,987 50
1,000 Chesapeake & Ohio R. R. Co.'s 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch).....	1,000 00				1,000 00
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	31,931 17				31,931 17
10,000 Chicago & Northwestern Railroad Co's 4 per cent. Extension Bonds, due 1926.....	10,000 00				10,000 00
250,000 Chicago & Northwestern Railway Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000 00				250,000 00
17,000 Chicago, Rock Island & Pacific Railway Co's 4 per cent. General Mortgage Bonds, due 1988.....	17,000 00				17,000 00
50,000 Cincinnati, Indianapolis, St. Louis and Chicago Railway Co's 4 per cent. Fifty Year General First Mortgage Bonds, due 1936.....	48,000 00				48,000 00
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250 00				25,250 00
30,000 Denver & Rio Grande R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1936.....	30,000 00				30,000 00
15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent. 30 Year First Mortgage Bonds, due 1935.....	15,000 00				15,000 00
25,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Railway Co.).....	25,000 00				25,000 00
85,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	85,262 50				85,262 50
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00				6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67				21,950 67
Carried forward.....	\$995,546 16				\$995,546 16

	At June 30, 1914		Increases 1914-1915	Decreases 1914-1915	At June 30, 1915	
Brought forward	\$995,546 16				\$995,546 16	
\$25,000 Kansas City, Fort Scott & Memphis R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1928.....	27,937 50				27,937 50	
10,000 Kings County Elevated R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	10,000 00				10,000 00	
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00				28,000 00	
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000 00				10,000 00	
29,000 Manhattan Railway Co's 4 per cent. Consoli- dated Bonds, due 1990.....	27,948 75				27,948 75	
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00				225,000 00	
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00				25,000 00	
58,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	51,402 50				51,402 50	
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948.....	50,000 00				50,000 00	
10,000 New York, Ontario & Western Ry. Co's 4 per cent. Refunding Mortgage Bonds, due 1992.....	10,000 00				10,000 00	
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Bonds, due 1932.....	22,500 00				22,500 00	
10,000 Norfolk & Western Ry. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1996.....	10,000 00				10,000 00	
317,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	303,155 00				303,155 00	

\$370,000 Northern Pacific Railway Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047.....	262,915 00	.....	.....	.....	262,915 00
125,000 Northern Pacific Railway Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997.....	125,750 00	.....	.....	.....	125,750 00
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946.....	56,112 50	.....	.....	.....	56,112 50
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000 00	.....	.....	.....	5,000 00
15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent. Unifying & Refunding Bonds, due 1929.....	15,000 00	.....	.....	.....	15,000 00
50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent. First Mortgage Bonds, due 1948.....	52,000 00	.....	.....	.....	52,000 00
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933.....	28,000 00	.....	.....	.....	28,000 00
70,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	70,000 00	.....	.....	.....	70,000 00
6,000 Southern Railway Co's 5 per cent. First Mortgage Bonds, due 1995 (Memphis Division).....	6,000 00	.....	.....	.....	6,000 00
15,000 State of New York (Loan for Canal Improvements: Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000 00	.....	.....	.....	15,000 00
12,000 Texas & Pacific Railway Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000 00	.....	.....	.....	12,000 00
25,000 Toledo, Peoria & Western Ry. Co's 4 per cent. First Mortgage Bonds, due 1917.....	25,000 00	.....	.....	.....	25,000 00
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000 00	.....	.....	.....	50,000 00
6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947.....	6,050 00	.....	.....	.....	6,050 00
Carried forward.....	\$2,525,327 41	.....	.....	.....	\$2,525,327 41

	At June 30, 1914	Increases 1914-1915	Decreases 1914-1915	At June 30, 1915
Brought forward.....	\$2,525,327 41			\$2,525,327 41
\$1,000 United States Steel Corporation's 5 per cent. 10-60 Year Sinking Fund Bond, due 1963.....	1,000 00			1,000 00
30,000 Wabash R. R. Co's 3½ per cent. First Mort- gage Bonds, due 1941 (Omaha Division).....	30,000 00			30,000 00
52,000 West Shore R. R. Co's 4 per cent. First Mort- gage Bonds, due 2361.....	52,245 50			52,245 50
15,000 Wilkesbarre & Eastern R. R. Co's 5 per cent. First Mortgage Bonds, due 1942.....	15,000 00			15,000 00
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	45,750 00			45,750 00
	\$2,669,322 91			\$2,669,322 91
STOCKS				
16 shares Albany & Susquehanna R. R. Co.....	2,000 00			2,000 00
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50			51,337 50
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475 00			475 00
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common				
\$15,000 City of New York 3¼% Consolidated Stock (Street and Park Opening Fund) due 1918..	15,212 50			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			2,043 00
17,000 City of New York 4½% Corporate Stock, due 1957.....	17,000 00			17,000 00
66,000 City of New York 4% Corporate Stock, due 1936.....	63,360 00			63,360 00

5 shares Consolidated Gas Co. of New York.	193 53				193 53
122 shares Delaware & Hudson Co.	12,639 34				12,639 34
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value)	1,300 00				1,300 00
167 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value)	8,242 50				8,242 50
262 shares Illinois Central R. R. Co.	30,367 40				30,367 40
300 shares International Nickel Co.	14,500 00				14,500 00
21 shares Lackawanna Railroad Co. of New Jersey	2,117 50				2,117 50
500 shares Manhattan Railway Co.	70,500 00				70,500 00
13 shares National Bank of Commerce in New York	1,142 50				1,142 50
72 shares New York, New Haven & Hartford R. R. Co.	11,002 50				11,002 50
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362 50				315,362 50
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.	14,325 00				14,325 00
18 shares Rensselaer & Saratoga R. R. Co.	2,290 91				2,290 91
155 shares United New Jersey R. R. & Canal Co.	28,894 88				28,894 88
400 shares F. W. Woolworth Co., preferred	50,450 00				50,450 00
			\$714,756 56		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			3,000 00	\$80,500 00
On 90-92 Avenue "B," New York, at 4½ per cent., due 1918	61,000 00			1,000 00	60,000 00
Carried forward	\$144,500 00		\$3,384,079 47	\$4,000 00	\$140,500 00
					\$3,384,079 47

	At June 30, 1914		Increases 1914-1915	Decreases 1914-1915	At June 30, 1915	
	\$144,500 00	\$3,384,079 47			\$140,500 00	\$3,384,079 47
Brought forward.....						
On 354 Broadway, New York, at 5½ per cent., due 1914	62,700 00			\$4,000 00	62,700 00	
On 924-926 Broadway, New York, at 5 per cent., due 1917.....	100,000 00				100,000 00	
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent., due 1918.....	27,000 00				27,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000 00				100,000 00	
On 212 Grand Street, New York, at 5 per cent., due 1916.....	30,000 00				30,000 00	
On 26 John Street, New York, at 4½ per cent., due 1915.....	110,000 00				110,000 00	
On 824 Madison Avenue, New York, at 4½ per cent., due 1916.....	60,000 00				60,000 00	
On 136 Monroe Street, New York, at 5 per cent., due 1916.....	15,000 00				15,000 00	
On 57 Morton Street, New York, at 5 per cent., due 1916.....	25,500 00			1,000 00	24,500 00	
On 93 Park Row, New York, at 4 per cent., due 1918.	15,000 00				15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 5 per cent. due 1919.....	67,500 00			12,500 00	55,000 00	
136-138 Rivington Street, New York, at 5 per cent., due 1917.....	50,000 00			2,500 00	47,500 00	
On 745-747 East 6th Street, New York, at 4½ per cent., due 1916.....	45,000 00				45,000 00	
On 238 East 15th Street, New York, at 4½ per cent., due 1916.....	17,000 00				17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000 00				15,000 00	

On 220 East 24th Street, New York, at 5 per cent., due 1915.....	10,000 00				10,000 00
On 17 West 47th Street, New York, at 4½ per cent., due 1915.....	43,500 00				43,500 00
On 33 West 47th Street, New York, at 4½ per cent., due 1916.....	44,000 00				44,000 00
On 35 West 47th Street, New York, at 4½ per cent., due 1916.....	26,000 00				26,000 00
On 41 West 47th Street, New York, at 4½ per cent., due 1913. (Foreclosed).....	60,500 00				60,500 00
On 47 West 47th Street, New York, at 5 per cent., due 1915.....	38,500 00				38,500 00
On 67 West 47th Street, New York, at 4½ per cent., due 1916.....	40,000 00				40,000 00
On 69 West 47th Street, New York, at 4½ per cent., due 1916.....	40,000 00				40,000 00
On 12 West 48th Street, New York, at 4½ per cent., due 1916.....	67,500 00				67,500 00
On 30 West 48th Street, New York, at 4½ per cent., due 1916.....	30,000 00				30,000 00
On 34 West 48th Street, New York, at 4½ per cent., due 1916.....	45,500 00				45,500 00
On 38 West 48th Street, New York, at 4½ per cent., due 1919.....	35,750 00				35,750 00
On 40 West 48th Street, New York, at 4½ per cent., due 1919.....	36,350 00				36,350 00
On 44 West 48th Street, New York, at 4½ per cent., due 1916.....	10,000 00				10,000 00
On 56 West 48th Street, New York, at 4½ per cent., due 1916.....	36,500 00				36,500 00
Carried forward.....	\$1,448,300 00	\$4,384,079 47		\$20,000 00	\$1,428,300 00
					\$3,384,079 47

	At June 30, 1914		Increases 1914-1915	Decreases 1914-1915	At June 30, 1915	
		\$3,384,079 47				\$1,428,300 00
Brought forward.....	\$1,448,300 00	\$3,384,079 47	.....	\$20,000 00	\$1,428,300 00	\$3,384,079 47
On 58 West 48th Street, New York, at 4½ per cent., due 1907.....	15,000 00	.....	.....	5,000 00	10,000 00	.....
On 66 West 48th Street, New York, at 4½ per cent., due 1916.....	36,500 00	.....	.....	.....	36,500 00	.....
On 27-31 West 55th Street, New York, at 4½ per cent., due 1917.....	60,000 00	.....	.....	.....	60,000 00	.....
On 170 West 65th Street, New York, at 5 per cent., due 1917.....	18,000 00	.....	.....	1,000 00	17,000 00	.....
On northeast corner 69th Street and Columbus Avenue, New York, at 4½ per cent., due 1916.....	110,000 00	.....	.....	.....	110,000 00	.....
On 205 West 101st Street, New York, at 5½ per cent., due 1914.....	105,000 00	.....	.....	.....	105,000 00	.....
On 223-225 West 109th Street, New York, at 5 per cent., due 1916.....	52,000 00	.....	.....	7,000 00	45,000 00	.....
On 229-233 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	.....	.....	77,500 00	.....	.....
On 235-237 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	.....	.....	77,500 00	.....	.....
On 528 West 114th Street, New York, at 5 per cent., due 1916.....	27,750 00	.....	.....	.....	27,750 00	.....
On Northwest Cor. Morningside Avenue and 115th Street, New York, at 5 per cent., due 1918.....	.....	.....	140,000 00	.....	140,000 00	.....
On 417 West 117th Street, New York, at 5 per cent., due 1916.....	4,000 00	.....	.....	.....	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	.....	.....	.....	15,000 00	.....

On 419-421 East 153d Street, New York, at 4½ per cent., due 1915.....	30,000 00				30,000 00			
On south side Avenue "J," Brooklyn, at 4½ per cent., due 1915.....	5,500 00					5,500 00		
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1916.....	5,000 00					5,000 00		
On 632 Sixth Avenue, Brooklyn, at 4½ per cent., due 1916.....	2,300 00					2,300 00		
On 163-173 Sterling Place, Brooklyn, at 5 per cent., due 1917.....	35,000 00					35,000 00		
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00					70,000 00		
				2,194,350 00				2,116,350 00
MISCELLANEOUS								
Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent.....				20 25				20 25
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					46,040 00		
42,000 New York Gas & Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	37,300 00					37,300 00		
100,000 City of New York 3½ per cent. Registered Corporate Stock (School Houses and Sites, Borough of Queens), due 1929.....	92,375 00					92,375 00		
700 shares Union Pacific R. R. Co's preferred stock.....	65,512 50					65,512 50		
\$150,000 Mortgage on 644-654 Greenwich Street, New York, at 4½ per cent., due 1918.....	150,000 00					150,000 00		
185,000 Mortgage on Southeast Corner of Lenox Avenue and 117th Street, New York, at 5 per cent., due 1917.....	200,000 00				15,000 00	185,000 00		
Carried forward.....	\$591,227 50	\$140,000 00	\$233,000 00	\$5,578,449 72		\$776,227 50		\$5,500,449 72

	At June 30, 1914	Increases 1914-1915	Decreases 1914-1915	At June 30, 1915
Brought forward.....	\$591,227 50	\$140,000 00	\$233,000 00	\$508,227 50
\$60,000 Mortgage on Southeast Corner of Lenox Avenue and 130th Street, New York, at 4½ per cent., due 1917.....	60,000 00			60,000 00
40,000 Mortgage on 712 Madison Avenue, New York, at 4½ per cent., due 1916.....	40,000 00			40,000 00
175,000 Mortgage on 124 West 42d Street, New York, at 4½ per cent., due 1918.....	175,000 00			175,000 00
500,000 Mortgage on 1 East 64th Street, New York, at 4½ per cent., due 1915.....	500,000 00			500,000 00
70,000 Mortgage at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00			70,000 00
	1,436,227 50			1,421,227 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			44,687 50
17,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	16,128 75			16,128 75
25,000 Cleveland Electric Illuminating Co's 5 per cent. First Mortgage Bonds, due 1939.....	25,250 00			25,250 00
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			75,000 00
100,000 Montana Central Railway Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000 00			129,000 00
36,000 New York Central & Hudson River R. R. Co.'s 3½ per cent. Mortgage Bonds, due 1997.	32,940 00			32,940 00

\$50,000 New York Telephone Co's 4½ per cent. First and General Mortgage Sinking Fund Bonds, due 1939.....	48,750 00				48,750 00
50,000 Norfolk & Western Railway Co.'s 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222 50				46,222 50
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288 75				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				147,000 00
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000 00				192,000 00
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500 00				103,500 00
39 shares Central Syndicate Building Company's Stock.....	3,705 00				3,705 00
1,300 shares Great Northern Iron Ore Certificates.....	81,250 00				81,250 00
2,090 shares Great Northern Railway Co's preferred stock.....	264,100 00				264,100 00
3,200 shares Northern Pacific Railway Co's stock.....	407,200 00				407,200 00
300 shares Union Pacific R. R. Co's preferred stock.....	28,012 50				28,012 50
\$225,000 Mortgage on 29-33 Park Place, New York, at 4½ per cent., due 1915.....	225,000 00				225,000 00
26,500 Mortgage on 91-93 Ninth Avenue, New York, at 5 per cent., due 1917.....	26,500 00				26,500 00
30,000 Mortgage on 32 East Broadway, New York, at 4½ per cent., due 1917.....	30,000 00				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				155,000 00
58,500 Mortgage on 524-526 West 145th Street, New York, at 5 per cent., due 1917.....	60,000 00			1,500 00	58,500 00
				2,169,535 00	
		\$9,184,212 22	\$140,000 00	\$234,500 00	
Carried forward.....					2,168,035 00
					\$9,089,712 22

	At June 30, 1914		At June 30, 1915	
		Increases 1914-1915	Decreases 1914-1915	
Brought forward.....	\$9,184,212 22	\$140,000 00	\$234,500 00	\$9,089,712 22
II—General Funds				
\$4,000 Consolidation Coal Co's 10 Year 6 per cent. Convertible Secured Bonds, due 1923.....	\$4,000 00			\$4,000 00
80,000 Manhattan Railway Co's 4 per cent. Consoli- dated Mortgage Bonds, due 1990.....	80,000 00			80,000 00
5,000 Norfolk Terminal and Transportation Co.'s 5 per cent. Terminal First Mortgage Bonds, due 1948.....		5,113 63		5,113 63
160 shares Consolidation Coal Co. of Maryland Stock (par \$100).....	12,000 00			12,000 00
1,000 City of New York 4¼ per cent. Corporation Stock, due 1960.....	1,005 00			1,005 00
500 City of New York 4¼ per cent. Corporation Stock, due 1962.....	501 88			501 88
38 shares International Nickel Co's Stock (par \$100)...	5,062 96			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			23,000 00
On 580-586 Fifth Avenue, New York, at 4½ per cent., due 1927.....	1,100,000 00			1,100,000 00
On 1-11 West 47th Street, New York, at 4 per cent. and 4½ per cent., due 1924.....	400,000 00			400,000 00
On 14 West 48th Street, New York, at 5 per cent., due 1917.....	70,000 00			70,000 00
On Van Wyck Farm at Fishkill, New York, at 5 per cent., due 1918.....		3,000 00		3,000 00
	1,695,569 84			
	\$10,879,782 06	\$148,113 63	\$234,500 00	\$10,793,395 69

No. 421 West 117th Street, New York.....	23,234 80			23,234 80		
Class of 1880 Gates.....	2,000 00			2,000 00		
Class of 1881 Flagstaff.....	4,600 00			4,600 00		
Equipment of Dining Room and Kitchen, Officers' Club.....	1,200 00			1,200 00		
Fountain of Pan.....	12,013 50			12,013 50		
Granite Posts for Gate at 119th Street and Amsterdam Avenue.....	2,563 00			2,563 00		
Hamilton Statue.....	10,900 00			10,900 00		
Lighting University Grounds.....	1,035 00			1,035 00		
Pylons (Class of 1890, Arts and Mines, Gift).....	500 00	7,000 00				
Settling Bust of Professor Eggleston (Class of 1883, Mines, Gift).....	390 00			390 00		
Columbia University Press.....	7 08			7 08		
Repairs and Equipment of Old Buildings: East Hall.....	5,113 34			5,113 34		
South Hall.....	4,490 42			4,490 42		
West Hall.....	10,252 67			10,252 67		
South Court Fountains.....						
Assessments: Bonlevard Sewer.....	2,579 90			2,579 90		
129th Street Sewer.....	749 25			749 25		
Opening and Acquiring Title to Addition to River-side Park.....	8,168 98			8,168 98		
Opening 116th Street.....	2,882 77			2,882 77		
Opening 120th Street.....	38,956 09			38,956 09		
Opening Riverside Drive and Parkway.....	4,814 55			4,814 55		
Expenses of Removal.....	58,151 54			58,151 54		
Insurance.....	59,987 56			59,987 56		
Interest.....	3,754 40			3,754 40		
Legal Expenses.....	339,812 08			339,812 08		
Outside Street Work.....	4,291 07			4,291 07		
Vaults: East.....	107,140 39			107,140 39		
West.....	30,382 79			30,382 79		
	37,316 40			37,316 40		
	67,699 19			67,699 19		
	\$14,392,350 74	\$505,535 43	\$5,000 00	\$14,892,886 17		
CREDITS						
Award for widening 120th Street.....	\$922 50			922 50		
Interest on deposits of the Building Fund.....	11,332 68			11,332 68		
Interest on deposits of the Sehermerhorn Building Fund.....	115 00			115 00		
Rents received from Old Buildings.....	4,510 00			4,510 00		
Sale of Old Bricks.....	6,019 47			6,019 47		
Overcharge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.....	13,809 28			13,809 28		
	\$14,355,641 81	\$505,535 43	\$5,000 00	\$14,856,177 24		

OTHER PROPERTY

	At June 30, 1914	Increase 1914-1915	Decrease 1914-1915	At June 30, 1915
Gaillard-Loubat Library Endowment Fund, 503-511 Broadway, New York.....	\$576,994 32	\$18,642 42	.....	\$595,636 74
Williamsbridge Property.....	214,922 8½	.....	\$2,661 53	212,261 31
No. 18 East 16th Street, New York.....	167,109 75	.....	.....	167,109 75
	\$959,026 91	\$18,642 42	\$2,661 53	\$975,007 80

REDEMPTION FUND

Balance in Fund at June 30, 1914.....	\$400,000 00
Add: Cash paid to Trustees of Fund.....	100,000 00
	<hr/>
Balance in Fund at June 30, 1915.....	\$500,000 00
	<hr/> <hr/>

Composed of:

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.....	20,000 00
On 62 West 48th Street, New York, at 4½ per cent., due 1911.....	36,750 00
On 425 West 117th Street, New York, at 4½ per cent., due 1898.....	15,000 00
	<hr/>
Cash.....	142,967 50
	<hr/>
	\$500,000 00
	<hr/> <hr/>

SPECIAL FUNDS

	At June 30, 1914	Additions 1914-1915	At June 30, 1915
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	.....	\$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	.....	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	.....	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	.....	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	.....	10,000 00

BARNARD LIBRARY FUND:

The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1920. Established 1889.

59,501 64

59,501 64

BARNARD (MARGARET) FUND:

The residuary estate of the late Margaret Barnard, widow of the late President Barnard was left to the Trustees of Columbia College, "to augment the sum left by my late husband." Established 1892.

16,231 67

16,231 67

BECK FUNDS:

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1899.

Beck Scholarship Fund.....\$2,000 00
Beck Prize Fund 8,000 00

10,000 00

10,000 00

BEER (JULIUS) LECTURE FUND:

Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.

10,000 00

10,000 00

\$230,233 31

\$230,233 31

Carried forward.....

	At June 30, 1914	Additions 1914-1915	At June 30, 1915
Brought forward.....	\$230,233 31		\$230,233 31
BENNETT PRIZE FUND:			
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00		1,000 00
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		100,000 00
BLUMENTHAL ENDOWMENT FUND:			
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.	100,075 00		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		14,500 00
BRIDGHAM (SAMUEL WILLARD) FUND:			
Gift of Mrs. Fanny Bridgham to establish this fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the faculty of Applied Science. Established 1915.....		\$20,000 00	20,000 00
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		32,119 45

BUNNER PRIZE FUND:		1,000 00		1,000 00
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896.....				
BURGESS (ANNIE P.) FUND:		63,365 00		63,365 00
Request of the late Annie P. Burgess to the general endowment of the University. Established 1913.....				
BURGESS (ANNIE P.) SCHOLARSHIP FUND:		5,000 00		5,000 00
Request 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.....				
BURGESS (DANIEL M.) SCHOLARSHIP FUND:		5,000 00		5,000 00
Request 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.....				
BURGESS (JOHN W.) FUND:		100,000 00		100,000 00
Gift of Anonymous Donors to the general endowment of the University. Established 1910.....				
BUTLER (RICHARD) SCHOLARSHIP FUND:		5,000 00		5,000 00
Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.....				
BUTLER (NICHOLAS MURRAY) MEDAL FUND:		3,000 00		3,000 00
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.....				
Carried forward.....			\$20,000 00	\$680,292 76

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$660,292 76	\$20,000 00	\$680,292 76
CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.....	6,000 00	.....	6,000 00
CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906.....	250,000 00	.....	250,000 00
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	.....	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	.....	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	.....	178,046 50
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	.....	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	1,000 00	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	1,000 00	1,000 00
CLARK SCHOLARSHIP FUND: Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,000 00	14,000 00	14,000 00
CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, 1902.....	10,000 00	10,000 00	10,000 00
CLASS OF 1885, SCHOOL OF MINES, FUND: Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	9,000 00	9,000 00	1,000 00
CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889, School of Mines, to establish this fund in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of striking a medal to be awarded triennially. Established 1915.....	500 00	500 00	500 00
CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.....	1,392 81	1,392 81	1,392 81
COCK, M. D. (THOMAS F.) PRIZE FUND: Legacy from the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the "Thomas F. Cock, M.D., Prize" for the best thesis on puerperal fever. Established 1915.....	1,000 00	1,000 00	1,000 00
Carried forward.....	\$1,536,732 07	\$22,500 00	\$1,559,232 07

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$1,536,732 07	\$22,500 00	\$1,559,232 07
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		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		1,000 00
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		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		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		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		1,441,148 13

<p>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.....</p>	<p>1,700 00</p>	<p>1,700 00</p>
<p>CURRIER (NATHANIEL) FUND: Legacy of Laura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....</p>	<p>50,000 00</p>	<p>50,000 00</p>
<p>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.....</p>	<p>10,000 00</p>	<p>10,000 00</p>
<p>CURTIS (GEORGE WILLIAM) MEDALS FUND: Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.</p>	<p>1,300 00</p>	<p>1,300 00</p>
<p>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.....</p>	<p>200,000 00</p>	<p>200,000 00</p>
<p>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 Wurmbbrand and the Grafin Eva von Wurmbbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in Internatuional 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..</p>	<p>15,000 00</p>	<p>15,000 00</p>
<p>Carried forward.....</p>	<p>\$3,296,917 92</p>	<p>\$3,319,417 92</p>

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$3,296,917 92	\$22,500 00	\$3,319,417 92
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	.....	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 seilor 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	.....	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	.....	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 Deutesches Haus. Established 1912.....	14,700 00	.....	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	.....	6,500 00
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND: Bequest of Puebe 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	.....	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

.....

10,000 00

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

.....

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

.....

10,000 00

EARLE PRIZE FUND:

Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....

1,250 00

.....

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

.....

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

.....

4,852 50

\$3,784,797 25

\$22,500 00

\$3,807,297 25

Carried forward.....

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$3,784,797 25	\$22,500 00	\$3,807,297 25
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	.....	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	.....	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	.....	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	.....	16,250 00
GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00	.....	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	.....	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	.....	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		16,250 00
GOTTHEIL (GUSTAV) LECTURESHP FUND: Gift from Temple Emanuel to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000 00		10,000 00
GOTTSBEGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Request of Ellen Josephine Baiker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heency (Gotsberger). Established 1904.....	9,500 00		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		1,000 00
HALL (GEORGE HENRY) FUND: Request of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913.....		14,363 22	14,363 22
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		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		31,114 10
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		4,400 00
Carried forward.....	\$4,310,336 13	\$36,863 22	\$4,347,199 35

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$4,310,336 13	\$36,863 22	\$4,347,199 35
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	.....	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	.....	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	.....	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	.....	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	.....	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	.....	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	.....	5,250 00

LEE (THE) FUND:			
Gift of Dr. and Mrs. Frederic S. Lee to establish this fund; the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914.....	20,000 00	20,000 00	20,000 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, Archeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892..	7,000 00	7,000 00	7,000 00
LOUBAT PROFESSORSHIP FUND:			
Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archeology. Established 1903.....	100,000 00	100,000 00	100,000 00
MANNERS (EDWIN) FUND:			
Legacy of the late Edwin Manners to establish this Fund. Established 1914.....	2,857 50	2,857 50	2,857 50
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	5,000 00	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	5,000 00	5,000 00
MCKIM FELLOWSHIP FUND:			
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd numbered years. Established in 1889..	20,000 00	20,000 00	20,000 00
MEMBER OF CLASS OF '85 FUND:			
Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895.....	1,050 00	1,050 00	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	10,000 00	10,000 00
Carried forward.....	\$6,848,534 58	\$59,720 72	\$6,908,255 30

	At June 30, 1914	Additions, 1914-1945	At June 30, 1915
Brought forward.....	\$6,848,534 58	\$59,720 72	\$6,908,255 30
MITCHELL (WILLIAM) FELLOWSHIP FUND:			
Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend' William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.....	10,000 00	.....	10,000 00
MOFFAT SCHOLARSHIP FUND:			
Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00	.....	2,000 00
MOSENTHAL FELLOWSHIP FUND:			
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00	.....	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	.....	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, 1918.....	5,700 00	.....	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	500 00	50,500 00

<p>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.</p>	<p>1,000 00</p>	<p>.....</p>	<p>1,000 00</p>
<p>PHILOLEXIAN PRIZE FUND: From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4.</p>	<p>1,376 80</p>	<p>.....</p>	<p>1,376 80</p>
<p>PHOENIX LEGACY: On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.</p>	<p>124,659 77</p>	<p>12 71</p>	<p>124,672 48</p>
<p>PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudfit Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.</p>	<p>15,000 00</p>	<p>.....</p>	<p>15,000 00</p>
<p>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.</p>	<p>15,000 00</p>	<p>.....</p>	<p>15,000 00</p>
<p>Carried forward.....</p>	<p>\$7,083,711 15</p>	<p>\$60,233 43</p>	<p>\$7,144,004 58</p>

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$7,083,771 15	\$60,233 43	\$7,144,004 58
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	.....	100,000 00
PULTZER (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	50,000 00	809,943 17
PULTZER 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	.....	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	.....	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	.....	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	.....	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	.....	100,000 00

<p>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.</p>	<p>.....</p>	<p>15,000 00</p>	<p>.....</p>	<p>15,000 00</p>
<p>SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....</p>	<p>.....</p>	<p>10,000 00</p>	<p>.....</p>	<p>10,000 00</p>
<p>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.....</p>	<p>.....</p>	<p>10,000 00</p>	<p>.....</p>	<p>10,000 00</p>
<p>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."</p>	<p>.....</p>	<p>12,000 00</p>	<p>.....</p>	<p>12,000 00</p>
<p>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.....</p>	<p>.....</p>	<p>10,000 00</p>	<p>.....</p>	<p>10,000 00</p>
<p>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.....</p>	<p>.....</p>	<p>475,000 00</p>	<p>.....</p>	<p>475,000 00</p>
<p>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.....</p>	<p>.....</p>	<p>2,337 81</p>	<p>.....</p>	<p>2,337 81</p>
<p>Carried forward.....</p>	<p>.....</p>	<p>\$8,934,500 88</p>	<p>.....</p>	<p>\$110,233 43</p>
<p>.....</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>	<p>\$9,044,734 31</p>

	At June 30, 1914	Additions, 1914-1915	At June 30, 1915
Brought forward.....	\$8,934,500 88	\$110,233 43	\$9,044,734 31
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	.....	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	.....	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	.....	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	.....	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	.....	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	.....	10,945 50

VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND:

Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910.....

5,000 00

.....

5,000 00

VANDERBILT CLINIC ENDOWMENT FUND:

Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic.....

115,000 00

.....

115,000 00

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

.....

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

\$532 50

11,957 50

WHEELOCK (GEORGE G.) FUND:

Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.....

5,000 00

.....

5,000 00

\$9,223,771 26

\$110,765 93

\$9,334,537 19

PERMANENT FUNDS

FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS

	At June 30, 1914	Additions during the year	At June 30, 1915
Adams (Edward D.) Gift (for Deutsches Haus).....	\$30,000 00	.....	\$30,000 00
Alumni Memorial Hall Gift (University Hall Enlargement).....	100,756 41	.....	100,756 41
Anonymous Gift for Hamilton Statue.....	1,000 00	.....	1,000 00
Anonymous Gift towards erection of Philosophy Building.....	350,000 00	.....	350,000 00
Association of the Alumni of Columbia College (Hamilton Statue).....	10,000 00	.....	10,000 00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....	339,250 00	.....	339,250 00
Babcock and Wilcox Gift (Steel Boiler for Power House).....	3,250 00	.....	3,250 00
Changes in Chapel Organ Gift.....	500 00	.....	500 00
Clark (Edward Severin) Gift (Fountain of Pan)	12,013 50	.....	12,013 50
Class of 1874 Gift (Marble Columns in Library).....	1,678 00	.....	1,678 00
Class of 1880 Gift (Hamilton Hall, Gates).....	2,020 00	.....	2,020 00
Class of 1881 Gift (Flagstaff).....	4,600 00	.....	4,600 00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall).....	1,000 00	.....	1,000 00
Class of 1882 Gift (120th Street Gates).....	1,500 00	.....	1,500 00
Class of 1883 Gift (Torcheres, St. Paul's Chapel)	5,280 00	.....	5,280 00
Class of 1883, Mines, Gift (Setting of Bust of Prof. Egleston).....	390 00	.....	390 00
Class of 1884, Arts, Gift (Marble Clock, Hamil- ton Hall).....	1,913 90	.....	1,913 90
Class of 1884, Mines, Gift (Grading South Field)	5,000 00	.....	5,000 00
Class of 1890, Arts and Mines, Gift (Pylons)....	2,000 00	\$5,500 00	7,500 00
Class of 1899 Gift (Grading South Field).....	5,000 00	.....	5,000 00
Class of 1909, College, Gift (Class Shield in Hamilton Hall).....	20 00	.....	20 00
Contributions to Bloomingdale Site.....	331,150 00	.....	331,150 00
Contributions to Buildings, College of Physi- cians and Surgeons.....	71,551 05	.....	71,551 05
Contribution to Medical School, Removal and Rebuilding Fund.....	.....	5,000 00	5,000 00
Dodge (Marcellus Hartley) and Mrs. Helen Hart- ley Jenkins Gift (Hartley Hall).....	350,000 00	.....	350,000 00
Dodge (William E.) Gift (Earl Hall).....	164,950 82	.....	164,950 82
Fayerweather Legacy (Fayerweather Hall).....	330,894 03	.....	330,894 03
Carried forward.....	\$2,125,717 71	\$10,500 00	\$2,136,217 71

	At June 30, 1914	Additions during the year	At June 30, 1915
Brought forward.....	\$2,125,717 71	\$10,500 00	\$2,136,217 71
Furnald (Estate of Francis P. Furnald and Mrs. S. Ella Furnald), Gifts (Furnald Hall).....	350,000 00	.....	350,000 00
Hamilton Hall Gift.....	507,059 16	.....	507,059 16
Havemeyer Gift (Havemeyer Hall).....	414,206 65	.....	414,206 65
Hepburn (A. Barton) Gift for Maison Française	33,300 00	.....	33,300 00
Kent Hall:			
Anonymous Gift.....	\$100,000 00		
Charles Bathgate Beck Gift..	384,872 57		
Francis Lynde Stetson Gift...	10,000 00		
	494,872 57	.....	494,872 57
Lewisohn(Adolph)Gift (School of Mines Building)	250,000 00	.....	250,000 00
Low Library Gift (Library Building).....	1,100,639 32	.....	1,100,639 32
Livingston (Edward de Peyster) Gift (Memorial Window, Livingston Hall).....	1,124 00	.....	1,124 00
Memorial Windows Gifts.....	14,300 00	.....	14,300 00
Model of Buildings and Grounds Gift.....	19,972 70	.....	19,972 70
Morgan (William Fellowes) Gift, (Illuminating University Grounds).....	1,035 00	.....	1,035 00
President's House, Furnishing (Anonymous Gift).....	7,569 74	*1,065 85	8,635 59
St. Paul's Chapel Gift (Anonymous).....	250,000 00	.....	250,000 00
St. Paul's Chapel Furniture Gift (Anonymous)..	2,846 62	.....	2,846 62
St. Paul's Chapel Organ and Case Gifts.....	26,500 00	.....	26,500 00
Schermerhorn Gift (Schermerhorn Hall).....	458,133 18	.....	458,133 18
School of Journalism Building Gift (Pulitzer)..	563,369 33	.....	563,369 33
Sloan Torchères Gift (Library Building).....	6,000 00	.....	6,000 00
Sloane (Mr. and Mrs. William D.) Gift (Additions and Alterations to Sloane Hospital for Women).....	399,263 14	.....	399,263 14
South Court Fountain Gift.....	4,932 88	.....	4,932 88
South Field Fund.....	54,707 00	.....	54,707 00
South Field Grading Gift (Anonymous).....	1,500 00	.....	1,500 00
Stabler (Edward L.) Gift.....	1,200 00	.....	1,200 00
Torchères for School of Mines Building Gift....	1,000 00	.....	1,000 00
Vanderbilt Gift (Vanderbilt Clinic).....	350,000 00	.....	350,000 00
Villard (Henry) Legacy.....	50,000 00	.....	50,000 00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	306,250 00	113,750 00	420,000 00
	\$7,795,499 00	\$125,315 85	\$7,920,814 85

*Transfer from Anonymous Gift for Current Needs.

SUMMARY OF CAPITAL ACCOUNT

Balance at June 30, 1914:		
Estate Summary.....	\$19,742,137 53	
Real Estate Sales Account.....	5,658,385 35	
	<hr/>	\$25,400,522 88
Add:		
Gift from Netherlands Government for Salary of Professor Van Noppen for 1913-14.....		875 00
Key Deposits Written Off.....		500 00
Raiman Gift to the University in 1905, now trans- ferred to Capital Account.....		200 00
Alumni Commemoration Fund Committee Gift for "General Purposes," received 1913-14, now transferred to Capital Account.....		167 48
Surplus for the Year 1914-15 (see page 319),.....		86,407 45
		<hr/>
		\$25,488,672 81
Balance at June 30, 1915 (see page 353):		
Estate Summary.....	\$19,830,287 46	
Real Estate Sales Account.....	5,658,385 35	
	<hr/>	\$25,488,672 81
		<hr/> <hr/>

GIFTS FOR SPECIAL FUNDS, ETC., RECEIVED DURING

1914-1915

SPECIAL FUNDS:

Bridgham (Samuel Willard) Fund.....	\$20,000 00
Class of 1885 School of Mines Fund (additional).....	1,000 00
Class of 1889 Medal Fund.....	500 00
Cock M.D. (Thomas F.) Prize Fund.....	1,000 00
Hall (George Henry) Fund.....	14,363 22
Lee (Dr. and Mrs. Frederick) Fund.....	20,000 00
Manners (Edwin) Fund.....	2,857 50
Peters (William Richmond, Jr.) Fund (additional).....	500 00
Pulitzer (Joseph) Fund for School of Journalism (additional).....	50,000 00

\$110,220 72

PERMANENT FUNDS:

Class of 1890 Arts and Mines Gift (Pylons) (additional)	5,500 00
W. K. Vanderbilt, for New Medical School Site.....	113,750 00
Anonymous Gift for Medical School Removal and Rebuilding.....	5,000 00

124,250 00

DESIGNATED GIFTS:

Anonymous, for Philosophy and Psychology Salaries, 1915-1916.....	1,000 00
Anonymous, for Pharmacology Salaries.....	1,085 00
Anonymous, for Pharmacology Departmental Appropriation.....	275 00
Anonymous, for Library: Journalism Books and Binding.....	80 00
Anonymous, for Gift for New Equipment, etc., in Havemeyer Hall.....	30,000 00
Anonymous, for Camp Columbia Special Expenses.....	4,291 21
Anonymous, for Extension Teaching Festival Chorus Concert.....	1,450 00
Anonymous, for Maintenance Deutsches Haus.....	250 00
Anonymous, for Legislative Drafting Research Fund..	15,000 00
Anonymous, for Surgical Research.....	5,000 00
Anonymous, for Extension Teaching Syllabus.....	46 60
Anonymous, to augment Income of Hartley Scholarship Fund.....	68 00
Anonymous, to augment Income of W. T. Bull Memorial Fund.....	4,000 00
Avery (Samuel P.) to augment Income of Avery Library Fund.....	3,000 00
Association of the Alumni of the College for Alumni Association Prize.....	50 00
Association of National Advertising Managers for Advertising Men's League Fellowship in Psychology	375 00
American Road Machinery Co. for Highway Engineering Fund.....	13,997 00
Behr (Herman) for Maintenance Deutsches Haus.....	50 00
Boas (Mrs. Emil L.) for Emil L. Boas Library in Deutsches Haus.....	25 00
Committee of Fifty Fund for Books on the Liquor Question.....	88 61
Committee Felix Adler Professorship Fund for Philosophy and Psychology Salaries.....	2,900 00
Coolidge (Mrs. Frederick S.) Research Fellowship in Medicine, 1915-16.....	2,400 00
Carnegie Endowment for Instruction Concerning Latin America.....	250 00

Carried forward.....

\$85,681 42

\$234,470 72

Brought forward.....	\$85,681 42	\$234,470 72
Crane (Charles R.) for Lectures during Summer Session	1,500 00	
Class of 1879 Mines for Principal Class of 1879 Mines Loan Fund.....	2,900 00	
Contributions from Members Class of 1904 Law for Library Law School Alumni Fund.....	27 00	
Contributions from Students for Political Science Reading Room Clock.....	16 00	
District of Columbia Alumni Association for Scholarship.....	50 00	
Dunn (Gano) for Gano Dunn Scholarship.....	250 00	
East River Homes for Medical Aid to Indigent Persons.	11,000 00	
Eilers (Meta) for Maintenance Deutsches Haus.....	50 00	
Ehret (George) for Maintenance Deutsches Haus.....	2,000 00	
Frick (Childs) for Zoölogy Salaries... ..	200 00	
France-America Committee for Maintenance Maison Française 1914-15 and 1915-16.....	4,000 00	
Germanistic Society of America for Germanic Languages Salaries.....	300 00	
Gerard (Mrs. James W.) for Marcus Daly Scholarship..	1,000 00	
Hasslacher (Jacob) for Maintenance Deutsches Haus..	50 00	
Jackson (Prof. A. V. W.) for Indo-Iranian Languages Salaries.....	500 00	
Jenkins (Helen Hartley) for Experimental Physics Equipment	500 00	
Jenkins (Helen Hartley) for Wireless Station at Columbia	500 00	
King (W. V.) for General Income of University.....	400 00	
Kahn (Otto H.) for Maintenance Deutsches Haus.....	100 00	
Loeb (James) for Library: James Loeb Fund.....	175 00	
Low (W. G.) for Library: W. G. Low Fund.....	250 00	
McClymonds (Mrs. Annie M.) for McClymonds Scholarship.....	1,300 00	
Melville (George W.) for Admiral Melville Fund for Equipping Laboratory of Mechanical Engineering..	5,280 15	
Meyer (Dr. Willy) for Maintenance Deutsches Haus...	100 00	
Netherlands Government for Salary Exchange Professor 1913-14, 1914-15, 1915-16.....	3,500 00	
Presbyterian Hospital for Purchase of Apparatus for Heart Troubles.....	987 95	
Piel (Gottfried) for Maintenance Deutsches Haus.....	100 00	
Rosenberg (Adam) for Library: Law School Alumni Fund.....	5 00	
Schiff (Jacob H.) for Social Science Salaries 1915-16...	1,000 00	
Sargent (Homer E.) for Research among Indians of British Columbia.....	300 00	
Seligman (Isaac N.) for Columbia Table at Zoölogical Station at Naples.....	125 00	
Troy (Richard H.) for Richard H. Troy Gift.....	4 00	
Vanderbilt Clinic for Therapeutics Salaries.....	250 00	
Van Praag (L. A.) for Cancer Research.....	5,000 00	
Wawepex Society for Jones (Jno. H.) Scholarship.....	200 00	
Washington Alumni Association for Scholarship.....	86 50	
Warburg (Paul M.) for Columbia Table at Zoölogical Station at Naples.....	125 00	
Warburg (Paul M.) for Maintenance Deutsches Haus.	250 00	
Warburg (Felix M.) for Maintenance Deutsches Haus.	100 00	130,163 02
		<u>\$364,633 74</u>

NEW YORK, June 30, 1915

JOHN McL. NASH
Treasurer

ARTHUR W. TEELE, C. P. A.
HENRY WHITMORE
MILTON S. CORWIN, C. P. A.
EROLD F. LEEMING, C. A.
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 10TH, 1915

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1915, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds have been produced to us; that all other income shown by the books of the University has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the financial condition of the University at the close of business on June 30, 1915, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Accountants and Auditor

BARNARD COLLEGE—BALANCE SHEET, 1914-1915

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 Hall in Excess of Expenditures.....
N. Y. Trust Company.....	Accounts Payable.....
Advanced Payments for:	Summer Session, 1915-1916.....
Pulitzer Scholarships.....	Loans.....
Insurance Buildings and Grounds...	
Insurance Brooks Hall.....	
Accounts Receivable.....	
Summer Session, 1915-1916.....	
Deficiency Account.....	
\$2,027,246.24	\$1,982,718.86
1,586,137.59	1,608,382.36
\$3,424.93	25,856.61
11,374.72	15,510.11
14,799.65	975.00
\$3,119.18	129.93
1,291.79	57,344.87
538.66	
4,949.63	
111.50	
5.00	
57,668.13	
\$3,690,917.74	\$3,690,917.74

BARNARD COLLEGE—FINANCIAL STATEMENT, 1914-1915

RECEIPTS		DISBURSEMENTS	
Schedule I		General Purposes:	
Balance: New York Trust Company.....	\$13,069.17	Educational Administration.....	\$149,676.12
Dividends.....	73,737.88	Buildings and Grounds.....	20,842.22
Miscellaneous Sources.....	42,391.82	Ella Weed Library.....	2,421.32
Fees.....	137,643.93	Business Administration.....	5,616.06
Gifts for General Purposes.....	500.00	Brooks Hall.....	28,917.97
Gifts for Designated Purposes.....	184,555.35		<u>\$207,473.69</u>
		Annuities.....	25,400.00
		Investments.....	166,702.21
		N. Y. City Judgment with Interest.....	38,604.89
		Miscellaneous Sources.....	2,342.64
		Balance: New York Trust Company.....	11,374.72
	<u>\$451,898.15</u>		<u>\$451,898.15</u>

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS JUNE 30, 1915

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 of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897..... 5,976 25

BURGESS (ANNIE P.) FUND:

Legacy from the estate of Mrs. Annie P. Burgess. Established 1913.... 63,308 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, 1914 and 1915..... 440,000 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

ENDOWMENT FUND:

An anonymous gift. Established 1915..... 1,000 00
A legacy from the estate of John F. Dillon. Established 1915..... 952 50

FISKE FOUNDERSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Josiah M. Fiske. The income of the fund is to be applied to the running expenses of the College..... 5,188 08

FISKE 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. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902.....	4,000 00
KENNEDY (JOHN STEWART) FUND:	
Legacy from the estate of the late John Stewart Kennedy. Established 1910.....	49,918 90
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, sometime teacher in Miss Chapin'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.....	109,110 02
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. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906..... 5,000 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

VON WAHL PRIZE FUND:

Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior for character and service to the College. Established 1915..... 1,000 00

WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897..... 3,254 55

WOERISHOFFER FUND:

Gift of Mrs. Charles Woerishoffer for endowment. Established 1913... 5,000 00

\$1,608,382 36

TEACHERS COLLEGE FINANCIAL STATEMENT, 1914-1915

Having audited the accounts of Teachers College for the year ended June 30, 1915, 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, 1915.

The securities representing the investments have been verified by actual inspection.

There is invested in College Property the sum of \$3,602,468.88, represented by college buildings, sites and parks, which is shown on the books.

LESLIE, BANKS & COMPANY, Chartered Accountants,
Auditors.

New York, 128 Broadway.

Balance Sheet as at June 30, 1915

ASSETS

CURRENT ASSETS AVAILABLE FOR GENERAL PURPOSES ONLY:

CASH ON HAND.....	\$63,401.87
ACCOUNTS RECEIVABLE.....	42,436.94
EXPENDITURE OF INCOME FOR YEAR 1915-16 PREPAID.....	9,293.99
PRINCIPAL OF BOYS' HIGH SCHOOL FUND—OVERINVESTED.....	23,969.81
	\$139,102.61

<i>Deduct:</i>	
CURRENT EXPENSES OF YEAR 1914-15 UNPAID.....	\$47,118.37
INCOME COLLECTED FROM STUDENTS ON ACCOUNT OF YEAR 1915-16.....	5,395.00

52,513.37

\$86,589.24

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.....	\$1,875,577.36
Productive Investments for Special Purposes only.....	515,127.35
	\$2,390,704.71

INVESTMENT OF COLLEGE PARK FUNDS in excess of Principal on hand, being the equivalent of the Mortgage on that Property

CASH ON HAND APPLICABLE ONLY, as follows:	
For Principal of Other Funds, as per contra.....	\$19,552.94
For Under-investment of Endowed Funds, as per contra:	
Principal, as per contra.....	\$1,957,501.94
Investments, as above (\$2,390,704.71 less Mortgage \$500,000.00) ..	1,890,704.71

66,797.23

9,271.23

For Surplus Income from Funds for Special Purposes, as per contra.....

95,621.40

2,566,326.11

\$2,652,915.35

Revenue Account for Year Ended June 30, 1915

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, TUITION FEES, ETC.....	\$586,929.38	.....	.....	\$586,929.38
INCOME FROM INVESTMENTS:				
From General Funds:				
(a) Stocks and Bonds.....	33,154.00	.....	.....	33,154.00
(b) Whittier Hall.....	20,000.00	.....	.....	20,000.00
(c) Bank Interest.....	3,883.49	.....	.....	3,883.49
From Scholarship, etc., Funds.....	.....	\$16,558.08	\$9,010.05	25,568.13
From Library Funds.....	.....	3,670.00	235.00	3,905.00
SPECIAL FUND FOR PUBLICATION.....	.....	12,798.98	.....	12,798.98
	\$643,966.87	\$33,027.06	\$9,245.05	\$686,238.98

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION.....	\$515,174.80	\$16,961.00	\$6,332.20	\$538,468.00
MAINTENANCE OF BUILDINGS AND GROUNDS.....	80,656.45	.....	.....	80,656.45
LIBRARY.....	8,853.15	3,670.00	201.56	12,724.71
BUSINESS ADMINISTRATION.....	21,020.60	.....	.....	21,020.60
SPECIAL FUND FOR PUBLICATION.....	.....	13,845.36	.....	13,845.36
	\$626,305.00	\$34,476.36	\$6,533.76	\$667,315.12
SURPLUS OF INCOME FOR YEAR.....	17,661.87	1,449.30	2,711.29	18,923.86
	\$643,966.87	\$33,027.06	\$9,245.05	\$686,238.98

¹Deficiency

Teachers College Securities and Investments as of June 30, 1915,
with income for the fiscal year 1914-1915

Date of Purchase	Stocks and Bonds	Rate	Par Value	Cost	Yield During Year 1914-15
May, 1911	Archison, Topeka & Santa Fe Convertible (1960)	4 7/8	\$10,000	\$10,400.00	\$400
Jan., 1914	Baltimore & Ohio R. R. Co. Common Stock (200 shares)	3 1/2 + 2 1/8	20,000	18,741.50	1,100
June, 1915	Baltimore & Ohio R. R. Co. Convertible (1935)	4 1/8	16,000	14,540.00	720
June, 1915	Baltimore & Ohio R. R. Co. Two year notes (1917)	4 1/8	25,000	24,812.50	
May, 1910	Baltimore & Ohio R. R. Co. Three year notes (1918)	4 1/8	25,000	24,625.00	
June, 1909	Chesapeake & Ohio Convertible Bonds (1930)	4 1/8	30,000	28,430.25	
June, 1915	Chicago & Eastern Illinois Gen. Cons. Ref. Bonds (1955)	4 1/8	50,000	42,000.00	1,350
April, 1905	Chicago, Milwaukee & St. Paul Conv. Bonds	5 1/2	25,000	26,022.50	Defaulted (\$2,000)
March, 1910	Chicago, Rock Island & Pacific Ry. Co. Bonds (1934)	4 1/8	100,000	93,428.06	4,000
March, 1912	Cincinnati, Hamilton & Dayton Ry. Co. 1st Ref. Mtge. Bonds	4 1/8	50,000	45,625.00	13,000
May, 1911	City of Los Angeles Water Works Bonds (1930)	4 1/8	50,000	50,904.44	2,250
March, 1911	Corn Products Refining Co. 1st Mtge. Bonds (1934)	5 1/2	75,000	72,781.25	3,750
Aug., 1909	General Chemical Co. Preferred Shares (550 shares)	6 1/2	55,000	56,000.00	3,300
Oct., 1909	Lackawanna Iron & Steel Co. 1st Mtge. Bonds (1926)	5 1/2	4,000	4,000.00	200
Nov., 1905	Lackawanna Steel Co. 1st Mtge. Conv. Bonds (1923)	5 1/2	50,000	51,397.78	2,500
March, 1910	Lackawanna Steel Co. 1st Cons. Bonds (1950)	5 1/2	25,000	21,250.00	1,250
April, 1906	Missouri, Kansas & Texas Ry. Co. Bonds (1930)	4 1/2	50,000	42,674.38	2,250
June, 1915	New York Central R. R. Co. Conv. Bonds	4 1/2	25,000	25,718.75	
June, 1906	New York City Corporate Stock (1956)	4 1/2	3,000	3,000.00	120
June, 1909	New York City Corporate Stock (1959)	4 1/2	3,000	3,000.00	2,000
June, 1915	National R. R. Co. of Mexico Secured Gold Notes Ser. "B", Jan. 1, 17	6 1/2	400	400.00	Defaulted (\$24)
May, 1903	National R. R. Co. of Mexico 1st Mtge. Cons. Bonds (1951)	4 1/2	20,000	15,831.25	Defaulted (\$800)
June, 1915	Pennsylvania R. R. Co. Gen. Bonds	4 1/2	50,000	49,043.75	
May, 1907	Pittsburgh, Cincinnati, Chicago & St. Louis R. R. Co. Bonds (1957)	4 1/2	15,000	14,662.50	600
Dec., 1910	Pittsburgh Steel Co. Preferred Stock (300 shares)	7 1/2	30,000	29,725.00	No dividend (\$2,100)
April, 1905	Provident Loan Society Bonds (1921)	4 1/2	15,000	15,076.88	675
June, 1907-14	Provident Loan Society Cert. of Contribution	6 1/2	108,000	108,003.33	
Sept., 1909	Republic of Cuba Bonds (1949)	4 1/2	25,000	23,750.00	5,976
March, 1910	Rochester Ry. & Light Co. 1st Cons. Mtge. Bonds (1954)	5 1/2	75,000	74,312.50	1,125
March, 1910	Rock Island, Arkansas & Louisiana R. R. Co. 1st Mtge. Bonds	4 1/2	50,000	47,687.50	3,750
June, 1907	St. Louis & San Francisco Ref. Mtge. Gold Bonds	4 1/2	25,000	19,781.25	2,500
Jan., 1909	St. Louis & San Francisco Gen. Lien Gold Bonds (1927)	4 1/2	44,718.75	44,718.75	Defaulted (\$2,500)
Feb., 1912	St. Paul & Kansas City Short Line R. R. Co. Bonds (1941)	4 1/2	10,000	9,250.00	450
Dec., 1909	Southern Pacific Co. Conv. Bonds (1929)	4 1/2	50,000	51,381.25	2,000
June, 1907	United States Steel Co. Preferred Stock (300 shares)	7 1/2	30,000	30,712.50	2,100
April, 1905	United Pacific Ry. Co. of St. Louis 1st Cons. Mtge. Bonds (1934)	4 1/2	20,000	17,924.44	800
March, 1914	Union Pacific R. R. Co. Common Stock (142 shares)	8 1/2	14,200	20,894.52	1,136
April, 1905	Vandalia R. R. Co. Cons. Mtge. Gold Bonds Series "A" (1955)	4 1/2	50,000	51,894.44	2,000
March, 1910	Vandalia R. R. Co. Cons. Mtge. Gold Bonds Series "B" (1957)	4 1/2	50,000	48,625.00	2,000
June, 1907	Vera Cruz & Pacific R. R. Co. 1st Mtge. Guar. Gold Bonds (1934)	4 1/2	25,000	24,500.00	2,000
Feb., 1913-15	Wabash R. R. Co. 1st Mtge. Bonds (1939)	5 1/2	11,000	11,343.75	Defaulted (\$1,125)
Nov., 1897	Rio Grande Western Ry. Co. 1st Mtge. Bonds (1939)	4 1/2	12,000	10,000.00	480
			\$1,473,600	\$1,426,246.02	\$55,582

¹ \$1,000 of 1913-1914 income is included here, which was not included in that year because not considered good at June 30, 1914.

² \$500 of 1913-1914 income is included here, which was not included in that year because not considered good at June 30, 1914.

COLLEGE OF PHARMACY—FINANCIAL STATEMENT, 1914-1915

JULY 1, 1914, TO JUNE 30, 1915

RECEIPTS

Balance, 84th Session, Garfield N. B.	\$2,159.96
Balance, 84th Session, Lincoln Trust Co.	9,920.77
Balance, 84th Session, Petty Cash.	50.00
Balance, 84th Session, West Side Savings Bank.	3,255.81
Interest from Banks	512.57
Seabury Scholarship.	3,000.00
Donations to Student's Loan Fund	500.00
Regular Student Fees.	50,167.00
Post Graduate Fees.	615.00
Food and Drug Course Fees	150.00
Evening Course—Pharmacognosy	365.00
Evening Course—Chemistry	100.00
Summer Course—Mat. Med. Lab.	300.00
Summer Course—Pharmacy Lab.	300.00
Summer Course—Anal. Chemistry Lab.	175.00
Special Course—Anal. Chemistry	110.00
Special Course—Materia Medica	15.00
Special Lecture Courses.	120.00
Breakage Deposits	1,992.10
Examination Fees	3,715.00
Miscellaneous	1.00
Membership Dues.	260.00

DISBURSEMENTS

Mortgage Principal.	\$15,000.00
Mortgage Interest.	3,037.50
Salaries.	29,972.00
Faculty Share, Summer and Evening Courses.	642.50
Trustees' Prizes	300.00
Department of Materia Medica	802.66
Department of Materia Medica Microscopes.	585.00
Department of Bacteriology	114.34
Department of Chemistry	535.34
Department of Analytical Chemistry	840.85
Department of Pharmacy	1,545.75
Insurance.	919.82
Commencement and Examinations	1,137.49
Library	314.51
Office	558.88
Printing and Advertising	1,230.07
Gas and Electricity	845.46
Supplies	272.40
Repairs.	166.65
Extraordinary Repairs.	935.80
Furniture and Fixtures	1,121.33
Water Rates	226.90
Fuel	537.59
Treasurer's Office	28.88
Students' Fees Refunded	167.50
Faculty Convention Expenses	285.99
Dean's Office	33.50
American Conference Phar. Faculties	10.00
Auditing	50.00
Breakage Refunds.	488.45
Special Action Board of Trustees.	327.80
Balance, July 1, Lincoln Tr. Co.	\$63,044.96
Balance, July 1, G. N. B.	6,770.73
Seabury Scholarship:	1,047.79
Invested	\$2,996.67
Balance.	3.33
Balance, July 1, West Side S. B.	3,000.00
Union Sq. Savings Bank	3,370.73
Balance, Petty Cash.	500.00
Balance, Petty Cash.	50.00
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	\$14,739.25
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	\$77,784.21

