



Columbia University
in the City of New York

ANNUAL REPORTS

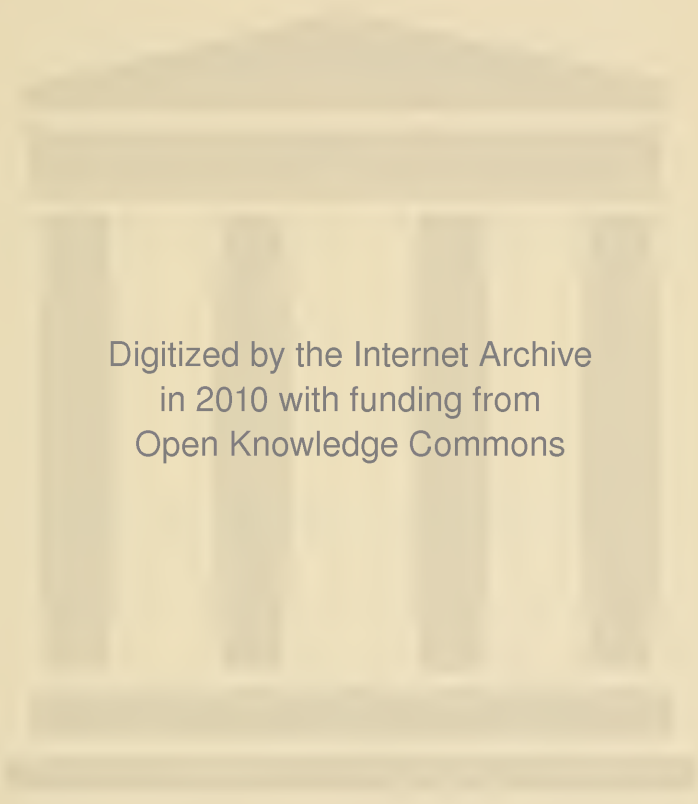
1910



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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, 1910

NEW YORK
PRINTED FOR THE UNIVERSITY
1910

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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In accordance with the provisions of the Statutes, there is submitted herewith the Annual Report on the educational work of the University for the year ending June 30, 1910. Appended to the Annual Report are the reports of the several Deans, of the Director of the Summer Session and of Extension Teaching, of the Secretary of the University, of the Librarian, of the Consulting Engineer, of the Registrar, and of other administrative officers, to all of which the careful attention of the Trustees and their several committees is asked. Very many matters of importance to the effective working of the University and for the protection of its highest interests are discussed in these reports.

Too much cannot be said of the ability, the devotion and the unselfish zeal of the administrative officers who present these important reports. They know nothing of the usual limitations of terms and vacations, or of ordinary working hours. They are untiringly and unceasingly laboring for the University's welfare.

The office and value of administration in a modern university are not yet clearly understood. In

deed, administration has been defined by some one whose wit does not wholly hide his aspirations for anarchy as "doing extremely well what had better not be done at all." The task of university administration is the clearly defined but difficult one of making an environment in which scholars and teachers can work agreeably, effectively and undisturbed. It is everywhere and always subordinate to the intellectual life and activity of the University, but it is vitally important if the wisest use is to be made of limited resources, if waste and confusion are to be prevented, and if the conditions surrounding teaching and investigation are to be such as to make most easily possible the prosecution of successful intellectual endeavor.

The year has brought to the University benefactions quite without a precedent, both in number and in amount. These benefactions serve to indicate that the work and place and mission of the University are increasingly recognized by the public, as well as that they will command a steadily growing measure of support. The time has gone by when it is possible to estimate accurately the needs of the University in terms of dollars and cents. Sums that are literally stupendous in amount are not only needed, but urgently needed, to care for the work already in progress, to say nothing of putting into execution large and important projects that have been carefully matured with a view to wider and more efficient public service.

Mr. John Stewart Kennedy, who died on October 31, 1909, left a will disposing of his vast property in a way that has commanded the attention and the admiration of the civilized world. Not only the terms

of this remarkable document, but its spirit and its forms of expression, indicate with convincing clearness that Mr. Kennedy had thought long and deeply and with high conscientiousness upon the obligations which rested upon him as a steward of great wealth in a democracy. His benefactions are not more extraordinary by reason of their number and amount than by reason of their discrimination and their perspicacity. By the terms of Mr. Kennedy's will, Columbia University is to receive three equal sixty-fourth parts of the entire estate remaining after certain specific legacies are paid. It is estimated that the amount of this bequest will prove to be not less than \$2,100,000; but by another provision of the will there is to be deducted from this amount the sum already given by Mr. Kennedy for the erection of Hamilton Hall, namely, \$500,000. This gift will, therefore, be one of approximately \$1,600,000. By the action of the Trustees the whole amount to be received under the will of Mr. Kennedy is to be separately invested and kept invested, and is to constitute forever a separate and distinct fund to be known as the John Stewart Kennedy Endowment Fund, the income of which may be expended in such manner and for such purposes as the Trustees shall from time to time direct.

In resisting the strong temptation to apply the principal of Mr. Kennedy's bequest, in whole or in part, to erect much-needed buildings or otherwise to add to the physical equipment of the University, the wisest possible policy has, in my judgment, been pursued. Of all the University's needs, the greatest and the hardest to satisfy is that for additional free endowment. Mr. Kennedy sat for several years on the

Finance Committee of the Trustees and well knew how severe are the financial limitations under which the work of the University is carried on. It can hardly be doubted that he intended by his munificent provision to strengthen the hands of the Trustees in doing the University's general work, and that the Trustees in taking the action just noted are carrying out Mr. Kennedy's own wishes and desires.

It is possible that at a later date the University may receive from Mr. Kennedy's estate an additional sum; but the contingencies on which this depends are uncertain and remote.

Mr. George Crocker, of New York, who died on December 4, 1909, provided by the eleventh clause of his will that his land at the corner of Sixty-fourth Street and Fifth Avenue, New York, together with the house thereon and the contents thereof, as well as all his real estate at Darlington, Bergen County, New Jersey, together with the houses thereon and the contents thereof and all personal property connected therewith, should be converted into money and the net proceeds paid to the Trustees to be invested as a permanent fund known as the George Crocker Special Research Fund. The income of this fund is to be "applied in such manner as said Trustees may from time to time determine, in the prosecution of researches as to the cause, prevention and cure of cancer; and, should the progress of science at any time make the prosecution of further researches in regard to cancer unnecessary, then the income of said fund may be used as said Trustees may from time to time determine in the prosecution of other researches in medicine and surgery, and in the sciences

allied thereto, with a view of preventing and curing disease and of alleviating human suffering."

The estimated value of the properties described in Mr. Crocker's will is \$1,600,000. Should this sum eventually be received by the Trustees, it is plain that the University will have before it a unique opportunity. The dreaded disease known as cancer is already the subject of patient and skilled investigation in various parts of the world, but its ravages go on and no limit has yet been put to its destructive power. It will be possible, as soon as the money constituting the George Crocker Special Research Fund is received, to appoint a highly trained scientist as director of cancer research, and to put at his service whatever assistance and equipment may be necessary, in order to advance as rapidly as possible man's knowledge of cancer and power over it. Should the outcome of these researches be successful, either in the near future or at a more remote date, then the University will be able to go forward into other fields of preventive medicine and therapeutics, and render magnificent service in contributing to the prevention and conquest of disease.

At the meeting of the Trustees in March, the President was able to announce that a donor, who for the present prefers to remain anonymous, had pledged a gift of \$350,000 to erect and equip a building for those departments of philosophy, philology and letters included in the Faculty of Philosophy that have never yet had provision made for them. The advanced work in these important fields, despite its magnitude and the number of students that it has attracted, has been in effect a tenant at will in various buildings

erected for other purposes, where it has been most inadequately provided for in places that were often little more than either cellars or garrets. It now becomes possible for the first time to give to these important departments the accommodations which they must have if their advanced work is to be properly carried on. The new building will stand on Amsterdam Avenue, just south of St. Paul's Chapel, and will complete the outer Quadrangle on the easterly side. With Schermerhorn, Fayerweather, the Philosophy Building and Kent Hall taken together, the University now has stately and generous provision for its graduate and advanced work in science, letters, political science and law.

During the early portion of the academic year it became evident that the unoccupied block of land lying between 116th and 117th Streets, Amsterdam Avenue and Morningside Drive, and immediately adjoining the University on the east, would pass into the hands of various owners for immediate improvement unless it could be acquired by the University. This block of land had long been in view as a possible site for the Medical School, when opportunity and funds should unite to make it possible to erect new and modern buildings for the use of the Medical Faculty, and to strengthen in important ways the work in medicine by bringing it into physical as well as educational contact with the advanced work in the pure and applied sciences. At first the cost of the desired block of ground (\$1,000,000) seemed prohibitive, but, fortunately, friends of the University, including Mr. William K. Vanderbilt, Mr. George J. Gould, Mr. Frank A. Munsey, and an anonymous donor, came

forward and made it possible for the Trustees to acquire at once the southern half of the block. This purchase postponed, certainly for the time being, the danger of having the land pass to other owners for improvement. Negotiations for the purchase of the remaining half of the property are still pending, and until they are concluded it is not appropriate or necessary to discuss at greater length plans for the development of the land when acquired.

On October 4, 1909, the Trustees received a letter from Mr. William Douglas Sloane, offering to add a new benefaction to the gifts previously made by Mr. and Mrs. Sloane, already so large and so generous, to the work of the Medical School. Mr. and Mrs. Sloane proposed to erect and equip, at a cost of about \$150,000, a Gynecological Clinic in connection with the Sloane Maternity Hospital, on the plan of the Frauenklinik in Berlin. The Trustees accepted with gratitude the generous offer of Mr. and Mrs. Sloane, and the work of construction was begun at once in order that there might be no delay in making use of this new and valued addition to the resources of the University in medicine.

Many other large and important gifts have been received during the year, all of which are appropriately noted in the Treasurer's Report (pages 12-17). Among these, particular mention should be made of the gift of \$112,500 to be added to the principal of the James S. Carpentier Fund; of the gift of \$30,000 to be expended under the direction of the President in meeting the current needs of the University; of the gift of \$15,000 for agricultural education; of the gift of \$13,000 to establish the George

Blumenthal, Jr., Scholarship Fund at the Medical School; of the gift of \$5,000 for equipment in the Department of Electrical Engineering; and of the gifts of \$5,000 and \$3,000, respectively, for additions to the equipment of the Department of Surgery.

A summary of the gifts in money received during the year by the several corporations included in the University is as follows:

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
For General Endowment	\$1,000,000.00	\$5,000.00	—	—	\$1,005,000.00
To establish Special Funds	193,525.49	8,600.00	\$165,481.03	—	367,606.52
For Buildings and Grounds	493,768.26	—	108,235.95	—	602,004.22
For Immediate Use.....	358,041.65	2,166.91	20,660.00	\$2,500.00	383,368.56
	<u>\$2,045,335.40</u>	<u>\$15,766.91</u>	<u>\$294,376.99</u>	<u>\$2,500.00</u>	<u>\$2,357,979.30</u>

The grand total of gifts in money alone made to the several corporations included in the University for each of the nine years last past is as follows:

1901-02.....	\$1,082,581.02
1902-03.....	1,721,895.06
1903-04.....	1,783,138.18
1904-05.....	1,960,247.87
1905-06.....	1,299,909.78
1906-07.....	1,360,590.80
1907-08.....	1,077,933.87
¹ 1908-09.....	974,637.07
1909-10.....	<u>2,357,979.30</u>
Total.....	\$13,618,912.95

The usual statistical exhibits follow for the purpose of making a comparison between the state of **The University** the University on June 30, 1910, with **in 1910** its condition at earlier periods. The addition noted as made to the site of the University during the year is caused by the purchase, as already described, of the lower half of the block between 116th, 117th Streets, Amsterdam Avenue and Morn-

¹Correcting error in Report for 1908-09.

ingside Drive, and of the two houses at Nos. 413 and 415 West 117th Street, to be used as official residences for the Dean of Columbia College and for the Chaplain of the University.

		The Site
	Sq. Ft.	Acres
A. 1. <i>At Morningside Heights</i>		
Green and Quadrangle.....	734,183.08	16.85
South Field.....	359,341.15	8.25
Residence of the Chaplain....	1,809.50	.0414
Residence of the Dean of the College.....	1,809.50	.0414
New Medical School Site (part)	45,247.50	1.0390
	<hr/>	<hr/>
	1,142,390.73	26.2218
2. <i>At West 59th Street</i>	75,312.38	1.73
	<hr/>	<hr/>
	1,217,703.11	27.9518
B. <i>At Barnard College</i>	177,466.60	4.07
C. <i>At Teachers College</i>		
1. At 120th Street	133,737.00	3.07
2. At Speyer School	5,213.00	.12
3. At Van Cortlandt Park	688,644.00	15.08
	<hr/>	<hr/>
	827,594.00	
D. <i>At College of Pharmacy</i>	7,531.00	.17
	<hr/>	<hr/>
Grand Total in New York..	2,230,294.71	50.4618
E. <i>Camp Columbia, Morris, Conn.</i>		583.3

The Teaching Staff	Columbia University	Barnard College	Teachers College (Excluding the Horace Mann School)	College of Pharmacy	Total (Excluding Duplicates) 1910 1909	
Professors (not including three administrative officers of professorial rank).....	165	21	28	8	165	160
Assistant Professors	66	11	8	3	66	60
Clinical Professors..	16	—	—	—	16	9
Associates.....	42	—	—	1	42	27
Instructors.....	88	6	39	2	127	116
Demonstrators.....	5	—	—	—	5	9
Tutors.....	40	13	17	—	57	53
Curators.....	2	—	—	—	2	2
Lecturers and other special officers of instruction.....	42	4	3	1	46	44
Assistants.....	71	11	11	2	84	75
Clinical Assistants .	88	—	—	—	88	83
Total.....	625	66	106	17	698	638
*Administrative officers.....	29	8	12	7	32	30
Emeritus officers... ..	15	—	—	1	15	14
Total.....	669	74	118	25	745	682

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

The Student Body The enrolment of students as compared with that for the year 1908-09 was as follows:

Under the University Corporation:

		Gain	Loss
Columbia College.....	692	25	—
Students of Applied Science.....	686	—	11
Students of Law.....	324	—	6
Students of Medicine.....	346	16	—
Graduate Students of Philosophy, Political Science and Pure Science..	1,138	123	—
Architecture.....	142	12	—
Music.....	23	—	5
Students at Summer Session (1908)..	1,971	439	—
Total (excluding 385 duplicates)..	4,937	522	—

Barnard College.....	535	37	—
Teachers College	1,123	131	—
College of Pharmacy.....	313	46	—
	<hr/>		
	6,908		
Less Double Registration	306		
	<hr/>		
Net Total.....	6,602	715	
Extension Students.....	*2,583	—	430

The Registrar in his report shows in fullest detail the composition of the student membership of the University and the changes which are being effected in its number and geographical distribution by the continued growth and expansion of the University's work.

During the academic year 1909-10, 989 degrees and 334 diplomas were conferred, as follows:

	Degrees Conferred
Bachelor of Arts, Columbia College.....	88
Bachelor of Arts (College and Medicine)...	5
Bachelor of Science, Columbia College.....	26
Bachelor of Science (College and Medicine)	2
Bachelor of Arts, Barnard College.....	86
Bachelor of Science, Barnard College.....	2
Bachelor of Laws.....	80
Doctor of Medicine	70
Pharmaceutical Chemist.....	8
Doctor of Pharmacy	4
Engineer of Mines.....	39
Metallurgical Engineer.....	3
Civil Engineer.....	31
Electrical Engineer.....	27
Mechanical Engineer.....	12
Chemical Engineer.....	6
Chemist.....	2

*This includes registration at local center courses. The actual registration at Teachers College was 2,052, an increase of 20 over the corresponding figures of 1908-09.

Bachelor of Science.....		
In Architecture.....	2	
In Music.....	2	
In Chemistry.....	1	
In Education.....	158	
	<hr/>	163
Bachelor of Architecture.....		6
Certificate of Proficiency in Architecture...		3
Master of Arts		209
Doctor of Philosophy.....		44
Honorary Degrees.....		13
	<hr/>	989
Certificates and Diplomas in Education:		
Bachelor's Diploma.....		158
Special Diploma.....		103
Master's Diploma.....		65
Doctor's Diploma.....		8
	<hr/>	334
Total degrees and diplomas granted.....		1,323
Number of individuals receiving them.....		1,093
Conferred by the New York College of Pharmacy:		
Graduate in Pharmacy.....		105
Doctor of Pharmacy		4
Pharmaceutical Chemist.....		8
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FINANCIAL CONDITION AND OPERATIONS OF THE UNIVERSITY

(The figures for real estate given in the following tables are the assessed valuations on the records of the Bureau of Taxes and Assessments in the City of New York.)

	Columbia University	Barnard College	Teachers College ¹	College of Pharmacy	Totals
Property owned, June 30, 1910:					
1. Occupied for Educational purposes.....	\$10,219,000.00	\$1,954,843.86	\$2,053,000.00	\$125,000.00	\$14,351,843.86
2. Held for Investment.....	25,845,531.44	1,048,728.83	1,625,670.15	—	28,519,930.42
Total.....	\$36,064,531.44	\$3,003,572.69	\$3,678,670.15	\$125,000.00	\$42,871,774.28
Outstanding Debt.....	\$3,698,000.00	\$140,329.16	\$634,726.05	\$90,000.00	\$4,563,055.21
Annual Budget for 1910-11:					
1. For Educational Administration and Instruction	\$1,744,504.54 ²	\$169,055.00	\$658,890.00 ³	\$31,856.00	\$2,604,305.54
2. For Interest on Debt.....	115,070.00	—	30,750.00	4,250.00	150,070.00
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,859,574.54	\$169,055.00	\$689,640.00	\$36,106.00	\$2,754,375.54
Income for 1909-10:					
From Fees of Students.....	\$646,376.43	\$114,541.31	\$383,339.02	\$38,354.53	\$1,182,611.29
From Rents	491,441.92	—	—	—	491,441.92
From Interest.....	230,945.88	43,023.64	39,228.18	—	313,197.70
From Miscellaneous Sources	102,378.32	80,225.38	15,769.27	5,359.07	203,732.04
Total.....	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,471,142.55	\$237,790.33	\$438,336.47	\$43,713.60	\$2,190,982.95

¹ Including cost and income of the Horace Mann School for 1909-10.

² This includes by duplication the amount paid in salaries to officers of instruction in Barnard College, \$99,900.00; and in Teachers College, \$161,900.00.

³ Including Whittier Hall.

During the year the Committee on Education have had under consideration the recommendations of the University Council in regard to the far-ther extension of the educational policy embodied in the so-called combined academic and professional school course, first inaugurated at Columbia University in 1891, and now widespread throughout the United States. The essential characteristic of the combined course is, that college students are permitted, at that point in their undergraduate course where it is now usual to offer them a substantially free choice of studies—namely, at the close of the Sophomore, or at the close of the Junior Year—to elect as part of their undergraduate work subjects in law, medicine or engineering, and thus to shorten the time necessarily devoted to obtaining both the academic and the professional degrees.

In the Annual Reports for 1902 (pp. 29-43), for 1903 (pp. 23-31), and for 1908 (pp. 46-54), the principles underlying the combined course and the arguments in support of those principles were set out at length. So far as Columbia University itself is concerned, the combined course is working smoothly and well, and while it is still open to improvement in points of detail, particularly as regards the relations between the College and the Schools of Mines, Engineering and Chemistry, the principles underlying the combined course are accepted with practical unanimity and there is no thought of disturbing them.

Nor is there any difficulty with the combined course so far as it affects students who wish to come to Columbia for professional study after having completed elsewhere a portion of their undergraduate

course, provided such students do not wish to obtain an academic degree. If they have pursued an undergraduate course to a point where they are able to fulfill the requirements for admission to a given professional school at Columbia, they may, of course, transfer to that school and proceed with their professional studies here.

An increasing number of such students feel, however, that they are unjustly deprived of the opportunity to obtain an academic degree, which opportunity is offered to students in Columbia College who follow a course of action precisely similar to their own. There are two ways in which this privilege, now denied to such students, may be opened to them. Either the college in which they have originally registered may recognize the professional school studies pursued at Columbia and grant them the academic degree at the close of the prescribed number of years of residence, as Columbia does in the case of its own college students—such residence having been in part at the college of their first registration and in part at Columbia University; or, on the other hand, Columbia may recognize in their case, as it does in the case of Columbia College students, the combination of academic and professional studies as entitling them to a Columbia degree of A.B. or B.S.

The University Council, in their recommendation regarding the best way to deal with such students, have proceeded upon the assumption that they should not be deprived of the opportunity of obtaining an academic degree because of the incidental fact that they have originally registered in a college which is not a member of a university and is without

direct institutional relationship to professional schools.

At the same time, the Council have not wished to propose any plan which might be ungenerously interpreted as a device to attract students to the professional schools of Columbia University by offering them the advantages of the combined course without previous registration in Columbia College.

Nevertheless, the Council believe that it is to the advantage of higher education in the United States and to the ultimate interest of the separate colleges themselves that the privileges of the combined course should be offered to students in such colleges. Few things would be more wasteful or more absurd than to force upon the separate colleges the necessity of making provision for the earlier years of professional study. Their already overtaxed resources would then be strained to the breaking point, and the professional studies so provided for could not, in one case in ten, be adequately carried on. On the other hand, to deprive the country of the advantages which follow from the existence of many separate colleges, by pursuing a policy that would tend in the long run to draw students away from such colleges altogether, would be in a high degree unwise. It must be borne in mind, too, that an increasing proportion of all college students look forward to a business career, and that the number of college students who intend to pursue the study of law, medicine, theology, or engineering is often less than one-half of the total membership of a graduating class. Some students in every graduating class will fortunately prefer, and be able to complete, a full four-year course of undergraduate study in the liberal

arts and sciences before taking up professional school work. For many students, however, such an arrangement of time is as impossible as it is undesirable. For them the combined course is an unmixed blessing. The practical problem, therefore, is, how shall the advantages of the combined course be extended to students in separate colleges without appearing to strengthen the universities and the colleges included therein, at the expense of these separate colleges?

Two ways are suggested. The first way, and in my judgment by far the preferable one, is to induce the authorities of the separate colleges, if that be possible, to recognize the professional studies pursued by their students who wish to transfer to Columbia, in partial fulfilment of the requirements for their own baccalaureate degrees. If these colleges pursue this policy and confer that degree upon such students, they will thereby retain as their own alumni those who entered with them as Freshmen. Such students, of course, when granted the academic degree by the college of their first choice, would be already well on the way to the attainment of a professional degree at Columbia, and, therefore, would have no inducement to leave the separate college for Columbia College in the first instance. If this policy can be developed the result will be to extend to the students of the separate colleges the advantages which the combined course offers to students in a college like Columbia, which is part of a university system.

Should the separate colleges be unwilling to take this action—despite the fact that it has already been taken by so excellent an institution as the University of Rochester—then undoubtedly great pressure will

be put upon the universities maintaining the combined course to grant their own academic degree to students who, having pursued two or three years of undergraduate work elsewhere, have come to such universities for the first year or the first two years of professional school work.

This alternative has two serious disadvantages. In the first place, it would confuse two sets of students by giving the same baccalaureate degree to both—those students who, having entered Columbia College as Freshmen, have at a given point in their undergraduate course elected to pursue professional studies; and those who, having entered as Freshmen elsewhere, have transferred to Columbia University to pursue only professional and not academic studies.

In the second place, it overlooks, and fails to reckon with, one of the strongest factors in American education, namely, the deep attachment which the American college graduate has for his Alma Mater, and his wish to have his college degree mean something more than studies successfully pursued. College associations and college life are admittedly a large element in college education. The graduate of any American college very naturally wishes those who, with him, share the honors and the privileges of its degree to have entered into its associations and its life and not merely to have taken advantage of one of its educational opportunities. Moreover, inasmuch as the baccalaureate degree stands primarily for work of an academic character, it certainly should be given to the student who has combined academic and professional studies during his undergraduate career by the college in which his academic studies were taken. By

following the policy which has been adopted at the University of Rochester, and at some other institutions as well, it will be perfectly possible to extend the advantages of the combined course over the entire country without friction and without misunderstanding. It is my judgment and recommendation that we should devote our energies to extending the advantages of the combined course in this way, and not by adopting the plan which has been suggested as an alternative in last resort. On the recommendation of the University Council, the Trustees have authorized the President to enter into negotiations with certain American universities, in order to ascertain whether or not it is possible to secure a united effort to extend the advantages of the combined course.

On the unanimous recommendation of a committee of the University Council, whose advice on the subject was asked by the President, a new classification of academic grades and titles, which is a marked improvement upon the system hitherto existing, went into effect during the year. For some time past, while the University has been growing and expanding with rapidity, some confusion of academic grades and titles had been permitted to creep in. In particular, there were important and responsible grades and titles, the duties of which were not carefully defined. There were some titles in use at Columbia that were no longer usual elsewhere. There was difficulty in bringing forward a new teacher of unusual ability or promise without long and discouraging service in the lower grades; and, on the other hand, the Trustees were frequently forced to promote to a full professorship—the title

**Academic
Grades and
Titles**

held by the oldest and most distinguished servants of the University—men who, however able or accomplished, were yet young in academic service.

In order to bring the usage at Columbia into conformity with that prevailing elsewhere, the title of adjunct professor was changed to that of assistant professor, and all adjunct professors became assistant professors as a matter of course.

The title of tutor, which, although one of the oldest of academic titles, is falling into disuse and is more or less disliked, was abolished entirely.

The titles of associate, instructor, lecturer, demonstrator, curator, and assistant, were carefully defined.

The grade of professor as hitherto existing was divided into two grades or classes, known respectively as professor and associate professor. It is hoped eventually to reserve the title of professor for men of unusual distinction or of long service, and to assign the title of associate professor to younger and less experienced men who are, nevertheless, entitled to the honor and dignity of professorial rank.

The various grades and titles now in use at the University are, fortunately, defined and described with accuracy in the Statutes, and it will hereafter be possible to tell with some precision the sort of equipment for its work that a given department has from the titles of the persons on its staff of instruction.

In making these changes, all of the recommendations contained in the Annual Report for 1908 were incorporated, with a single exception. In that report it was suggested that the annual increment in the salary of an instructor should be \$200 instead of \$100, as now, but this policy was criticised on various

grounds. What that particular recommendation endeavored to accomplish, though perhaps imperfectly, should, however, be provided for in some way; and that is the more rapid advancement in compensation of the really deserving junior officer. It cannot be denied that there is a difficulty in bringing this about, a difficulty which is perhaps inherent in the whole academic scheme. It is as unfortunate and as undesirable to induce men to remain in the teaching profession who are really not fit to succeed in it, as it is to hold back from promotion and better compensation those who seem well adapted to the academic career. If there could somehow be made a sifting of the junior teaching staff each year, so that those who are not clearly and unqualifiedly successful should be retired, it would doubtless be possible to advance more rapidly those who are deemed worthy to remain. It is more easy, however, for departments and other officers entitled to make recommendations to show mercy to the individual than to render justice to the University. Not long ago, when every department was asked formally to indicate which of its junior officers it deemed worthy of retention in the University's service and of advancement, the replies received were unanimous in the recommendation that every single junior officer in service should be retained and advanced in compensation. Nothing short of a miracle could have brought so happy a state of affairs about, and in the presence of such a miracle any attempt to improve the efficiency of the junior teaching staff was obviously superfluous.

There are those who for the sake of simplicity, and perhaps also for the sake of avoiding the responsi-

bility of making difficult discriminations, would advance all academic officers stately by a merely mechanical provision. In my judgment such a policy would fill the University with mediocrities and render it impossible to make that special provision for distinction and for genius which the Trustees ought always to be able to make. With an established minimum salary for a given grade or title, it is possible for the Trustees to treat individuals as they may deserve, and that seems to me the wisest and also the most equitable policy to pursue.

The large increase in compensation to the teaching staff which has been made during the last few years has done inestimable good. The money spent upon these advances in compensation, representing as it does the annual income at 4 per cent. on about three million dollars, is one more evidence of the generous and thoughtful care which the Trustees have exhibited from the earliest days of King's College, for the comfort and satisfaction of the teaching staff. It is doubtful whether ever before any similar action of equal magnitude has been taken by those charged with the government of a university. Indeed, while much remains to be done to adjust salaries to the new standards and cost of living, it may fairly be said that the happenings of the past decade have made the lot of a member of the permanent teaching staff of Columbia University one that is indeed fortunate. In addition to the enjoyment of the privilege of devoting several months each year to rest, recreation, or private study and writing, he has been relieved of much drudgery and routine work that were formerly laid upon him; he has in very

The Academic
Career

many cases been advanced in compensation from 20 to 50 per cent.; he has been given the privilege of leave of absence during half of every seventh year without sacrifice of pay, if he prefers this plan to taking a full year's leave of absence on half-pay; he has been provided with a retiring allowance in case of old age or disability, and, under certain circumstances, his widow, should he die leaving one, is also taken care of. It may be that there is some other career that is equally fortunate, but if so, the fact does not appear to obtrude itself upon the public attention.

When colleges were small and universities non-existent, it was possible—but very unusual—to have a faculty composed throughout of men of exceptional ability and distinction. The rapid growth and multiplication of colleges and universities, however, has necessarily drawn into their service men of every type and kind, and of these mediocrity has claimed its full share. One main difficulty with which the higher institutions of learning throughout the world have to struggle to-day is militant mediocrity. Distinction is to be sought for at whatever cost and strong, guiding personalities cannot be too numerous. But at Berlin, at Paris and at Oxford, no less than at Columbia, the searching question is being asked, where are to be found fit successors to the scholars of the generation that is now passing off the stage? Many are sought, but few are found.

There is room in a great university for scholars of every conceivable type. The recluse and the dreamer has his place, as well as the practical man who unites a love of scholarship with skill in affairs, and who brings the two into constant relation to each

other. A poem, a musical composition, or a new synthesis in the higher reaches of pure mathematics, brings luster to a university, as does a new invention in the field of engineering, a new discovery in the laboratory, or a new application of old principles to present economic and political needs. Freedom of the spirit is the essence of a university's life. Whatever else is done or left undone, that freedom must be made secure.

But freedom imposes responsibility, and there are distinct limitations, which ought to be self-imposed, upon that academic freedom which was won at so great a cost, and which has produced such noble results. These are the limitations imposed by common morality, common sense, common loyalty, and a decent respect for the opinions of mankind. A teacher or investigator who offends against common morality has destroyed his academic usefulness, whatever may be his intellectual attainments. A teacher who offends against the plain dictates of common sense is in like situation. A teacher who cannot give to the institution which maintains him common loyalty and that kind of service which loyalty implies, ought not to be retained through fear of clamor or of criticism. Then, too, a university teacher owes a decent respect to the opinions of mankind. Men who feel that their personal convictions require them to treat the mature opinion of the civilized world without respect or with contempt, may well be given an opportunity to do so from private station and without the added influence and prestige of a university's name.

To state these fundamental principles is, however, more easy than to apply them; for the answers that

are made when these principles are urged are so specious and the appeals to prejudice that follow are all so plausible, that their application requires courage no less than wisdom. No university can maintain its position if its official action appears to be guided by prejudice and narrowness of vision. Nevertheless, the historical development of the human race can hardly be wholly without significance, and there must be some reasonable presumption that what has been and is need not always take a subordinate and inferior place to that which is proposed for the immediate future, but is yet untested and untried. It ought not to escape notice, however, that most of the increasingly numerous abuses of academic freedom are due simply to bad manners and to lack of ordinary tact and judgment.

It is the responsibility of the Trustees to give to academic freedom that constant and complete protection which it must have if the true university spirit is to be fostered and preserved, and at the same time to maintain the integrity of the charge committed to their care. This must be done without either fear or favor, whatever the consequences may be.

The Dean and the Committee on Instruction of the Faculty of Applied Science have been for some time

<p>Work in Applied Science</p>	<p>past hard at work upon the problem of the improvement of the program of studies in engineering, and in studying the relation of the Schools of Mines, Engineering and Chemistry to the work of the schools and colleges on the one hand, and to the demands of practical life on the other.</p>
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These are large problems everywhere, but singularly complicated at Columbia by limitations of cost

and of space. It may fairly be said, however, that certain broad principles are coming into view as those which may well control the engineering education of the future. It is reasonably plain that the special training of the engineer ought to rest on a larger body of general preparatory study than that given by the secondary school. The responsibilities of the engineer are such, and the place which he occupies in the community is of so high a character, that in planning for his professional training we ought to provide that he shall have had opportunity to come into at least some contact with those delightful studies which assist in laying the foundation for any superstructure that specialization may later put upon it.

In my judgment the following proposals will stand the test of critical examination and discussion:

1. Students should as soon as practicable enter the Schools of Applied Science not directly from the secondary schools as now, but only after at least two years of study in Columbia College or in a college or scientific school of similar standing.

2. The Faculty of Applied Science should indicate to the Faculty of the College how, in their judgment, the intending student of engineering could best spend these two college years in order better to prepare himself for work in the applied sciences.

3. During these two years of college work the subjects now taken in the first year of the course of Applied Science might easily be included. These are in reality subjects of a general scientific character such as are appropriate to a college program; indeed, they are now almost without exception included in that program.

4. The student who, thus prepared, places himself under the jurisdiction of the Faculty of Applied Science, might well, I think, devote himself to the general, unspecialized study of engineering for two years, leaving his highly concentrated work in a particular field or department of engineering, leading to a specific engineering degree, to follow as graduate study. If the degree of B.S. were given at the conclusion of the four-year period of study—two years in the College and two years in the Applied Sciences—it would be a degree having real significance and value.

5. At the same time advanced instruction and research should be developed in the various engineering departments, leading to the degree of Doctor of Engineering, which degree should be on a plane with the degree of Doctor of Philosophy.

It is now generally felt, I think, that the inclusion in the Faculty of Pure Science some years ago of the professors of engineering, and the transfer to that Faculty of research work in engineering, were not wholly fortunate. The Faculty of Applied Science might itself well be held responsible for all the work in engineering, both that which is strictly professional in character and that which takes the form of advanced instruction and research for students who have already gained a professional degree.

The incidental advantages of such a plan as is above outlined would be that no dislocation of the relations between the university and the secondary schools would follow, for intending students of engineering would enter the university on the same basis as at present, but they would be classified on the university's

records as college students rather than as professional students, during the first two years of their course. The proposed degree of Bachelor of Science would be on the same plane as the degree of Bachelor of Arts, while the specialized degrees of Engineer of Mines, Civil Engineer, Mechanical Engineer, Electrical Engineer, Chemical Engineer, and the rest, would then come to stand in the same general relation to the work of the University as does the degree of Master of Arts, a relationship which more accurately corresponds to the facts than does the present one.

Some such readjustment as this would strengthen the work in Applied Science itself, first by giving it a better foundation to rest upon than at present, and, second, by spreading it over a somewhat longer period than now, and so relieving the very great pressure under which the student of Applied Science finds himself in attempting to carry the present program of studies successfully. Such a student could then enter more freely than is now possible into the general academic life and participate more largely in student activities. He would also find the opportunity, now denied him, for sharing in many of the incidental advantages which the University offers to those who are in residence, and so gaining a larger benefit from his period of university study. It is not too much to hope that before another year has passed some conclusions on all of these important matters may be arrived at that will commend themselves to the Faculty of Applied Science and to the Trustees alike.

For some time past there have been urgent requests

that Columbia should enter upon the field of agricultural education, selecting, if possible, some part of that field not adequately covered by provisions already made elsewhere. The Dean of the Faculty of Applied Science and the Associate Professor of Botany have for more than a year past been engaged in the careful and detailed study of this proposal. After many conferences and after hearing expressions of opinion from various sources of weight, Dean Goetze and Professor Curtis united in the recommendation that a four-year course in agricultural engineering should be established, under the jurisdiction of the Faculty of Applied Science. Accompanying their recommendation was a tabular view of a proposed course in agriculture, which made it evident that more than one-half of the instruction needed in such a course could be provided from the existing resources of the University. To provide, however, for the additional instruction needed, a sum of money variously estimated at from \$10,000 to \$30,000 a year was needed.

These recommendations were submitted for expert opinion and advice to Augustus S. Downing, First Assistant Commissioner of Education of the State of New York, and under date of April 8, 1910, Mr. Downing made an elaborate report, in which he advised the Trustees to establish courses in agriculture of an advanced and research character, together with a small commercial farm to demonstrate the value and the correct marketing of products.

The recommendations of Dean Goetze and Professor Curtis, so heartily endorsed by Assistant Commissioner Downing, have been received with much

favor. It is obvious that the proposed instruction could readily be introduced at Columbia and that it would meet a genuine public need to which attention is now strongly directed. On the other hand, desirable as this undertaking is, it will necessarily involve the Trustees in obligations which they have not at present the means to meet.

The sum of \$15,000 has generously been provided by gift to enable the University to make a beginning in this direction, but there is natural reluctance to embark in an undertaking which is certain to become extensive and costly, until a larger measure of financial support is assured.

It seems certain that Columbia could make an important contribution to the higher agricultural education of the country and to the solution of problems arising out of the increased cost of living, if it could go forward speedily in this new field of work.

With its occupancy of Kent Hall, the Law School may fairly be said to enter on a new stage in its existence. Great as have been its repute and the effectiveness of its teaching heretofore, both may reasonably be expected to grow still greater in the years to come. To the work of the school as a professional school for the training of members of the Bar, there should now be added as a distinct purpose the advancement of legal scholarship and the comparative study of law and legal systems. For some years, members of the Faculties of Law and Political Science have hoped to bring about the establishment of a higher degree in Law, which should be awarded to those who successfully complete an advanced course of study in Law, both public and

The Law
School

private. The time has now arrived when it is fitting to establish this degree if a plan of study leading to it can be formulated that will satisfy the faculties immediately concerned. The School of Political Science owes no small part of its distinguished reputation to the original contributions of its teachers, and of those trained in it, to the literature of Public Law, Economics and History. A similar opportunity now awaits the Faculty of Law. The example and the influence of the late Frederic William Maitland ought to appeal powerfully to the imagination of the American legal scholar. To work in his spirit, and indeed even along the road which he blazed, might well be inspiration enough for the next generation.

In order, however, to make legal research possible on any considerable scale, the Law Library must be greatly increased and enriched. This Library has not, unfortunately, kept pace by any means with the needs of the Law School. A fund of not less than \$100,000 should be secured without delay for the purpose of adding to the Law Library. A portion of this sum, perhaps one-third or even one-half, could be spent at once usefully and economically in making much-needed purchases. The remainder might constitute a permanent fund, the income of which would help to supply the most pressing needs of the Law Library from year to year.

The steady improvement of the teaching at the Medical School during the past few years, the new and important additions to the staff of instruction, and the constant elevation of the standards of admission and graduation, have served only to emphasize how much remains to

The Medical
School

be done in order to put the Medical School upon a thoroughly satisfactory university basis. Within a short generation, the methods of medical instruction and research have been literally revolutionized. Equipment and facilities then quite unknown are now justly regarded as absolutely necessary. The haphazard relationship between medical school and hospital which has been quite common in the United States must give way, and at once, to a relationship that is precise, definite, and so secured and administered as to give to the medical school complete and permanent control of the hospital staff and of the facilities for clinical teaching which the hospital affords. The laboratory subjects must be newly provided for with buildings and equipment that are modern and adequate.

To accomplish all this will require a huge expenditure, and yet this expenditure cannot be avoided if the Medical School is to maintain and improve its standing among the medical schools of the world and if New York is not to fall hopelessly behind other great capitals as a center of medical teaching and research. Too much cannot be said in praise of the able and impartial report on medical education issued during the year by the Carnegie Foundation for the Advancement of Teaching. This report has justly aroused widespread interest in Europe as well as in the United States. It exposes, with a frank severity which the truth demands, the weakness and the pretence of much that is done in this country in the name of medical education. The criticisms of our own Medical School contained in this report seem to us entirely just and made with kindly and helpful purpose. They are pre-

cisely the criticisms which we have been in the habit of passing upon our own work and from which relief has long been sought in vain because the funds needed to remove these grounds of criticism were not available.

The relationship between the Medical Faculty and the Sloane Maternity Hospital may well be offered as an illustration of what it is wished to accomplish in regard to general hospital facilities, and of the advantage to a hospital of intimate relationship with a medical school. There can be no question of the effectiveness of the Sloane Maternity Hospital as an agency for the care and relief of those who seek its shelter or as an agency in promoting medical instruction and in advancing medical research. Fortunately, hospital trustees everywhere are coming to see the larger responsibility which they must bear to the public, and it can hardly be doubted that the way will open before long to secure for the Medical School a hospital alliance that will be in every respect satisfactory. The result of such an alliance may well prove to be epoch-making for the history of medicine in the city of New York.

It would indeed be a sad commentary on our public spirit if the University were forced, in order to render to the community and to medical science the service which it must, to seek the large sum needed to construct and operate a hospital of its own when hospitals of the first rank are without medical school affiliation.

The very large amount of research conducted at the Medical School escapes attention because it is recorded in so many different ways and is distributed among a score or more of publications. It would be helpful if

it were possible to establish and conduct, under the direction of the Medical Faculty, a journal to appear perhaps quarterly, or even more frequently, which should contain a record, more or less full, of the results of the important studies carried on by members of the Medical Faculty, their associates and advanced students. The alumni of the Medical School themselves are sufficiently numerous to provide a very satisfactory constituency for such a publication.

With the beginning of the academic year 1910-11 the financial responsibility for the work of Extension Teaching, as well as its immediate control, is assumed by the Trustees. Extension Teaching has existed for a number of years as a University activity and has been carried on at the financial risk of the Trustees of Teachers College. It has now seemed expedient to make Extension Teaching a distinctively University undertaking and to administer it as such. Professor Egbert, whose service as Director of the Summer Session has been so conspicuous, has accepted the invitation of the Trustees to become also Director of Extension Teaching, and the plans for the future development of that work are in his hands. In a sense, the new development of Extension Teaching may be said to be an outgrowth of the striking success of the Summer Session of the University. After ten years' experience, the Summer Session has more than justified itself from every point of view. It is now proposed to extend the operation of the principles which have been successful in the case of the Summer Session so as to provide classes and laboratory work in the evening at the University and both in the even-

ing and during the day in other parts of the city, as well as in neighboring parts of New Jersey, New York and Connecticut, for the benefit of those who are not able to avail themselves of the regular courses of instruction. In particular, evening classes will be organized where wage-earners as well as those who are engaged professionally or otherwise during the day may obtain the best instruction which the University can offer and which they are competent to take, to the end that they may be able to rise in their several callings and professions through greater knowledge of the subject-matter with which those callings and professions deal. The temptation is very great to dwell at length upon this aspect of the University's service to the great population by which it is surrounded, but it will be more judicious, perhaps, simply to point out at present what is to be undertaken and to await the results of experience before attempting to appraise its full value and significance.

In the Annual Report for 1909, the suggestion was made that the time had come when something ap-
The Bachelor's proaching the division of students into
Degree with pass men and honor men which prevails
Honors at Oxford should be introduced into
 Columbia College, to the end that scholarship might be promoted and more highly appreciated. During the year the Committee on Instruction of the College Faculty reported a plan, which the Faculty accepted without dissent, for the institution, beginning with the academic year 1910-11, of a system of sequential courses leading to a degree with honors. In general, the plan provides that a candidate for the baccalaureate degree with honors, to be successful, must complete

with high standing three three-year sequences of three-hour courses, together with such supplementary reading as may be advised by the Department concerned, and pass a final general examination covering the entire field of his honor work. Any student who is free from entrance conditions may, with the approval of the Committee on Instruction, elect to study for honors from the beginning of his college course, but the choice of his honor subjects need not be specified until May 1 of his first year of residence. It is expected that in most cases the choice between the honor curriculum and the general curriculum will be made once for all before the end of the Freshman year. Provision is made, however, by which a candidate for a degree may become a candidate for a degree with honors at a later period, if he desires to do so, and if his academic record is such as to warrant his candidacy.

The system of unrestricted election in college studies, when introduced in America, was intended to promote scholarship by making appeal to particular tastes and capacities. Doubtless in a certain limited number of cases the system succeeded; but experience seems to indicate that in a much larger number of cases it failed of its purpose. The plan for a degree with honors which has now been instituted in Columbia College was not brought forward until after a searching study had been made of the practical operation of the existing program of studies. In formulating their policies, the Committee on Instruction and the Faculty had a firm basis of ascertained fact to build upon. The practical working of the plan will be followed with keen interest, not only here but elsewhere, as the problem

which it attempts to solve is one that faces, in one form or another, every American college.

The fortunate relations in which Columbia already stands to the University of Berlin have during the year been extended to the University of Paris as well. In accordance with the terms of formal action taken in May last by the Council of the University of Paris, we shall welcome at Columbia hereafter, in the autumn of each year, a visiting French scholar, who will remain in residence for three months and who will stately conduct advanced work and a seminar in his chosen field of study. As transmitted by M. Liard, the Vice-Recteur of the Academy of Paris, the formal action taken is as follows:

Relations with
the University
of Paris

“Le conseil de l’Université de Paris a voté sa coopération dans la création d’une chaire à l’Université Columbia qui serait occupée chaque année par un professeur français pendant les mois d’Octobre, de Novembre et de Décembre.

“Cet enseignement, analogue à celui des conférences de notre Faculté des Lettres, serait donné environ trois fois par semaine à des étudiants déjà avancés dans leurs études.

“Le professeur chargé de cet enseignement sera désigné chaque année par le Conseil de l’Université de Paris après entente avec l’Université Columbia. Il pourra ne pas appartenir à l’Université de Paris; il n’en recevra pas moins le subside de l’Université de Paris à la condition toutefois d’appartenir à un établissement d’enseignement supérieur de l’État français, tel que College de France, Ecole des Langues orientales vivants, Universités des départements.”

The advantage to the University of this relationship

is quite inestimable. Not only will it bring Columbia into close intellectual relations with the great body of scholars who adorn the French Republic, but it will give to advanced students at Columbia an opportunity to come under the immediate personal instruction of men of high eminence and of great academic distinction. We are under obligations to M. Liard and his colleagues in the University of Paris for the cordiality and generosity with which they have entered into the new arrangement, and to Professor Cohn for carrying on the negotiations on behalf of Columbia.

The rapid growth of the University in recent years has attracted widespread attention in Europe as well as in this country, but the elements of this growth and the reasons for it are not clearly understood. The report of the Registrar contains elaborate and clearly arranged material for study on the part of any one who wishes to know how the student body of the Columbia University of to-day is constituted, what its interests are, and what are the sources from which it is drawn. The most interesting fact in connection with this great growth in student attendance is that it has accompanied a steady raising of the standards of admission and of graduation throughout the University. Indeed, it is not going too far to say that the high standards which prevail at Columbia are the real reason for the growth in student attendance. The ambitious American youth is quick to appreciate the value of high standards and of sound training, and he knows that time and effort spent in preparation for the practical work of life are likely to prove a most valuable investment before many years have passed. The Trustees

The Growth
of the
University

have sacrificed about \$200,000 of possible annual income from fees in order to elevate the standards of admission to the professional schools of the University, and they have supported the Faculties in constantly erecting new barriers to the incompetent and ill-prepared. For example, the enrolment in the School of Law was cut down from 461 in 1903 to 260 in 1907 by raising the requirements for admission; the enrolment in the School of Medicine was cut down from 809 in 1902 to 309 in 1908 by raising the requirements for admission; the enrolment in the Schools of Applied Science was cut down from 722 in 1903 to 524 in 1907 by increasing the requirements for graduation. Despite these facts, the University attendance continues to increase and the enrolment in the Schools of Law, Medicine and Applied Science has again begun to increase and is still increasing, not only in spite of the higher standards for admission and graduation, but because of those higher standards.

Enrolment in Columbia College has increased in the last decade by 48.82 per cent., and the enrolment at Barnard College in the same period has increased 113.14 per cent.; yet it must be remembered that Columbia and Barnard are two of the very small group of American colleges that insist upon a rigid examination for admission to the Freshman Class and that accept no certificates from schools in lieu of that examination. It may well be doubted whether any two colleges that admit their students on certificate from secondary schools have increased in attendance so much as have Columbia and Barnard. Here, again, the reason for the increased attendance is to be found in the high standard which is insisted upon.

Admission to the Schools of Political Science, Philosophy and Pure Science can be had only by presenting a baccalaureate degree from an American college or scientific school, or, in very rare cases, by convincing the Executive Committee of the University Council that the applicant has had an equivalent, if irregular, preparation for graduate work. Nevertheless, the enrolment in these graduate schools has increased during the past decade 157.48 per cent.

The Registrar shows that during the past academic year 1,227 students were enrolled in Columbia College and Barnard College, and all of these had entered college after taking the most rigid examinations which are set in America for college admission. He shows, further, that 1,138 students were registered in the Schools of Political Science, Philosophy and Pure Science, and these were, substantially without exception, graduates of colleges and scientific schools. In addition, 2,957 students were enrolled in the professional faculties, and with the single exception of the 313 enrolled in the Faculty of Pharmacy, these were without exception admitted only after rigorous examination or after having completed not less than a two-year course of study in an American college or scientific school of good standing.

It is a great satisfaction to learn from the Registrar's report that of the 6,602 students in residence during the last academic year, no fewer than 1,093, or about one-sixth of the total number enrolled, completed their work and received degrees or diplomas at Commencement. The only students at the University who may be called in any sense transient are the 1,024 non-matriculated students of the Summer Session,

and it is the universal testimony of officers of instruction that no students are more devoted, more ambitious, or more in earnest than these. The experience of Columbia, during the past ten years in particular, must be accepted as demonstrating the fact that growth in student attendance is entirely compatible with high and rigid standards of admission and of graduation, provided the instruction given is of such a character as to prove attractive to students of the highest type.

Coincidentally with this rapid growth in numbers there has gone greatly increased provision for the care and supervision of the individual student. There is a common, but groundless, assumption that the individual student receives more care and attention in a small institution than in a large one. There is absolutely no basis for this belief. The individual student will not receive any care in either a large institution or a small one, if it is not the habit and tradition of the institution to care for him and to take an interest in him. That habit and that tradition are just as compatible with the organization of a large institution as with that of a small one; indeed, a large institution is more likely than is a small one to be able to afford the provision which the needs of the individual student require.

At Columbia, the care of the individual student has for some years past been made a matter of special study and of particular concern. The Chairman of the Committee on Undergraduate Admissions has no other duty than to familiarize himself with the record of every candidate for admission who comes from the

secondary schools. It is his business to secure information from the schools in regard to the academic history of the students that they send to college and with regard to their character and personality. This information is weighed in connection with the result of a candidate's entrance examination in determining whether or not he is qualified for admission. Furthermore, this information is made available, in confidence, to the Dean and to the Faculty Adviser of each individual student.

So soon as a student is admitted to College, he comes under the personal care of the Dean. At Columbia College the Dean is not primarily a disciplinary officer, but rather the companion, the adviser, and the friend of the undergraduates. It is part of the business of the Dean to know every College student and his history; to know where he comes from and what his circumstances are; to know where he rooms and who are his friends; to know what he plans to do and what progress he is making. The Dean is at hand only incidentally to discipline or to reprove students, but chiefly to advise, to encourage, and to help them.

The Trustees have provided official residences for the Dean of the College and for the Chaplain of the University. These officers live very close to the Quadrangle and it is their pleasure, as it is their duty, to come to know as many of the students as possible personally and informally.

Still another agency by means of which the University assists the individual student is the Faculty Adviser. Every student, on being admitted to College, is assigned to a special Faculty Adviser. It is the duty of the Adviser to help the student to arrange his course

of study and to see him at frequent intervals and with as much informality as possible in regard to his work. Two or three times a term each instructor of undergraduates sends to the Registrar a report of the standing of every student taking one of his courses. The Registrar transmits these reports to the student, to his parent or guardian, and to his Faculty Adviser. If a student is doing poorly in any course, it is the duty of the Adviser to take such steps as may help him to improve his work. The attempt is always to prevent trouble, rather than to permit it to happen and then to punish the student for it. The Advisers are urged to take a personal interest in the students assigned to them and to come into close personal relations with them. In more than one case, the homes of Faculty Advisers are welcome meeting-places for the students assigned to their care.

As a result, the Columbia undergraduate of to-day is given every possible assistance and all possible advice, in order that he may make the most of his opportunity. In fact, the attempt is consciously made to educate him as well as to instruct him.

In the Annual Reports for 1903 (pp. 17-20) and for 1905 (pp. 20-21) the office of Dean was discussed and **The Office of Dean** certain recommendations were made regarding that office. As a result of putting into effect the recommendations then made, the office of Dean in Columbia University has become one of great dignity and importance and the interests of the University have been greatly promoted thereby.

The separation of legislation from administration, which is as necessary in a university as in a State, threw, under conditions as they formerly existed, an

impossible burden upon the President. No President could possibly know, immediately and at first hand, all the facts in regard to the scores of matters that were brought daily for executive decision. A decentralization of administrative authority had become imperative unless the whole work of the University was to be delayed and harassed. This decentralization was effected, in accordance with the recommendation contained in the Annual Report for 1903, by changing the status of the Dean, by increasing his power and responsibility, and by striking out the statutory provision that no Dean should receive compensation as such. As a consequence, the Deans have become officers of the University as a whole and are much more than merely the administrators of the business of a given faculty. It is still the duty of a Dean, of course, to carry out and enforce the legislation of the appropriate faculty or faculties, but it is also his duty to represent the general interests of the University in and for that portion of it to which he is assigned by the Trustees. The Dean's duties, therefore, are about what the duties of a college president formerly were. Indeed, it may be truthfully said that the present duties of the Dean of Columbia College are almost exactly those which devolved upon the President as recently as in the administration of Dr. Barnard. The duties of the President as they have come to exist are new duties created by new conditions, and they bear very little resemblance to the duties of the President of twenty-five years ago. It is incumbent upon the Deans to watch with vigor and alertness over the interests of those parts of the University that are committed to their administrative charge; they are to see that the Statutes of

the University, the resolutions of the Trustees, of the Council, and of the Faculties, are enforced and carried out; they are to see that needs and problems which require the co-operation of the President and the Trustees for their satisfaction and solution, are presented in proper form and at appropriate times, in order that consideration may be given to them; they are also to keep in mind the fact that the particular school or schools assigned to their supervision are, after all, but part of a great unitary academic organism, and they are not permitted to forget that while as a rule the interests of the whole are consonant with the interests of any of its parts, yet when a conflict between the two does arise, the interests of the whole are to take precedence. The Trustees are to be congratulated upon commanding the loyal and effective service of a company of Deans who are performing, with remarkable fidelity, devotion and skill, the difficult and delicate duties that devolve upon them. The resulting decentralization of executive control has increased the effectiveness of the University organization at the same time that it has promoted the flexibility of its various parts.

There is strong temptation in a large university to multiply unnecessarily formal business, to institute boards and committees for all sorts of purposes, and even to carry on by elaborate correspondence with officers in adjoining rooms or under the same roof, routine business that could be disposed of in a moment's conversation. The system of faculties or faculty meetings is an inheritance from an earlier condition in university history, and unless some of its present limitations and disadvantages

can be removed, its great advantages will be minimized and lost sight of. The real business of a Faculty is, of course, academic legislation. The Statutes of this University state with precision what the legislative authority is that is committed to the faculties, and a reading of the Statutes will show that this authority is very large indeed. It is by faculty conference and discussion and by faculty action that educational policies are shaped and formulated and turned over to the administrative officers to be put into effect. The great temptation which confronts a faculty, particularly a large one, to do its business entirely by committees and to accept and to approve the reports and recommendations of its committees as a matter of course, contains an element of great danger to the authority and autonomy of the faculties themselves. For the question naturally suggests itself, why should not these small committees take the place of the large and unwieldy faculties, and do at once and without the formality of a report and its confirmation, the business which the Statutes commit to the several faculties.

An illustration of how the committee system works, naturally and almost inevitably, is to be found in the history of the Committee on Higher Degrees, now known as the Executive Committee of the University Council. The real initiative in the control of the degrees of Master of Arts and Doctor of Philosophy has passed by a perfectly natural process to this body. This committee, which represents in its membership various points of view and differing intellectual interests, has become an important and hard-working body. As it exists at present, it was created

by resolution of the Council adopted on January 26, 1909, and given the powers which had previously been conferred upon separate Committees on Higher Degrees, on Fellowships and Scholarships, and on Admission to the Non-Professional Graduate Schools. It so happens that the powers and duties thus delegated cover everything which the University Council has to do in regard to the higher degrees. These matters, which at one time occupied a large part of the attention of the Council, are no longer presented to it at all, save in the most formal way as the result of action by the Executive Committee. The reports of this committee are accepted and concurred in as a matter of course.

When a situation like this has developed, it is obvious that the larger meeting to which such a committee reports must feel itself to be dealing with works of supererogation. In the case of the University Council this consequence has not followed, because the Council has so wide a field of activity and so many important problems to consider and discuss that there is plenty for it to do even after it has turned over to its Executive Committee the matters of detail in regard to higher degrees, to scholarships and fellowships, and similar matters.

With the separate faculties, however, there appears to be some danger lest by the institution of the committee system the interest of members of the faculty as a whole in its problem may diminish to the vanishing point. It must be borne in mind that the membership of the faculties includes many distinguished scholars, who are drawn from their studies and their labora-

tories to attend stated meetings; if these stated meetings transact nothing but formal business on the report of a committee, and not much of that, it is plain that the ordinary faculty meeting cannot long continue to excite interest among its members or to maintain their respect.

Where the membership of a faculty is homogeneous, as, for example, in the case of the Faculty of Law or the Faculty of Medicine, or where the problems before a faculty are such as necessarily have interest for all its members, as in the case of the Faculty of Columbia College, there is little danger that the faculty meetings will lose interest or that the faculties themselves will decline in importance. The situation is not quite so clear, however, in the case of some of the other faculties, particularly those of Applied Science, of Pure Science and of Philosophy. These faculties cover departments that are widely removed from each other in immediate intellectual interest and in practical working. It is something of a problem to know just how to maintain the interest of the larger faculties and to see to it that they occupy effectively the important place in the University which the Statutes assign to them. If a faculty is merely to deal in routine fashion with the recommendations of a department, or in similarly routine fashion with the reports of a committee, then certainly interest in its proceedings will wane. Various ways have been suggested for meeting these conditions, but none of them appears to be entirely satisfactory.

At Columbia, the faculties have the sole power of initiative in all legislative matters affecting educa-

tional policies. Where a faculty is reasonably well satisfied with its policies and its program of studies, it naturally tends to let well enough alone and no business is offered to it that is not of a more or less routine character. At a time of academic reconstruction, however, such as existed from 1890 to about 1895, the faculties were constantly kept busy with the formulation of most important and far-reaching legislative policies. It is not well for a university to be continually engaged in the task of reconstruction, and therefore the practical question is, how, in the interval between such periods, is the general interest of faculty members and the business of their faculty to be kept alive and how is it to be made certain that their views and suggestions in regard to new problems and policies of an educational character can be made articulate and effective? In this connection it must be remembered that anything that releases the scholar from academic routine and clerical business is an undisguised boon to him. The real scholar has no fondness for academic red tape, which, however its amount be reduced, must always exist to some extent in order that business may go forward smoothly and accurately and be fully recorded. The scholar wishes to be let alone with his own studies and his own students in order that he may best serve the purpose for which he has become a member of the University. We have been markedly successful in recent years in relieving the teaching scholars from routine work of various kinds. Substantially all the work of recording, registering and corresponding is now cared for by the administrative officers of the University or with the aid of the clerical staff. To release the scholar from other

formal obligations of a routine sort is to confer upon him an additional benefit.

The rapid growth of Barnard College in recent years and the responsibilities resting upon it as an integral part of the University have brought it face to face with a very serious practical problem. The resources of Barnard College have not increased to keep pace with the growth of its student attendance and with its general needs. As the Provost points out in his report, the salaries of the professors on the Barnard College foundation average from ten to twenty per cent. lower than the salaries paid in other parts of the University, a condition which cannot but have an unfortunate effect. Moreover, there is need for additional equipment in almost every department, for large additions to the working library of the College, and for at least one new building. The corporate debt of approximately \$150,000 should be paid without delay, and an increased annual income of not less than \$30,000 provided, in order to care properly for the work of the College as it is carried on to-day.

Barnard
College

The University as a whole is proud of Barnard College and of the admirable provision which it makes for the college education of women. The standards of admission and of graduation are identical with those of Columbia College; the program of studies is as rich and as satisfactory as the financial condition of the corporation will permit; the officers of instruction are accomplished and devoted. When these facts are clearly stated and recognized, it can hardly be doubted that the friends of the collegiate education of women will give without delay to Barnard College

that new support which it must have unless it is to fall back steadily in educational effectiveness. The making of bricks without straw cannot go on indefinitely.

During the year the Trustees of Barnard College have, by unanimous vote, acted favorably upon a recommendation of the President and have provided for a division of the duties heretofore devolving upon the Dean of the College between the Dean and a new officer, known as the Provost. The Dean will in future, as in the past, be the official head of the College, will have immediate supervision and control of its buildings and grounds and of everything pertaining to its discipline and undergraduate life. It is hoped and expected that the Dean will stand in a close personal relation to the undergraduates and become a powerful and stimulating factor in shaping their ideals and the development of their character. To the Provost has been assigned immediate executive responsibility for the strictly business and educational administration of the College, including the formulation of recommendations for consideration in connection with the annual Budget, new appointments to the teaching staff, and other matters affecting the program of studies and the shaping of distinctly educational policies. Barnard College and the University are both to be congratulated upon the appointment of Professor William T. Brewster as Provost. Professor Brewster brings to his important duties long experience, entire devotion, sound scholarship, and a generous and sympathetic interest in the work of every part of the College and of the University.

During the year the work and equipment of Teachers College have been strengthened in important directions. The new opportunities for research and investigation concerning foreign school systems, described in the report of the Dean, have properly excited widespread interest. The generous endowment provided by Mrs. Helen Hartley Jenkins for the Department of Nursing and Health has made it possible to develop new courses of instruction in these fields and to apply at still more points the work of the College to the practical social needs of to-day. The addition of a playground and athletic field in the immediate vicinity of Van Cortlandt Park tells its own story and will mean much for the future development of the College and its schools.

Teachers
College

From the very foundation of Teachers College, the two elements of vocational training and the professional preparation of teachers have been present in its organization and work. As the College has grown, these two elements have developed with amazing rapidity side by side and in some respects interdependently. The question will soon have to be raised—if, indeed, it ought not to be raised now—whether the Faculty of the College might not well be divided into two parts or sections corresponding to these two great divisions of work; one part or section to have immediate legislative control of the vocational work of the College, and the other to have similar control of its work for the professional training of teachers. It may be doubted whether any other single agency has contributed as much as Teachers College has already

done toward the study of the vocational element in contemporary education and its proper relation to the general or cultural elements therein.

The report of the Dean of the College of Pharmacy makes it plain that the work of the College is closely dependent upon the statutory provisions controlling the preparation and sale of drugs and those concerning the adulteration and misnaming of foods. In other words, the College finds its work broadening under its hands. The somewhat closely defined field which occupied its activity for a long time is growing steadily wider and more indefinite as the public needs require new assistance from the pharmaceutical chemists and put new responsibilities upon them. The spirit of the College is admirable and it can be trusted to meet the new demands that are being made upon it with both wisdom and courage.

On May 4, 1908, the Committee on Finance submitted to the Trustees an important report on the **Report on the** endowment funds of the University and **Whole State** on the income of the corporation otherwise derived. Attached to that report were these resolutions, which, upon the recommendation of the Committee on Finance, were adopted by the Trustees:

Resolved, That the University Council be, and it is hereby, requested to consider and report to this Board what changes, if any, should be made in the educational policy of the University in respect to the requirements of admission or the conditions of graduation in the professional schools of the University.

Resolved, That the University Council be requested

to consider and report which, if any, of the elective or optional courses offered to students may be discontinued without disadvantage to the general educational interests of the University.

These resolutions were laid before the University Council by the President on May 19, 1908, and the Council passed the following resolution:

Resolved, That a Committee of Nine members of the University Council, to be selected by the President, be appointed to take into account the whole state of the University, and to make report thereof to the Council not later than its December meeting, 1908, together with such recommendations as the Committee may judge wise and proper, and that this Committee be empowered to require the presence of any officer of the University before it, to give such information concerning the subjects of this inquiry as may be within his knowledge.

The President subsequently constituted the Committee as follows:

Professors Burgess (chairman), Munroe Smith, Kirchwey, Carpenter (G. R.), Calkins, Keyser, Lambert, Mr. Goetze, and Professor Cushing.

This committee entered at once and most diligently upon the important inquiry committed to it, with a view to presenting to the Council, for transmission to the Trustees, recommendations bearing not only upon the points specifically submitted to the Council by the Trustees, but upon other matters necessarily connected therewith.

Frequent and prolonged meetings of the Committee were held, and special topics of inquiry were referred for study to sub-committees. The work of the Uni-

versity was searched as it has never been searched before, and the widest interest was aroused among all officers of instruction in the work of the Committee and its possible recommendations. If no other good purpose had been accomplished by the resolutions of the Trustees, the impulse given by them to self-examination and self-criticism on the part of the teaching and administrative force of the University was in itself of marked value.

The work of the Committee of Nine proved so laborious that the Council was asked to grant an extension of time for the preparation and presentation of the report. The report was submitted in printed form on February 16, 1909, and in advance of its consideration by the Council, copies were placed in the hands of the members of the various Faculties of the University for their information. Formal consideration of the report was begun by the Council on March 3, 1909, and completed on May 7, 1909. On this date the Committee of Nine was discharged with the thanks of the Council, and the President was requested to transmit the report of the Committee, as it had been amended by the Council, to the Trustees as an answer to their inquiries of May 4, 1908.

Almost all of the recommendations of the Committee excited interested discussion, and some of them were vigorously debated by the Council.

The conclusions that were finally arrived at were fourteen in number. Of these, three related to the Medical School, three to the Law School, one to the extension of the privileges of the combined course, one to the operation of the maximum fee fixed for candidates for the higher degrees, one to the share

of the University Council in recommending candidates for degrees, and five to matters that are primarily under the jurisdiction of the President.

During the year all of these recommendations but one have been dealt with. The one which remains for consideration is that which proposes, in effect, that all degrees throughout the University shall be conferred as the degrees of Master of Arts and Doctor of Philosophy are now conferred, namely, on the certificate or recommendation of the Faculty immediately in charge of the candidate's subjects of instruction, concurred in by the University Council. This recommendation is still under consideration by the Committee on Education.

During the year an unusual number of new appointments to positions of professorial grade have been made. In every case these appointments have been the subject of most careful study and scrutiny, and the best available advice in regard to them has been sought by the Departments concerned. It may confidently be said that in every instance the best available man for the position to be filled has been secured. The teaching power of several departments has been strengthened in a very important and much-needed way and the results ought to be apparent in the near future. There has been much readjustment in several departments caused by the retirement or resignation of various professors, and here again it is reasonable to assert that in every case marked improvement has been effected. In particular, the Departments of Mathematics, Physics, and Classical Philology have received much-needed additions. The teaching of undergraduate students in

New
Appointments

these subjects will be carried on more efficiently and in sections of smaller size than heretofore, while the release of certain officers for additional time and leisure for advanced work and research will be very welcome. There remain to be appointed, as funds are available and when men of genuine distinction are found, Professors of Inorganic Chemistry, of Experimental Physics, and of Botany. In view of the existence and conditions attaching to the Phoenix Fund, the Trustees are justified in withholding these appointments until such time as men of the highest possible grade can be secured.

The University has steadily resisted the temptation to broaden the field of its activity, however strongly urged, unless new funds for new purposes were provided. Every dollar which is at the disposal of the Trustees for general academic uses is being expended to strengthen and develop work already in progress.

At the close of the academic year the two professors longest upon the rolls of the University retired from active service at their own request.

Retirements

John Howard Van Amringe, senior Professor of Mathematics and Dean of Columbia College, lays down his burden as teacher and administrator after a half century of continuous service in Columbia College and University. The retirement that he had so amply earned was of course his for the asking, but to those who have served with him and under him for so many years, Columbia will be lonely enough without the daily sight of his beloved face and form. In part compensation, his colleagues will think of him as enjoying repose and the delights of that literature he has so long loved, but yet following with

affectionate regard and kindly counsel the daily work of the College and University, whose name and fame have been the inspiration of his life and service.

Professor Van Amringe will be followed into retirement by Charles Frederick Chandler, Mitchill Professor of Chemistry, who began his work at Columbia in 1864. To his teaching power as well as to his effective and conscientious service as administrator, the Department of Chemistry and the School of Mines, to which it primarily belonged, owed almost everything for many years. Professor Chandler has long been a point of contact between the University and the public, between science and industry and the public health. His career is unique of its kind, and we shall not soon look upon his like again. Professor Chandler carries with him into retirement the affectionate regard and esteem of two generations of students, as well as of a host of colleagues on the teaching staff of the University.

The Trustees have taken every step that was in their power to make known to these two academic heroes how highly their long and devoted service is appreciated and how greatly their retirement is regretted.

During the year ending June 30, 1910, five valued Trustees of some one of the corporations included in the University have died. On October 31, 1909, John Stewart Kennedy passed peacefully away, in the eightieth year of his age, at his home in New York, after a long and well-spent life. Mr. Kennedy's life has been truly and eloquently described as one of consecutive fidelities. He was already nearly seventy-five years of age

**Deaths of
University
Officers**

when he entered upon service as a Trustee of Columbia University, but his zeal was no less ardent and his criticisms and suggestions no less valuable on that account. During his service as Trustee, Mr. Kennedy's long business experience and training, his wise judgment and his broad vision were wholly at Columbia's service. Had he made no gift whatever to the University, his service as Trustee would have been long and gratefully remembered for his own sake. Now that he has seen fit to make Columbia the recipient of so large a share of his bounty, he has written his name forever in its annals.

On November 30, 1909, Charles Stewart Smith, a Trustee of Barnard College since 1905, died at his home in New York, aged seventy-seven years. Mr. Smith had held a prominent place in the business life of New York for many years, and was a valued counsellor in various financial and philanthropic institutions. He had long been interested in the cause which Barnard College represents, and his loss, after so brief a period of service, is deeply regretted and mourned.

On December 17, 1909, Mrs. Malcolm D. Whitman (Janet Alexander McCook), a graduate of Barnard College in the Class of 1902, and a Trustee since 1906, died at her home in New York in the twenty-ninth year of her age. While Mr. Kennedy and Mr. Smith died in the fulness of ripe old age after years of service, Mrs. Whitman was taken from earth when the work for which she was so richly prepared was just opening before her. Her loss to Barnard College, to the University and to the higher life of New York and the nation is literally irreparable. No woman

who has yet come from an American college has been her equal at once in intellectual power, in personal magnetism, and in elevation of mind and spirit. Words are quite lacking with which to mark our sense of personal and institutional loss in her tragically early death.

Spencer Trask, a Trustee of Teachers College since 1899 and chairman of its Board from 1893 until 1904, was accidentally killed in a railway accident at Croton, New York, on December 31, 1909, aged sixty-five years. Mr. Trask had seen Teachers College grow from small beginnings; always solicitous of its interests and interested in every phase of its work, he brought to the discharge of his duties as Trustee a quick intelligence, a warm sympathy, and a wide acquaintance with men and affairs. Mr. Trask's pride in this constant growth and expansion was manifest and his share in promoting it was always important.

Frederick S. Wait, a member of the Board of Trustees of Barnard College since October, 1895, and Clerk of the Board since October, 1902, died, after a long period of ill health, at Westhampton Beach, New York, on June 30, 1910, aged fifty-nine years. Mr. Wait received his education at the Newburgh, N. Y., Academy and at the Albany Law School. At the New York Bar he had made for himself a sound reputation as a skilful administrator of estates and as an authority on conveyancing. His work for Barnard College was characterized by high-minded and unselfish devotion, and he will be sadly missed from his place at the council board.

Since the close of the year under review the University has suffered another severe loss in the death,

on Wednesday, October 26th, of Mrs. Francis P. Kinnicutt, a Trustee of Barnard College since 1905. Mrs. Kinnicutt was not only deeply interested in Barnard College, but she had been for many years active in other forms of public service. Her clear mind and vigorous will will be greatly missed, not only in the work of Barnard College, but in the city at large.

Dr. Charles Cook Ransom, Associate in Clinical Medicine, died at Richfield, N. Y., on September 13th. Dr. Ransom had been a member of teaching staff of the Medical School but a short time, but his enthusiastic and conscientious work for the scientific advance of the hospitals of New York had already attracted most favorable attention. His untimely death has brought genuine sorrow to a host of colleagues and friends, to whom he had greatly endeared himself.

It has already been pointed out that the time has gone by when it is possible to state the needs of Columbia University in terms of dollars and cents. It will, however, be of value to state a few of the undertakings and projects that are in contemplation, the need for some of which is almost desperate, but which cannot be entered upon through lack of funds. Without attempting to set down these needs in any particular order, the following are very important:

The completion of University Hall, in order to provide an adequate auditorium and accommodations for the administrative offices of the University. The estimated cost of completing this building is not less than \$1,000,000.

The erection of a building for the use of the Faculty of Fine Arts that will enable the Trustees to transfer

the Department of Architecture from Havemeyer Hall, and, while making better provision for the work of that growing department, to set free also space in Havemeyer Hall that is urgently required by the Department of Chemistry. Such a building, if erected on one of the inner sites, would probably cost from \$300,000 to \$350,000.

Provision, either in the method suggested in the Annual Report for 1909 (see pp. 36, 37), or otherwise, of a residential building to be occupied by members of the teaching staff and their families. The difficulties which have been suggested if such a building is to be placed on South Field would be obviated if it could be erected on ground purchased for the purpose in the immediate vicinity of the University. Of course, the expense of the undertaking would thereby be increased and a higher scale of rentals would have to be charged. The residential problems with which the officers of instruction are now faced is a grave and serious one and no effort should be spared to assist in its prompt solution. The cost of such a building as has been in contemplation would be about \$500,000.

The Schools of Engineering are in urgent need of research laboratories of the kind described in detail in the report of the Dean. The general plans which he has in mind for building and equipping these laboratories could be carried out at an estimated first cost of \$500,000.

The building of a University Stadium as proposed and outlined in the Reports for 1906 (pp. 48-49) and for 1909 (pp. 7-8) would furnish a unique opportunity to the rapidly increasing body of students to

obtain physical exercise and to participate in health-giving and pleasure-giving sports. There is reason to believe that if this undertaking could be begun speedily, the rock to be excavated in connection with the projected subways would be available for filling and that the cost of the Stadium would thereby be materially lessened. The Stadium as projected is included in the general official plans now under consideration for the development and adornment of the Hudson River front. In connection with the Robert Fulton Memorial Water Gate and the plans of the Department of Parks for the adjoining spaces, the Stadium would furnish to the city of New York something that has long been needed and that would be unique and admirable of its kind. Toward the estimated cost of the Stadium, namely, \$1,000,000, the president received at the time when the project was first outlined an offer from a single person to provide the last \$100,000 of the sum needed, and this offer still holds good.

In the Report for 1908 (pp. 2-3) the need of a students' club house was pointed out and emphasized. That need is more pressingly felt each year. Probably the best place for the erection of an adequate students' club house, containing provision for the Commons in the immediate vicinity of the Residence Halls, would be on South Field, along the 114th Street front. The expense of putting such a building there would be not less than \$400,000, or perhaps even \$500,000. A satisfactory arrangement, more temporary in character, might perhaps be made for a much smaller sum by obtaining possession of two or even three adjoining houses in the immediate vicinity of the Quadrangle

or of South Field and fitting them up as a students' club house. This, of course, would make no provision for the Commons, which requires a much larger area than would be obtained in this way. On the other hand, such a beginning, even if temporary, would bring great satisfaction and pleasure to the students and would assist in binding them together about new centers of interest and in new and helpful ways.

The Library of the University sadly needs large additional financial provision. The Library has not kept pace, save in a few fortunate fields, with the growth and expansion of the University. It is in fact the working laboratory for by far the larger number of the departments of instruction and research. Its equipment should be increased—indeed, multiplied—and stated provision should be made by which its great collections can be kept fully abreast of the working needs of the University from year to year. A special library endowment fund of \$1,000,000 would make an exceedingly helpful, but yet only a modest, provision for the enrichment and administration of the Library.

A third residence hall, approximately equal in size to Hartley or Livingston, is needed without delay. Hartley and Livingston are now filled, and there is a long waiting list of applicants for all but the highest priced rooms. The great success which has attended the erection of these buildings makes it plain that the policy entered upon when they were built may safely be continued as rapidly as the need for expansion is demonstrated. If the erection of a new residence hall on the Broadway front of South Field were begun at once, it would probably not be ready much before the

beginning of the academic year 1912-13, and it can hardly be doubted that at that time there will be applicants enough for rooms in such a hall to fill it completely.

The proposed Institute of Hygiene and Preventive Medicine described in earlier Reports and constantly kept in mind in every discussion regarding the development of the Medical School, is still unprovided for. A suitable building for such an Institute could be erected at an estimated cost of from \$300,000 to \$350,000, and the annual cost of maintenance is estimated at \$30,000. The sum of approximately \$1,000,000, therefore, is needed in order to erect, equip and maintain this Institute, which would at once make its contribution to the health and happiness of the population of New York and of the nation.

The interest manifested on all sides in the plans which have been brought forward for instruction in agriculture and forestry indicates that in these directions there is a practical need to be met without delay. The sums needed to enable the Trustees to enter upon this work are not very large, although as the work expands the needs will, of course, increase. There is little reason to doubt that the advisers of the University are correct in saying that there is a field, as yet largely unoccupied, in the higher and research sides of agricultural engineering. It is this field which the University would like to enter. A guaranteed income of \$30,000 a year would be entirely adequate for the work of the next five or six years.

The Faculty of Fine Arts was organized by the Trustees in the best of faith and in the confident hope that the time would come when the needed co-opera-

tion could be secured to put university instruction in fine arts on a proper basis. Up to this time, however, this co-operation has not been secured, and therefore but little progress has been made save in the Departments of Architecture and of Music, which were in existence and doing excellent work before the Faculty of Fine Arts was called into being. There is ground for the belief that if the University were able to establish a Professorship of the History and Criticism of Art and call to that professorship a thoroughly accomplished scholar, the necessary integrating and organizing element for work in the development of the fine arts would thereby be provided. It is hard to see how the work of the Faculty can make farther or satisfactory progress without the addition of this professorship. The sum of \$150,000 would be needed to endow it adequately.

The beneficent and rapidly growing work of the University Chaplain requires not less than \$15,000 a year for its adequate maintenance. An endowment sufficient to produce income of this amount, namely, \$350,000 or thereabouts, is greatly desired.

The Schools of Mines, Engineering and Chemistry ought to have enlarged facilities, added equipment, and an increased teaching staff. The task laid upon many officers of instruction in those Schools is more than they can fairly be expected to bear for any length of time. The cost of higher technical education grows steadily greater, and the University will be embarrassed in attempting to carry on the work of these great schools as it should be carried on unless new funds are at the disposal of the Trustees for the purpose. An endowment of \$2,500,000, if it could be

secured, would provide income enough to bring the needed relief and to meet the pressing needs of the next few years.

The Columbia University Press ought to have an endowment sufficient to produce an annual income of not less than \$40,000, in order that it may effectively take charge of the publication of the important works of scholarship and research written by or under the direction of members of the University. The sum of approximately \$1,000,000 is required for this purpose.

Such funds as are now at the disposal of the Trustees are needed, and much more than needed, for taking care of the work already in progress. Urgent as are the demands for new undertakings of various kinds, it is clearly sound policy to strengthen and develop that which is already here, and particularly to increase still farther the compensation of members of the permanent staff, before venturing into new fields of activity, however inviting these may be.

NICHOLAS MURRAY BUTLER,
President.

November 7, 1910.

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

The business of the College has proceeded in an orderly and efficient manner throughout the year.

The Committee on Instruction has continued its investigation of academic curricula, with the intent of making them better in substance and more effective in presentation, and of differentiating collegiate courses from those that are technical or professional in character. It has formulated, and had adopted by the Faculty, a well considered scheme of sequential courses. This scheme contemplates that each department of instruction in the College shall offer one three-year sequence of three-hour courses, beyond the ordinary entrance requirement, the satisfactory completion of which should qualify a student to enter with advantage upon graduate work in the department concerned. Taken in connection with the prescription that, prior to graduation, a student must have completed the equivalent of three years of sequential study in courses aggregating at least eighteen points beyond the elementary requirements for admission, in each of two departments, the plan commends itself as both timely and serviceable.

In the readjustment here of collegiate and professional courses, occasioned by a general demand for the earlier entrance of young men upon active professional life, with the same accomplishments, or at least with equivalent certificates of ac-

complishment, as were deemed important in former and less hurried times, and the consequent establishment of the "combined course," the emphasis has come to be placed on professional, rather than on collegiate, study. The college part of the course has been, by many students, laid out and pursued with the principal aim of "getting through with it" and then of "getting to work." Such a procedure is, I believe, disadvantageous to the student, to the professional school, and to the College. It is unfavorable to the student, in tending to deprive him of intelligent interest in, and serious application to, the fundamental collegiate studies, and in encouraging the selection by him of elementary courses that have, or are supposed to have, a direct bearing on the professional studies to which he eagerly and impatiently looks forward. It is unfavorable to the professional school in that, while it probably increases the number of its students, it lowers the quality of them in training and breadth of view, and tends to make, of the graduates, narrow-minded specialists and tradesmen rather than many-sided members of a learned profession. It is detrimental to the College—in giving it a considerable body of students indifferent to it and its teachings, with an influence on their fellows not favorable to sound scholarship; in tending to discredit it in the discharge of its principal function, which is not the supply of elementary courses to furnish a minimum preparation for entrance upon professional studies, but to give its students thorough fundamental training, in habits of mind and thought, in lessons of life and conduct, through the instrumentalities of the liberal arts and sciences, and so provide them with "a liberal education" in the generally accepted sense of that expression; in tending to subordinate it, in its government and teachings, to the professional school and its real or supposed necessities—this tendency going so far, possibly (it has been suggested), as the elimination altogether of collegiate study, in Columbia College, as a necessary antecedent to the conferring, by Columbia, of the academic degree of Bachelor of Arts or Bachelor of Science!

The scheme of sequential courses with its prescriptions, will, doubtless, do much to correct the scholastic faults referred to by putting the emphasis, in the College, upon college work, and

by giving "stability and continuity to a student's programme of study and insisting upon a reasonably thorough training in a few subjects while preserving the opportunity to gain an acquaintance with many."

A system of honors is connected with the sequential courses. The granting of honors is to be "dependent upon the completion with high standing of three three-year sequences of three-hour courses, together with Honors supplementary reading as may be advised by the departments, and upon the candidate's performance in a final general examination covering the entire field of his honor work." The final examinations are to cover the class-room work of the three years and test the extent and thoroughness of the supplementary reading. According to the excellence with which he acquits himself in the examinations, the candidate is to receive a bachelor's degree "with highest honors," "with high honors" or "with honors."

Students are to be divided, hereafter, into "Candidates for Honors" and "Candidates for a Degree," and suitable provision is made for the passing of a student from one to the other of these two divisions.

The whole plan is the result of thorough consideration based on careful examination of academic records and schedules of courses for several years past. It seems well adapted to clarify and elevate the conception of the College in the minds of students and their responsible guardians, "to encourage the studious life and stimulate scholarly ambition at Columbia College, and to induce able men to manifest their ability, not in the pursuit of credits, but in the pursuit of knowledge."

A modification of the system of advisers, suggested by the Committee on Instruction, has been adopted by the Faculty. Members of the incoming class, admitted with entrance conditions to fulfil, are placed under the supervisory care of the Committee on Admissions until such time as they may free themselves of conditions. This commends itself as a natural and a wise arrangement. All other students are committed to the care of the dean, which also seems both natural and wise. The dean will, of course, have the privilege and the authority

to call to his aid, in this matter, any officer or officers whom he may select. But the responsibility and, therefore, the power,

Advisers will be with the dean. He will have opportunity, and it will be his duty (he will have no more important one) to study the matter carefully, to make such assignments, when in his opinion assignments are desirable, as will be agreeable to both officer and student, and so provide the student with a friendly, unobtrusive and efficient guardianship. As the officer responsible for the satisfactory working of the scheme, the dean must necessarily have full power of discipline. Discipline is too often confounded with mere punishment. The power of punishment is, of course, necessary to discipline, but it should be invoked only as a last resort. Any officer whose power of discipline is, or is assumed to be, confined to the power to punish, may inspire fear in some of the students, but is not likely to bring himself into any satisfactory or help-giving relationship with the student body. Discipline relating to conduct runs through the whole of a student's career and affects every part of it. It cannot, I believe, be advantageously administered by a committee, however wise the individual members of the committee may be, but should be entrusted to a sympathetic, capable and judicious man. It requires constant watchfulness on the part of the officer made responsible for it, that he may act at once, or as soon as practicable, in the case of any student who has started upon a course likely to be injurious to him. To be effective, the disciplinary officer must look upon the law as made for the student and not upon the student as made for the law, the good of the student being a far higher consideration than the assumed sanctity of college law; he must have authority to reward as well as to punish, to set aside the law in favor of a student, if, by so doing, he is likely to reclaim an erring student and rehabilitate him. There are cases in which punishment, such even as the law specifically prescribes and directs, defeats the very aim of college discipline, which is the making of men out of boys and the cultivation of character. I believe, therefore, that the new system of advisers is likely to prove a marked improvement on the tentative one which it replaces and, in clothing the dean with so

much responsibility and power, should have a salutary effect.

The Committee on Undergraduate Admissions has adopted a method by which, in estimating the value of an entrance examination taken by a candidate for admission, account is taken not only of the grade received on examination but also of the record of the candidate's preparation. On filing an application for an entrance examination a candidate receives two blanks. On one of these, his chief teacher is requested to state the length of time the student has pursued the subjects for which he has applied for examination; on the other he will be asked to give to the committee confidential information regarding the character and personality of the candidate. The confidential information thus obtained is obviously of great importance to the committee in determining the candidate's qualifications for admission, and injustices, which have occasionally resulted from the use of examinations only as a means for entrance to college, are practically eliminated. The chairman of the committee expresses the opinion, in which I concur, that "this method is an added element of strength to the University as a whole."

The devotion of the chairman, his sagacity and judgment in furnishing information regarding the undergraduate departments of the University, his visitation and inspection of schools and so bringing about a better co-operation between the College and the secondary schools, his dissemination of a clearer understanding of the particular functions of the College and its associated schools in the University and their relations to each other, cannot but be highly beneficial to all the undergraduate schools of the University. The labors of the chairman and his committee, taken in connection with what appears to be a reaction against the neglect of the fundamental general training provided for in college in favor of purely technical or other specialized training, have increased the number of college students to a higher number than ever before reached in the history of the College. Fifty-five new students were admitted to the College in February, and the number of students registered in the College during the current year, as supplied to me by the Registrar, is seven hundred less two—larger than the number

registered during the year in any other school of the Corporation.

In my report of last year, I expressed the hope that the Committee on Undergraduate Admissions might hasten the time when the earlier years of the Schools of Mines, Engineering and Chemistry shall be put, as they might properly and profitably be put, in the College, leaving those schools free to develop, more at leisure and more fully, the purely technical and professional subjects which they were formed to promote and to teach. I express the hope again, with increased confidence and a larger measure of expectation.

The Schools of Mines, Engineering and Chemistry are now, and have for many years been, overloaded with subjects that do not primarily belong in the curriculum of a purely technical school. The curricula are so crowded with subjects that are preparatory to, and should precede, strictly technical or professional study, that both students and officers are unduly burdened and harassed. The necessary consideration by the professors and the faculty of the distribution of time between the preparatory and the professional subjects, tending necessarily to minimize the time given to the preparatory, in order to maximize the attention given to the strictly technical, subjects, is not, in my opinion, conducive to the best interests of the students and the schools. The course in the College for the academic degree of Bachelor of Science greatly needs strengthening; the curricula of the Schools of Mines, Engineering and Chemistry need relief from the fundamental preparatory subjects that crowd them, that embarrass and confuse the deliberations of the faculty, and that hamper the professors in their specific technical work: between the two pressing needs, the time seems to have come, and the way is open, to relieve them both.

I do not know that I need an excuse for dealing, in a report on the College, so directly and fundamentally with the affairs of another department of the University. If I should need excuse it may be found, perhaps, in the fact of the particularly close relations that have existed between the College and the Schools of Mines, Engineering and Chemistry from the beginnings of

the latter in November, 1864, and of my own active and intimate association with both of them during the whole of that time. *Tros Tyriusve.*

I deem myself fortunate in having been connected with Columbia during an eventful period of its history. Under President King, I witnessed the first conscious steps taken by the College toward the University of to-day, and the arresting, or rather the retardation, of those steps, by the Civil War; I was associated with the great Dr. Barnard during the whole of his remarkable and fruitful presidency, when were created by him, *inter alia academica*, many of the parts of the University contemplated and prefigured in the memorable action of the Trustees on July 6, 1857; I served with President Low in his conspicuous and admirable work of gathering up the segregated parts of a university created and left by Barnard, unifying them and making them into a university; and, since the accession of President Butler, I have had the privilege of association with him in the stupendous and ever-increasing development of the University in all directions of intellectual activity and public service that has characterized his administration.

I cannot close this, my final report as an active officer, without expressing my gratitude to God for His goodness in giving me health and strength to discharge my daily duties here, with slight and infrequent interruptions, for half a century, and my thanks to the Trustees for the unfailing courtesy and consideration which they have shown me during the whole period of my service.

Respectfully submitted,

J. H. VAN AMRINGE,

Dean.

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

I have the honor to submit the following report of the condition of the School of Law for the academic year ending June 30, 1910.

It is gratifying to be able to report that the marked increase in the registration of the School recorded last year has been maintained, the number of students registered this year being exactly the same as in the year 1909-10, namely 358. These were distributed as follows:

Enrollment

Third Year—Class of 1910.....	88
Second Year—Class of 1911.....	109
First Year—Class of 1912.....	138
Non-matriculated	23
Total	<u>358</u>

The figures for the First Year Class include 35 qualified seniors in Columbia College (as compared with 28 last year). The Second Year Class included seven men admitted to advanced standing from other law schools.

The final examinations for the year which has just closed were taken by 89 students. Of the graduating class of 88 men, 84 took final examinations for the degree of LL.B. of whom 77 passed successfully and were recommended for the degree. Five former members of the School, who had completed the requisite number of courses but had for various reasons failed to graduate with the classes to which they re-

spectively belonged, also presented themselves for final examination in the subjects in which they were deficient and of these three passed satisfactory examinations, making a total of 80 candidates upon whom the degree of Bachelor of Laws was conferred. As was the case last year, no candidates appeared for the degree of Master of Laws.

The Charles Bathgate Beck prize scholarship, awarded to the member of the First Year Class who should pass the best examination in the law of Real Property was

divided between Paul Shipman Andrews, A.B. Prizes

(Yale) and Jerome Michael, A.B. (Georgia). The Ordronaux Prize in Law, which became available this year for the first time, was awarded to Karl Wendell Kirchwey, A.B. (Yale) of the Second Year Class "on the basis of general proficiency in legal study." No competitor presented himself for the E. B. Convers Prize.

The only changes in the program of instruction as set forth in the Announcement for the year 1909-10 were such as were rendered necessary by the continued absence

on leave of Professor John Bassett Moore and

the retirement of Professor Harry A. Cushing

**Faculty
Changes**

from the Faculty of Law in November, 1909. Professor Moore's courses in International Law and Diplomacy were given by Professor George Winfield Scott and his course in Conflict of Laws by Professor Munroe Smith. Professor Cushing's retirement in the middle of the first half-year rendered it necessary to resort in part to outside assistance to carry on his courses and the School was fortunate in securing the services of capable and accomplished teachers to take up the work without delay. Professor Ralph W. Gifford, A.B. and LL.B. (Harvard), Pro-Dean of the Fordham Law School, undertook the half-completed course in Criminal Law and Goldthwaite H. Dorr, Lecturer in Law, who had formerly given the course in Agency in the Law School, generously assumed the duty of completing that course. The devoted spirit in which these gentlemen, on short notice and without opportunity for previous preparation, undertook the task of carrying on the interrupted work of the School as well as the

brilliant manner in which they performed it deserve the heartiest acknowledgment. For the second half-year Professor Gifford, Harlan F. Stone, LL.B., '98, and John Waring Parks, LL.B., '02, were appointed Lecturers in Law, Professor Gifford giving the course in Mortgages, Mr. Parks, Bankruptcy and Mr. Stone taking over from Professor Abbott the course in Trusts, while Professor Abbott assumed the course in Quasi Contracts. In this manner all the courses scheduled for the year were successfully covered. Unfortunately Mr. Parks, who was proving to be a teacher of exceptional ability, was compelled by ill-health to retire before the end of the year, but the School was fortunate in securing the skilled services of Professor Michael F. Dee of the Fordham Law School, by whom the course in Bankruptcy was carried to a successful conclusion.

Professor Cushing's retirement from the School created a vacancy in the office of Acting Dean, which he held at the time. To meet the emergency Professor Kirchwey, who had retired from the office of Dean in June, 1909, was designated by the President as Acting Dean to serve until the next meeting of the Trustees and at such meeting he was again chosen Dean for the remainder of the academic year, in which capacity he has served to the date of this report. In the meantime Mr. Harlan F. Stone, who was graduated from the School with the highest distinction in 1898 and who had served it as Lecturer and Adjunct Professor of Law for six years (1899-1905) was elected Professor of Law and Dean of the Faculty of Law. With a record of unsurpassed ability as a teacher of law and with his faculties ripened by some ten years of successful practice at the bar, Professor Stone's return to the Law School to devote his life to its interests and to those of legal scholarship must be regarded as an event of first-rate importance in the history of the Law School.

The teaching force of the School has been further strengthened by the appointment of Jackson E. Reynolds, A.B., LL.B., '99, as Associate, who will resume the courses in Agency and Carriers given by him as Lecturer in 1903-06. Mr. Reynolds has in the intervening time had invaluable experience at the bar as

counsel for a great railroad company giving him peculiar fitness for the work which has been committed to him, Mr. Dorr will continue, as Associate, his important service to the School as Lecturer. He will as heretofore give the courses in Admiralty and Insurance and two new courses, on Federal Jurisdiction and Trial Evidence, for which his experience as Assistant United States District Attorney has specially qualified him. Professor Stone will give the courses in Trusts and Equity II and in Criminal Law, Wills and Mortgages, while Professor Abbott undertakes the work in Suretyship and Quasi Contracts. Professor Redfield, who will be absent on leave during the second half-year, will give all his courses in Pleading and Practice in the first half. He will as heretofore be assisted by Mr. Frederick P. Whitaker. Professor Goodnow has transferred his course in American Constitutional Law from the third to the second year and Professor Guthrie's course in the same subject, the scholarly character of which made it especially attractive to the students, has been made a part of the required work of the first year. It will there serve the useful purpose of an introduction to the study of our American constitutional system and will thus aid in a measure to restore the study of constitutional law to its former position of dignity and importance among the lawyers of this country.

The fact above referred to, that no candidates have presented themselves for the degree of Master of Laws during the last two years, emphasizes the need of prompt action in reorganizing the program of studies **Advanced Study** of the School of Law so as to satisfy the demand for higher and more advanced instruction in law than is called for in the usual professional course. That such a demand exists has been proven by the experience of other law schools whose equipment and opportunities are certainly no better than ours but which have succeeded in attracting a considerable number of students to pursue courses leading to higher degrees in law. But if no such demand existed, it should be created. The new and complex problems of our social and industrial life call for something more—a wider vision, a firmer grasp on the underlying principles of the law and

a more statesmanlike comprehension—than can be gained from the specialized professional training and experience of the lawyer, and it is for the University to meet this need by drawing to itself and equipping with its ripest wisdom those who are capable of responding to the summons and meeting its obligations. I believe that the supply would go far to create the demand for such instruction, but I should neglect no other proper inducement, whether of academic honor and dignity or of financial aid, that may be needed to build up a strong body of graduate students of law at Columbia. The recent legislation of the Trustees, instituting the degree of *Doctor Juris* and authorizing the University Council, in conjunction with the Faculties of Law and Political Science, to organize a course of instruction leading to that degree, opens the way for the action here recommended.

I beg again to call the attention of the President and Trustees to the pressing demand for a summer term or session of the Law School. The academic tradition which sacrifices nearly a third of the year to vacation purposes—whatever reasons may support it in the conditions of college life and work—has outlived its usefulness in the professional school. The difficulty has been met in some of the engineering courses by the provision of field work covering the whole or the greater part of the summer, and it may be that the Summer Session of the University meets the corresponding needs of the undergraduate student and of the candidate for a teacher's diploma or for the higher academic degrees. But the student of law is still compelled to devote three years to doing the work of two. In view of the serious aspect which life begins to assume for the professional student and of his belated entrance upon professional life, this involves a serious hardship from which he can be relieved only by making his law course practically continuous from the time he leaves college till he is ready to present himself for admission to the bar. To such a student the courses in law to be offered in the regular Summer Session of the University afford no relief. The few credits that may be gained in that way can make no material difference in the length of his

**Summer
Work**

residence in the University nor can a six weeks' session—leaving ten or twelve weeks to idleness—satisfy his demand for steady, persistent work along the line of his chosen profession. It would seem that the University should seek to encourage—rather than to discourage—this sense of the importance and seriousness of the period of professional preparation by inviting its students to make the most of the time at their disposal for such preparation. I have on more than one previous occasion ventured to call attention to this situation and to recommend the institution of a summer session of eleven or twelve weeks for the Law School (see Annual Report, 1906, p. 102, and 1908, p. 77) and I beg now earnestly to renew that recommendation.

The auspicious completion of Kent Hall, with its ample provision of room for the Law School of to-day and of many years to come, is not only an occasion for congratulation and rejoicing to the Faculty and students and to all who love the School, but—like the gifts of the gods—brings to the front new needs and responsibilities. It emphasizes in particular the demand, dwelt upon in my report for the year ending June 30, 1908, for a substantial enlargement of the resources of the law library. The growth of the School, the increasing pressure of research work by professors, advanced students, the editors of the Law Review and visiting jurists, call for a practical duplication of the present library as well as for the addition of many works not at present represented in the collection. These needs have been in part met during the past year through the generous gift of books by Theodore Sutro, Esq., of the Class of 1874, by Andrew S. Hamersley, Esq., by the donation of nearly 1000 volumes from the library of the late Judge Samuel Jones, given by his widow, Mrs. Martha B. Jones, and especially by the large accession of about 3,000 volumes donated by Professor William D. Guthrie. Much may be hoped, also, from the labors of the Committee of the Alumni of the Law School which is working to secure a considerable fund to serve in part for the immediate purchase of books and in part as an endowment for the future of the library. These are all good omens and indicate the ex-

Needs

istence of a spirit of loyal devotion to the Law School on the part of its graduates—the result of half a century of devoted service to the cause of legal learning in America—which augurs well for its future. On this rock we can safely build the Law School that is to be.

Respectfully submitted,

GEORGE W. KIRCHWEY,

Dean.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

I have the honor to present a report upon the work of the College of Physicians and Surgeons for the College year 1909-1910. Two improvements of far-reaching influence upon pedagogical methods at the school have been brought to a point of development where their success is assured. The addition of Mt. Sinai and Presbyterian Hospitals to the list of those already at the disposal of the College for the admission of the students of the fourth year class as clinical clerks has increased the facilities for this kind of extra-mural teaching to a point that the students are amply provided for both in general medicine and in surgery. The system has proved itself of so great advantage from the hospital side of the question that still other institutions are discussing the advisability of adopting it, and there is a possibility that the near future will offer more work in the hospitals of the city for student clerks than the College can supply students for, at least on the basis of the present curriculum. This is a remarkable growth for a plan which so far as New York is concerned is less than three years old. Its further spread in the better hospitals will bring to an acute crisis the question which was referred to briefly in my report a year ago—the addition of a fifth clinical year to the curriculum. It seems that this can be accomplished at no distant date, in fact that it

must follow logically upon present conditions. When that additional time is added to the curriculum a more rational arrangement of the third and fourth years will be possible. The students' time is now overcrowded, especially in the third year, with the many short time "concentration" courses on the many specialties which are required in a modern course in medicine.

The second pedagogical improvement is that the many inter-dependent subjects of the medical curriculum have been more intimately correlated than ever before. An earnest endeavor has been made to have the same groups of students instructed coincidentally in time upon the same groups of diseases in the departments of medicine and pathology. A similar combination of effort can be applied to other departments and future improvements in instruction along these lines will be brought about.

One of the strongest points in the organization of the College during the past twenty years has been the relation which has existed between the department of anatomy and that of surgery. It has been a custom for the personnel in the office of Demonstrator of Anatomy to be a constantly changing one and to consist of a line of younger surgeons just graduated from their hospital internships. These Demonstrators remain in the department of anatomy for several years and then pass on into the surgical department. No less than ten of the active teachers in the department of surgery, including the head of the department, have served previously as Demonstrators of Anatomy. A similar condition of related services should exist between the departments of Physiology and of Pathology and those of Medicine and of Therapeutics. There should be a similar group of Demonstrators of Physiology, for instance, working under the permanent staff of skilled and trained physiologists. These Demonstrators should become expert in physiological lines of demonstration and research and expect to devote themselves subsequently to the developments of scientific clinical medicine. This application of physiology to clinical medicine is a modern application of comparatively recent growth and the College is in a position to develop this branch to a degree commensurate with its physiological equipment

and with the demands of modern medicine. Certain enlargements of the department of clinical pathology and of the laboratory of the department of Medicine in the Vanderbilt Clinic are under way and will render possible the fulfilment of the plans outlined above.

An addition to the Sloane Maternity Hospital will add 28 beds to be used for gynæcological patients. This will place the entire subject of gynæcology and obstetrics under university control for both dispensary and hospital cases, and will establish that branch of medicine on a firmer basis in the school than either of the main subjects internal medicine and surgery can boast of at present. The development of hospital facilities not only in these principal departments of the curriculum but also in other specialties than Gynæcology forms the present and pressing need of the teaching of medicine in the College of Physicians and Surgeons. This will be referred to again in the course of this report.

Special laboratories have been added to several clinical departments during the past few years, and during the past year an extension of the system has brought more clinical workers within the list of research ex- Researchperimenters. The departments of neurology and dermatology at the Vanderbilt Clinic and those of the practice of medicine, of therapeutics, and of surgery will have special plants to extend their work into clinical and pathological researches both in connection with the Vanderbilt Clinic and with various hospitals. During the past year these departments have been active in medical research and have made some interesting contributions to medical science.

The staff of the older laboratories have been particularly active in investigation and research. In Physiology the studies on the local circulation in various organs and areas of the body as affected by nerves, drugs and other influences have been continued and extended. In pathology a variety of subjects relating both to the newer experimental pathology and to the older cellular morphology will appear in print in due course of time. The recent publications from the department of anatomy on the development of the lymphatic system of vessels in

mammals are receiving international consideration and Professor Huntington will present the latest work of his laboratory on this subject at two international congresses to be held at Brussels and at Graz during the coming summer.

Medical research in general at the school has been stimulated by a special fund for cancer research which has been available during the past eighteen months. This fund **Cancer Study** was established by the late George Crocker before his death in order that Columbia might begin the work which he intended should go as a result of a bequest in his will. By this will of Mr. Crocker Columbia will secure a fund for medical research which is to be used primarily for cancer research and which will amount to more than a million dollars. When the entire fund is in Columbia's hands a further increase will take place in the work, which is being conducted on this preliminary donation and which has assumed already very substantial proportions. A study has been made of the present status of cancer research both in this country and in Europe and a special report on this subject will be published in the early part of the next academic year. In addition the many-sided bearings of the question of malignant disease have been taken up in several scientific laboratories of the University both in the department of Biology and in the School of Medicine. Individual studies from these laboratories will form a further scientific report for early publication.

The report of no Dean of a medical school can afford to neglect the report on medical education recently issued by the **Report of the Carnegie Foundation** Carnegie Foundation for the advancement of teaching. This report presents a careful study of the actual equipment and methods of the individual schools. The report presents a destructive criticism of much that is, but it also considers a constructive plan for the betterment of the evils which it claims to have discovered and which, if existent, are sadly in need of radical improvement. Medical education is put on trial and on the defensive. So far as the report on the College of Physicians and Surgeons is concerned, the statements of this Carnegie Foundation Bulletin No. IV need concern us only in so

far as it treats of the educational situation in New York. That report makes no statement concerning medical education in New York or at the College of Physicians and Surgeons which cannot command respectful attention for its truth and sincerity. It hits the salient weakness of the New York City organizations; namely, the absolute lack of every New York school to control its hospital clinical facilities. This state of affairs has been appreciated by this College for some time and that this inherent weakness in the hospital organization of this school's equipment should have been pointed out and so emphatically criticised by an outside lay observer should stimulate the school to correct its shortcomings. An earnest effort has been made during the past two years to affiliate one of the existing hospitals of the city with the College of Physicians and Surgeons, but the trustees of the hospital could not be persuaded that such an arrangement was a desirable one for the hospital. This failure to bring about an effective combination with an existing hospital brings the school to a crisis in its development. This school is not unaware of this urgent need and it must find means to correct it by constructive work along the lines laid down in the report of the Carnegie Foundation. I believe that New York City contains a sufficient number of philanthropic citizens who are able and who would be willing to supply to Columbia this need: a hospital for teaching internal medicine and surgery. I believe this is true although the necessity calls for an expenditure for building and endowment of six millions of dollars. A sister university in another city has recently accomplished a greater feat in securing both a general hospital, a children's hospital, and a general endowment for medical education.

During the year the Trustees have signified their intention of moving the College to a new site which has been selected at 116th Street and Amsterdam Avenue adjacent to the University buildings. The development of this site will increase the facilities of the school, will abolish the poorly arranged and old-fashioned buildings which we now occupy, and will bring the scientific and academic life of the College into intimate touch with the larger

Removal

interests of the University. The possibility of moving into fire proof quarters will be welcomed by all when one remembers the extreme good fortune which the school had when a recent fire in one of the laboratories resulted in a loss much less than could have been predicted.

Such a removal will seem more or less radical at first sight, but when one considers that the College has never been in one location longer than thirty years it does not seem strange that it has outgrown its present quarters after twenty-three years of residence. During that twenty-three years also medical science has developed in a rapid course which has so far outstripped the power of the school to meet its demands for space that no department in the school is now limited to the original space allotted to it. To furnish the necessary rooms for this increased demand for mere necessities the school has had to dismantle its museums and to sacrifice private studies and work rooms of the heads of many departments. The buildings are over crowded and further development is at a standstill. The new fields of work in general medical research and in the study of cancer now demand greater laboratory space than the College can furnish and the proposed buildings will solve these questions at once. The growth of New York City has made the proposed change a much less radical one than was the removal from 23d Street to 59th Street in 1887. The principal opportunity for development, however, which the removal will bring about will be the addition of a University hospital to the facilities for teaching.

A hospital trustee prominent in two of the largest hospitals of the city recently stated that the existing hospitals either must make an alliance with an existing medical school or start a medical school of their own. Failing to fulfil one or the other of these proposals he thought that the hospitals would rapidly fall into a second class position. The alternative of starting new medical schools cannot be supported by intelligent or plausible argument. The possibility of forming an alliance with existing hospitals has as yet, so far as the College of Physicians and Surgeons is concerned, proved futile in spite of the earnest efforts of the past two years to do it, already referred to. It

seems unfortunate that the opinion of the hospital trustee just quoted is not more generally held by the managers of hospitals for it is based on an appreciation of the benefits to the hospital of such an alliance. From the hospital view point the school is just as necessary for its proper growth as is the hospital needed by the school.

The situation at the College of Physicians and Surgeons can admit of only one interpretation and unless some hospital board becomes fully persuaded of the desirability of an alliance with this "existing medical school" and that, too, in the not distant future, the College cannot afford to remain inactive but must find the means to start a hospital of its own. The new site furnishes a large enough one for such development. The only question is that of building high enough in the air and placing the hospital on the top of the school. This is a perfectly feasible plan and presents many advantages in equipment and economy of administration.

To build, equip, and endow a hospital in a thorough and complete manner requires an expenditure of \$4,000 per bed for building and equipment, and \$16,000 per bed for endowment. No smaller hospital than one **Endowment** of 300 beds will suffice for the needs of the College of Physicians and Surgeons in general medicine and surgery. This means an outlay of \$6,000,000 as stated above. A recent estimate of the cost of the new buildings for college purposes places the requirement for that purpose at \$2,000,000. This sum of money seems very large, but it does not seem more than Columbia should hope to accomplish. The College of Physicians and Surgeons is now supported outside of its receipts from fees from the general endowments of the University. It would seem a proper ambition to look forward to the day when the school of medicine might have its own income from its own invested funds. The support of the new school with its increased charges for care, with its increased budgets for education and for research will require the income of at least \$4,000,000. I would, therefore, urge that no less a sum than \$12,000,000 be set as the goal to be reached for the financial support of the development, both in sight

and contemplated, of the College of Physicians and Surgeons.

The number of students at the College during the past session was 360, divided in the several classes as follows: First year class, 93; second year class, 84; third year class, 70; fourth year class, 69; and special students, including graduates, 44.

The graduating class numbered 69, of whom 50 per cent. had received previous degrees. Of the 15 students admitted to advanced standing 5 had received a bachelor degree for fulfilling the requirements of the combined course at other universities and the above total includes 16 students who are taking the combined Columbia course in liberal arts and medicine. One student was admitted to the first year class as a senior in Rochester University and received his bachelor degree at Rochester this spring. The variants on the combined course of liberal arts and of professional study are making headway among the institutions of learning and appeal to an increasing number of hard working students who desire to save time without loss of prestige or value in their education.

The Alumni Association has held two meetings at the College and was entertained by the departments of dermatology and of physiology. The intimate relation of the association to the school has been increased by these combined social and scientific meetings. The association does a great amount of good in the school with its support of the library and two fellowships in the department of pathology, and with its many prize funds. The Cartwright lectures this year were given by Professor Magnus Levy of Berlin and were a feature of the Spring Medical programme of New York.

Reports from the heads of departments throughout the school show a continued interest and enthusiasm for the work both of science and of teaching. The principal departments demanding special mention are:

Departmental Statements *Gynecology.* The new addition to the Sloane will complete the first perfected "Frauen Klinik" ever erected in America.

The separation of gynecology and obstetrics in American medicine has been peculiar to this country. Their combination has been the logical development in Europe, and Columbia in its new plant is taking the lead in developing such a hospital for the benefit of the sick and of the students:

Physiology. This department will demand in the near future an increase in the number of skilled workers if the present rate of production in research and efficiency of instruction is to be maintained. The department is one of the most important and must be developed to meet the demands of modern medicine which have been detailed earlier in this report.

Pathology. The instruction in pathology has been reorganized to bring to the students the power to observe for themselves and to apply the general rules of pathology to the special case.

Medicine. In medicine also the effort has been made to bring the earliest impression to the attention of the younger students under the direct supervision of the head of the department. The final impress on the student just before graduation is also given from the same source while the intermediate work has been delegated to instructors. It is hoped that a more firm hold will be given to this main essential of a medical education.

In conclusion I would emphasize the purpose of the school to keep constantly before the students of the last two years the fundamental subjects of Medicine, Surgery and Therapeutics while they are also securing in concentration courses a working knowledge of the many medical specialties.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean.

SCHOOLS OF MINES, ENGINEERING, AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR :

An analysis of the registration statistics regarding students in engineering subjects in twenty-six representative educational institutions which appeared in the report of the Dean for 1908-09 indicated that a reaction in the remarkable growth in technical education throughout the country was rapidly setting in. That this interpretation of the statistics was apparently justified is shown by the registration figures of the same institutions for the year 1909-10, only eight of the twenty-six showing an increase in students in these subjects while the total number was 10 per cent. less than in the previous year.

Notwithstanding this general downward trend, the Schools of Mines, Engineering and Chemistry more than held their own in the number of new students. The number not hitherto enrolled numbered 293, against 267 in 1908-09, an increase of ten per cent. Of the new students, 181 entered the first year class, as against 165 in the previous year, and a larger number of students entered on certificates from other institutions with from one to four years of collegiate training. The proportion of matriculants holding a first degree from other institutions was fifteen per cent., about the same as last year.

While the number of new students showed an increase during 1909-10, the total number of students in our technical schools is slightly less, the figures being 697, as against 718 for the pre-

vious year. This is due to two causes. One of these—that, in fact, which accounts for the reduction in the number of students in the College who have declared themselves as taking the combined course—is the discovery on the part of those desiring to take this course that, under the point system of fees in the College, they can register for the first year subjects at a lower rate while students in the College than by paying the regular fee of \$250 charged to students in the Schools of Mines, Engineering and Chemistry. This has resulted in a decrease from 21 to 11 in the number of those who have declared their intention to take the combined course. Steps should be taken to revise a system of charges which discriminates against the students who register directly in the Schools of Mines, Engineering and Chemistry, but at the same time every effort should be put forth toward fostering the six-year combined course, and students should be urged, whenever they can spare the time and money, to secure at least two years of general collegiate training before entering upon the professional engineering course. It may result in a smaller number of students for the time being, but our experience has shown that they will be far more efficient. The Association of American Universities and the Carnegie Foundation for the Advancement of Teaching are on record in favor of this plan. There also appears to be a decided sentiment among those engaged in technical education throughout the country in favor of this or some similar plan and a number of our Alumni have recently expressed themselves in favor of it. At the suggestion of the President, our Committee on Instruction has given much consideration during the past year as to how to provide a more thorough general scientific training for students who enter our professional engineering courses and they hope during the coming year to be able to present to the Faculty a plan which will enable us to place the required preparation for the work in our technical schools on the high plane now occupied by the representative professional schools of law and medicine. The action of the Trustees in authorizing the President to open negotiations with other universities looking toward the adoption of a policy by which it may be possible for students to migrate more freely between

universities should further increase the number of students coming to us with preliminary collegiate training, and is therefore a result much to be desired.

The main reason, however, for the decrease in total registration is to be found in the more rigid administration of the regulations intended to maintain a high grade of scholarship. This resulted in the dropping or withdrawal of 108 students during the year 1908-09. Of these, 53 were first year men, but practically all of them were students who, either because of inability or of lack of diligence, or perhaps because of the difficulty of instruction in sections that were too large, failed, notwithstanding repeated warnings together with efforts on the part of the Faculty to assist them in maintaining a satisfactory academic standing. Their disappearance, therefore, indicated decided progress in the effort to maintain a high standard among our students and to get rid as quickly as possible of men who show beyond question that they cannot or will not live up to this standard. That efforts in this direction are bearing fruit is shown by the fact that, while the total number of students in the Schools of Mines, Engineering and Chemistry has increased about one-third during the past three years, the number of deficiencies per student has decreased fifty per cent. in the same period.

Other causes for the marked improvement in the scholarship of our students may be traced to earnest and efficient instruction, to the system of academic advisers, and to the policy of reducing the size of sections so as to insure in a fuller degree personal attention on the part of the instructor to the need of the individual student, as recommended in the last annual report of the Dean. Where this plan was carried out during the past year the result has been most gratifying to the instructor and student alike. It has also been shown that this policy is of distinct economic as well as academic advantage to the Schools and to the University and indicates clearly the wisdom of extending it throughout the professional as well as the fundamental courses. This will require more instructors, and they should be selected with a consideration mainly for their ability

as efficient teachers endowed with a strong human interest in the student and with an unselfish devotion to their work.

In this connection it would be well to point out the increasing difficulty in obtaining efficient assistants and instructors in the technical subjects at the salaries which we are now paying. The attractive financial opportunities in the business world which await the graduate of our technical schools will result, under present conditions, in confining the profession of teaching to those who could under no circumstances be successful in the practice of their profession, and that is just the type of man we do not want in the teaching of engineering. On the contrary, we must have men who can and will measure and sharpen their wits with engineers in active practice, keeping up to date in their various fields and bringing this inspiration into the classroom. To secure these men we must of course offer commensurate inducements

During the past year the Trustees decided to allot to the Schools of Mines, Engineering and Chemistry free scholarships equivalent to approximately ten per cent. of the paid registration of the previous year.

Scholarship
Fees

This will result in sixty-two scholarships becoming available for the year 1910-11, as against forty-seven last year. As the number of applications for scholarships in our technical schools has been larger this year than ever, more than 125 having been received from deserving young men with high academic records but low financial resources, the increase in the number of scholarships has been greatly appreciated. It will be seen, nevertheless, that every year the requests of many worthy young men for financial assistance in their efforts to secure a technical education at Columbia must be denied. In this connection the matter of fees is one which should receive our very careful attention. The fees in our Schools of Mines, Engineering and Chemistry are higher than those of any other professional school in the country, and this fact seriously affects our growth, keeping out, as is clearly shown by our correspondence with prospective students, many able and earnest young men who cannot afford to enter and thus cutting us off from a most desirable class of students. Of course, every

one who has given thought to the matter realizes that even our aggregate charges for tuition represent only a fraction of the total cost of providing technical education for the student, because of the great expense of the laboratories and physical equipment required, but the fact remains that at State universities the tuition fee is practically negligible and the instruction and equipment in many of them compare most favorably with the best in the country. This undoubtedly accounts for the steady increase in the registration of students in engineering which has been very marked in some of the State universities and especially in those which have received the most generous support from public funds.

The question naturally arises as to how we can best make our exceptionally good engineering courses at Columbia available and attractive to the class of students who will do us most credit. An important step in this direction would be accomplished by establishing on a site easily accessible from Morningside Heights and much better suited for the purpose laboratories completely equipped for engineering research, a sort of

**Research
Laboratory** *Reichsanstalt*, to which manufacturers and practising engineers could turn for the solution of problems which were beyond the scope of their equipment or the capabilities of their force. Large organizations, such as the United States Steel Corporation, the National Electric Lamp Association, the United Gas Improvement Company and the General Electric Company have established and are maintaining at great expense research laboratories of their own manned by able and high-priced men. Such laboratories have been established by them because there are no existing equipments on a suitable scale for solving the problems necessary for their industrial advancement and have been undertaken not from choice but from necessity. Under existing conditions very few manufacturers and practising engineers can afford to equip and maintain a research laboratory, and therefore have little prospect of solving many of their problems. 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 could be induced to avail themselves of these facilities and to establish research fellowships for solving industrial and engineering problems. We have already received several propositions of this nature, of which we have been unable to avail ourselves because of lack of space and equipment. It is of interest to note that the engineering school at a State university in the West which has been able, by appropriations from the public funds, to make an attempt in this direction has experienced a growth in the last few years greater in numbers than that of any other technical school in the country. There is nothing that Columbia could do that would render greater assistance in the development of the industries of our country and place our engineering schools in the same enviable and helpful relationship thereto now occupied by the splendid laboratories and *technische Hochschulen* in Germany, which have had so much to do with the remarkable industrial growth of that country. No greater or more enduring monument could be erected by the public-spirited person or persons who would equip and endow laboratories for this purpose.

The opportunities for graduate work in engineering which would present themselves in these laboratories would make Columbia the Mecca of graduates of technical schools, who would eagerly avail themselves of the opportunity of carrying on their advanced work in New York City, provided we had the proper facilities for their work and provided our Faculty could recommend them for the degrees of Master of Science and Doctor of Science or Engineering for the fulfilment of adequate requirements for these degrees. There are many reasons for believing that our greatest opportunities for development lie along the lines of graduate work in engineering, and the sooner we realize our possibilities in this direction the sooner will we have started on the path of our greatest usefulness to the country at large and have justified our position as a National university.

During the past year a number of changes were made by the Faculty in our several programs of study, all tending to increase their efficiency. Some progress was also made in the direction

of establishing courses in Forest Engineering and Agriculture, although lack of necessary funds unfortunately makes it im-

possible to announce these courses for the
Curriculum coming year. That great interest is manifested in agricultural education by people in our vicinity was shown by a paid registration of 286 for a course of lectures on economic agriculture offered under the auspices of the Faculty of Applied Science during the past spring. There is no doubt that a distinct need and demand exist in this country for instruction of the highest grade in scientific agriculture such as is offered by practically none of the agricultural colleges on this continent, and that Columbia, with such additions as it may be necessary to make to its present personnel and equipment, is singularly well qualified to undertake this work. There is also no doubt that it would go far to gain for Columbia the interested support of the agricultural public, or, in other words, the plain people, a result much to be desired.

Important progress in the direction of rendering the splendid advantages of Columbia available to the masses is being made by the recently reorganized Department of Extension Teaching. The Faculty of Applied Science has signified its helpful interest in this movement by deciding to give credit, subject to proper restrictions, for subjects offered by the Extension Department equivalent to those of our uniform First Year.

The policy of inviting men prominently identified with industrial and professional work to lecture to our students has been continued, fifty-one men, whose names appear as non-resident lecturers in our Announcement, having offered their services in this manner during the past year. Their co-operation has been very greatly appreciated and it is to be hoped that our finances will soon enable us to offer more substantial remuneration to the busy men who give us so freely of their time and energy.

Arrangements for an unusually large number of additions to the Faculty of Applied Science have been completed during the past few months and will go into effect at the beginning of the year 1910-11. Of the men who have been with us dur-

ing the past, Messrs. Morton Arendt, Charles P. Berkey, S. Alfred Mitchell and John H. Morecroft have been promoted to assistant professorships in their respective departments with seats in the Faculty.

The Faculty

Assistant Professors Charles H. Burnside and Percy Hodge will come from the University of Wisconsin and Cornell University, respectively, to give instruction in analytical mechanics. Assistant Professors William B. Fite and Herbert E. Hawkes will come from Cornell and Yale Universities, respectively, to give instruction in mathematics. Mr. J. P. J. Williams, after teaching at the Universities of Pennsylvania and California, and having engaged in practical work for a number of years comes to us from the McClintic, Marshall Construction Company to give instruction in resistance of materials as assistant professor of civil engineering. Professor George V. Wendell, after twenty years of efficient service at the Massachusetts Institute of Technology and Stevens Institute, comes to take charge of the instruction in physics of our engineering students. Mr. Walter I. Slichter, who since graduating from our electrical engineering course in 1896, has spent the intervening time in the various departments of the General Electric Company, leaves the responsible position of technical adviser to that company to become professor of electrical engineering, and Mr. Milton C. Whitaker, who since leaving our Department of Chemistry some eight years ago, has been the general superintendent of the Welsbach Company, returns to take the chair in industrial chemistry. These men all come to us with records of achievement and with reputations as earnest, hard workers and will add greatly to our effective teaching force.

The year has also been marked by the retirement from active service of the two men now living who have done more than any others to build up the School of Mines—Professor John H. Van Amringe and Professor Charles F. Chandler. Professor Van Amringe, after forty-seven years as professor of mathematics in the University, retires on July 1, 1910. Professor Chandler, after forty-six years of service as professor of chemistry, of which thirty-three were spent as the first Dean of the School of Mines, has submitted his resignation, to take

effect on July 1, 1911, but will be on leave of absence during the coming year. The personality and the record of the service rendered by these two men to Columbia and to the School of Mines is too well known to be dwelt upon here and has been most fittingly recognized by the loving tributes of their colleagues, alumni and students. Their loss seems irreparable and places upon those of us who remain an added responsibility and duty to cherish and maintain the best traditions and efficiency of the old School of Mines.

It will be seen from the foregoing report that the problems confronting the progress of our technical schools are large and that their needs are great and pressing, if we desire to keep pace with the best in technical education of to-day. Our environment is in our favor, as is the good name of Columbia and of our School of Mines, but we must not permit ourselves to overlook the fact that other institutions are making constant improvement in personnel, equipment and in excellence of instruction. If we desire to maintain our place in the forefront of the engineering schools of the country there must be no complacency on our part.

Respectfully submitted,

FREDERICK A. GOETZE,

Dean.

FACULTY OF FINE ARTS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

The registration in the School of Architecture shows a slight increase during the past year, and the attendance has been well maintained. The graduates of the School at the recent commencement numbered eleven, and four more have nearly completed their work and will probably receive their degrees in the autumn. This is a large increase over last year. The general plan of work during the year was slightly modified owing to the absence of Professor Hamlin in the first half-year and in the second half-year of Professor Sherman, but it suffered no permanent loss.

School of
Architecture

The few slight changes in the curriculum which have been made are not important, but under the general matter of instruction there are questions relative to the work in Design which call for attention. The division of students between the Columbia atelier and the outside ateliers in the city is such as to place too great a burden on those who have to teach the subject in the draughting room of Havemeyer Hall. It will soon become imperative to provide ampler accommodations for students in the outside ateliers, which ought to be arranged for twenty-five or thirty persons instead of for about half that number, as at present.

Instruction

The provision for instruction in drawing, mention of which was made in my last report, has become a pressing matter. Mr.

Harriman is at present doing much more work than is reasonable, and an instructor, or at least an assistant, should be added to the department.

The retirement of Mr. Ludlow to accept a position in McGill University is a distinct loss to the School. His work will for the present year be taken partly by Professor Hamlin and partly by Mr. R. F. Bach, who will act as Professor Hamlin's assistant. In the near future more permanent arrangements for the filling of Mr. Ludlow's place should be made.

During the past year the Society of Columbia University Architects has taken a more active interest in the affairs of the School than ever before. Through Mr. Randolph Bolles, Chairman of its Committee on Education, the Society arranged a course of twelve afternoon lectures by graduates and former students of the School (see page 166).

These lectures by architects of high standing who had themselves been former students of the School were greatly appreciated by the students and proved very stimulating.

The Architectural Society has further shown its interest by establishing a medal to be awarded annually for the highest attainment during the year in advanced design. This medal was awarded for the first time in May to Joseph H. Clark, 1910. The Society has also appointed a special committee to study the work and the needs of the School. This committee will probably begin its work next fall.

The thanks of the School are due to Mr. John LaFarge, of the late firm of Heins and LaFarge, for the gift of a collection of samples of building stones and a large number of mounting frames for students' drawings. It is indebted, too, to the Undergraduates' Architectural Society for the gift to the three ateliers of a number of valuable and costly books. The equipment of the School has also been materially increased by the cleaning and repairing of the collection of casts, a work which has been done with great skill by Mr. Freret. The collection is an excellent one, and it is to be regretted that the lack of a properly lighted

**Society of
Architects**

Equipment

studio has prevented the students from making as much use of it as would be desirable.

Professor Hamlin's absence in Europe has made it impossible to arrange all the details for the proposed course in Landscape Architecture in time to secure its formal adoption by the University Council and the Trustees, but the curriculum has been put in form and is now before the Council. It will, however, not be necessary to postpone the registration of students in Landscape Architecture until action is taken by the Council and Trustees, as a large proportion of the subjects and courses of the proposed curriculum—enough for at least two years' work—are already offered in various departments of the University, and the representatives of the American Society of Landscape Architects, who have offered their services for one year without charge, are ready to give the specifically technical instruction next year when the arrangements are completed.

Landscape
Architecture

The increase in the number of scholarships allotted to the Faculty of Fine Arts is likely to prove a great help to the School of Architecture, for the School has suffered some loss of students in recent years through the inability to provide such help as was really needed and deserved.

Scholarships

The arrangements by which in the absence of Professor McWhood the services of Mr. Daniel Gregory Mason and Mr. Frank E. Ward were obtained for the School of Music has proved very successful. The former has given the courses in the history of music, the latter in harmony and counterpoint. The attendance upon the various courses in the School has been well maintained and the work has gone on smoothly and effectively. At Commencement two degrees in Music were conferred for the first time, that of Doctor of Philosophy (one candidate) and that of Bachelor of Music (two candidates).

School of
of Music

Professor Rübner has changed during the year the policy of the School as regards the University Orchestra. The Philharmonic Society, which formerly furnished the players, has been placed under the immediate direction of B. C. Tuthill,

1908, and a semi-professional orchestra chiefly recruited from outside the University has been organized for the performance of instrumental works. This arrangement has proved fairly satisfactory, but Professor Rübner considers that from twenty to thirty skilled performers should be regularly employed by the University and that around these as a nucleus a sufficient number of amateurs should be gathered to form a good orchestra. The requisite funds are at present lacking to carry out this plan.

A new University Chorus connected with the School of Music was started in the autumn under the direction of Mr. Walter Henry Hall, Lecturer in Extension Teaching. This chorus gave two historical concerts in St. Paul's Chapel. A series of seventeen concerts (organ recitals, chamber music and piano recitals) was given under the direction of the School, the closing concert being devoted to compositions by the students. The Philharmonic Society also gave two public concerts and furnished music on various occasions at University gatherings.

The officers of the School have, as usual, taken part in various musical affairs outside the University.

There is little to report in connection with the School of Design, which must still await further endowment for its development. In the absence of Professor Hamlin, Mr. E. R. Smith of the Avery Library has managed the regular course of public lectures on Art; these have this year been chiefly concerned with artistic technique. At Commencement, for the first time, the Certificate of the School was awarded to a student. This is very satisfactory, but in my judgment the wider utility of the School in the University must ultimately come through its influence in the College. To establish such influence, however, would involve a considerable expenditure of money.

Respectfully submitted,

J. R. WHEELER,
Dean.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910.

To the President of the University,

SIR:

As Acting Dean of the graduate Faculties of Political Science, Philosophy and Pure Science, in the absence of the Dean of those Faculties on leave, I would respectfully submit the following report on educational and administrative conditions at hand in these Faculties, together with a number of incidental suggestions for their improvement.

The year under review is the first academic year of the concentration under one Dean and in one office of the business of the three Graduate Faculties. In this period a step, at least, has been made toward a homogeneity of procedure in the conduct of the affairs of the three Faculties, which, so far as the ultimate formulation and administration of the requirements for the higher degrees under this jurisdiction is concerned, have been conceived to be from the beginning fundamentally but a single body. The three Faculties have always been closely and are continually becoming more closely inter-related through the freedom of choice of subjects given a student, whereby he very commonly is working at the same time under any two of them and may work under all three. There is plainly not only no reason in such a case for a divided administrative jurisdiction, but every reason why the whole arrangement should be managed from a single centre, with a gain in economy to the University and the student alike. The concentration in one place of the matriculation and primary registration of graduate stu-

dents who are candidates for the degrees of Master of Arts and Doctor of Philosophy under the same fundamental conditions has obviated much of the uncertainty and confusion in the mind of the student that has inevitably and persistently prevailed under previous conditions. The fact, too, of a definite place where the student can at all times obtain information as to methods of procedure has been of immense advantage to him and the opportunity has been liberally made use of. Under the present arrangement the new student, particularly, has been enabled sooner to get into touch and harmony with his surroundings and has got more quickly to work than before, and he has also felt himself in many cases as a consequence of the, to him, more discernible personal element that has come into the administration of his affairs more consciously a part of the body politic to which he should in sympathy as well as educationally belong. The office of the Dean of the Graduate Faculties has also become along other important lines the business office of the three Faculties. The affairs of the Executive Committee of the University Council, which concerns itself largely with the award of the higher degrees, has been conducted through it; the minutes of the three Faculties as well as those of the University Council itself are written there; and the whole very considerable matter of the award of fellowships and university scholarships, previously attended to in the office of the Secretary of the University, has been taken over by it.

The degree of Master of Arts, not only as it is bestowed at Columbia University but at other American universities, is undoubtedly anomalous in character. The degree of Doctor of Philosophy is based with reasonable definiteness upon previous requirements, its intention is rationally apprehended, and the conditions for the bestowal of the degree, as regards the actual period of residence, the subjects of study and research, and the amount and character of the final examination, both here and in the other universities of the country that bestow it, have been in the main satisfactorily determined. The Columbia Ph.D., in particular, is esteemed, at home and abroad, for the reality

**The Higher
Degrees**

of the entire standard which it represents, and Columbia doctoral dissertations have drawn the favorable attention of foreign scientists to us to an extent commensurable by no other phase of our educational production.

Conditions with regard to the A.M. degree are wholly different. Its actual intention has not yet been determined in practice, and there is no general consensus of opinion as to the character and amount of the work which definitely shall be represented by its bestowal. The A.M. degree, as intermediate between the bachelor's degree of the college and the Ph.D. degree of the university, or, perhaps better stated, as subsequent to the bachelor's degree, since the majority of those who take it do not go on to the doctorate, is, however, a necessary fact in American education. Many students will spend a short period in advanced study after the completion of the college course who cannot afford the time or the expense of a longer period, and many will creditably secure the minor degree for graduate work who would utterly fail to qualify for the major degree of the doctorate. The graduates of the smaller colleges, particularly, who often desire to round out elsewhere in some specific direction the work of their college course, or to follow further an impetus that has there been given them, should liberally be offered the opportunity that is afforded by the superior equipment of the great university. At the present time the A.M. degree is the most largely bestowed of all Columbia University degrees, but, if it is properly to fulfil the real measure of the usefulness which it unquestionably may have and should have, its purpose and content must be much more definitely apprehended. The conditions at hand at Columbia in the award of this degree are not wholly satisfactory. In particular is this true of work in the professional schools—Law, Medicine and Applied Science—taken in part fulfilment of the requirements for the degree, where the relative value of these subjects is ill regulated, with the result of conspicuous inequalities that ought no longer to exist. The whole important matter of the A.M. degree is at the present time in the hands of a representative committee of the University Council, who are expected to report in detail at an early date upon

the entire conditions at hand, their bearing and their betterment.

The conditions with regard to the Ph.D. degree, satisfactory on the whole as has been described, in one direction at least are still capable of improvement. It is the opinion of the Acting Dean that the present requirement of a major subject, constituting one-half, and two minor subjects, constituting each one-quarter of the minimum number of hours required to satisfy the residence requirements for the degree, should be superseded by a major subject, to constitute three-quarters, and one minor subject, to constitute one-quarter of the requirement—a procedure that in many cases would provide against a needless comminution in the formulation of subjects and would obviate in others an unnecessary dispersion on the part of the student. In the Faculty of Philosophy it has in practice become well nigh the rule to take one minor subject in the same department of instruction with the major subject, and all Faculties could profitably use this method of procedure. To carry it out would mean the revision under the three Faculties of major and minor subjects of which in not a few cases they stand greatly in need.

The condition exists at Columbia that a large number of graduate students, candidates for either or both of the higher degrees, take in many cases but a single course of instruction during the academic year, and thus unduly prolong the period of study in which to satisfy the requirement for the degree. This condition prevails at Columbia to an extent doubtless unknown elsewhere, and will continue to prevail because of the large number of teachers in the greater city who under the circumstances of their own work cannot fit themselves into our regular schedule. Their desire to do this work is a perfectly legitimate one, and in many instances their prospect of ultimate promotion depends upon its satisfaction. The opportunity accordingly must be reasonably provided for such students, although it should be safeguarded and if possible minimized beyond its present extent. No student should in any case be permitted to take less

**Part Time
Students**

than one two-hour course during the half-year, and such students should be urged if not required to take additional work in succeeding Summer Sessions until the requirements for the degree are satisfied. It is hoped that the elaboration of the Extension System in the provision of graduate work will relieve this condition of affairs by providing additional opportunities at hours outside the customary schedule. At the same time, Saturday morning courses should be largely increased over their present number and scope to satisfy the demand for them that undoubtedly exists on the part of teachers in both public and private schools.

The half-year has become the administrative unit in most parts of the University. Under the three Graduate Faculties it is the unit of entrance, of satisfaction of the residence requirements for the higher degrees, and of the payment of fees for courses of instruction. It is also in part the educational unit in that a large number of courses are now arranged on this basis. It is a disturbing condition that all courses are not so arranged, as they can be arranged, whether by increasing where it is necessary the number of hours to be given to them during the half-year, or by making a break in continuity, even at the risk of a duplication at the mid-year. All subjects will stand one or the other of these processes without detriment to the work of either instructor or student. The present condition of the retention in the schedule of some courses that extend through the academic year and are not divisible is in entire disaccord with the prevailing system of the half-year unit, and all such courses, as such, should be eliminated.

The number of applications for scholarships and fellowships increases from year to year with a continual increase in the problem of bestowing them. Many applicants for a fellowship in case of failure to obtain it apply for a scholarship by the use of the same documents submitted in support of the application. The two processes in any case are virtually one and the same, although the time limit of application for scholarships is set two months after that for fellowships and the award is made at

**The Half-
Year Unit**

**University
Scholarships
and Fellowships**

a correspondingly different time, with a virtual duplication of a large part of the considerable work of the Departments of Instruction, the various committees concerned, and the office of the Dean. There is no apparent reason why both fellowships and graduate scholarships should not be awarded at the same time and at the earlier date of the award of the fellowship as at present determined. This would not only minimize greatly the labor involved in the whole matter, as has been indicated, but would bring the award of scholarships more into accord with the time of their award by the other American universities and thus tend to obviate the "shopping" that is still considerably indulged in by seekers for these preferments.

As a matter of interest in a review of the work of the Graduate Faculties it is worthy of note that during the year the first certificate has been given to a German student, already matriculated at a German university, for a semester's work in residence at Columbia University to apply toward the satisfaction of the residence requirements in Germany for the degree of Doctor of Philosophy under the agreement made by the Prussian Ministry of Education with the Association of American Universities. This is a concrete instance in an interesting direction of the educational collaboration and reciprocity that is steadily becoming not merely national, but international in its character.

The Acting Dean would, finally, call attention to the largely increased registration under the Graduate Faculties and the continual increase in the cosmopolitan character of the graduate student body, the facts of which are given in detail in their proper place in the report of the Registrar of the University.

All of which is most respectfully submitted.

WILLIAM H. CARPENTER,
Acting Dean.

BARNARD COLLEGE

REPORT OF THE PROVOST AND ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College for the academic year 1909-1910:

There have been registered 794 students, of whom 200 have come from Teachers College and 59 from the University. The proper registration of Barnard College, including special students, is, therefore, 535, as against 498 last year, a gain of about 7½ per cent. This gain took place chiefly in the freshman class, which enrolled this year 188 as against 161 last year. Of these 10 entered the second term.

The statistics of registration in the four regular classes for the past three years are given below and they give rise to some interesting observations.

	1907-1908	1908-1909	1909-1910
Seniors	59	68	62
Juniors	116	108	122
Sophomores	95	114	109
Freshmen	135	161	188
	<hr/>	<hr/>	<hr/>
	405	451	481

It will be noted that the senior class is always much smaller and the freshman very much larger than any of the other classes. This distribution does not really indicate the actual time that students have been in college. Many students who were graduated in June were throughout the year registered as juniors by

reason of the fact that at the end of three years they lacked the requisite number of points to become members of the senior class, but were able to make good their deficiency during the senior year. Again several students transferred for the senior year to Teachers College: there were 14 in 1907-1908, 3 in 1908-1909, and 7 during the year past. These students are registered as members of Teachers College.

At the other extreme, the comparatively large freshmen classes are accounted for partly by the fact that students are admitted in February. In 1907-1908, 16 students entered the freshman class in February; in 1908-1909, 22; and in 1909-1910, 10. These February entrances do not make enough points at the end of the half-year to be admitted to the sophomore class the following year. The more important reason for the large size of the freshman class is the fact that some students have been obliged, owing to unremoved entrance conditions, to register as freshmen during the second year. And this fact also accounts for the small size of the sophomore class as compared with the junior.

These tables, therefore, suggest the desirability of a reclassification of the students and, more especially, of a provision which will ensure the removing of all entrance conditions by the end of the freshman year. Perhaps 60 per cent. of the freshmen last year were admitted to Barnard College with conditions and of these about one-half have conditions unremoved at the beginning of the second year. This is an unfortunate state of affairs, since the student who carries entrance conditions into the second year is thereby seriously hampered in a most important part of her work. This evil might be obviated if the Committee on Admissions were to receive no students, even under the law, who did not show the ability to make good entrance conditions before the opening of the second year. Another and even better step would be to permit no student to remain in college whose entrance conditions were not entirely removed by the beginning of the second year.

During the year there have been added to the Barnard Faculty Professor Raymond Weeks, who came from the University of Illinois to succeed Professor Page, and Professor

Henry Raymond Mussey, who was called here from the University of Pennsylvania. Both instructors have had conspicuous success in their work.

It is with much regret that the retirement of Professor Mary Kingsbury Simkhovitch from Barnard College to devote herself to active philanthropic work must be recorded. Professor Simkhovitch has for three years, ending with the date of this report, been Adjunct Professor of Sociology, has conducted very valuable courses in the subject, and has stimulated a great deal of interest among the students of Barnard College in this important branch of knowledge. Dr. T. Leslie Shear, who has for three years been instructor in Classical Philosophy, also retires to devote himself to research work. Dr. Shear's work at Barnard has been to a very high degree successful. He will be succeeded by Professor La Rue Van Hook, who comes here from Princeton University.

Faculty Changes

Other additions to the Faculty have been made by the promotion of Dr. Wilhelm Alfred Braun, Dr. Tracy Elliot Hazen, Dr. John Lawrence Gerig, Dr. Virginia Crocheron Gildersleeve, and Dr. Raymond C. Osburn to the grade of Assistant Professor.

Under the able management of Miss Weeks, Brooks Hall has completed a prosperous year.

It becomes more evident from year to year, and even from month to month, that Barnard College needs a considerable endowment in unrestricted money in order to increase the salaries of instructors and professors and to pay for the additional teaching which must be done as the classes increase in size. Without substantial increase in endowment, an increase which ought to average \$200,000 a year, Barnard College can evidently have only its present fixed income from endowment plus the fees of students to take care of a number of students obviously increasing in greater proportion than the fees plus the income from the present endowment. The situation is rendered more grave by the fact that Barnard College has during the past year enrolled 200 students from Teachers College and 59 students from

Needs

the University, an enrollment of 30 per cent. of its total number, consuming at least 15 per cent. of its teaching energy, for which it receives no money and only a comparatively small amount of instruction from Teachers College and the University. Therefore, without increased endowment, Barnard College will tend more and more, year by year, to lessen the cost expended on the instruction of each student and that loss will not mean any increased economy or efficiency, but merely less good teaching. The salaries of the professors in Barnard College average from 10 to 20 per cent. lower than in other parts of the University, and Barnard frequently employs instructors and assistants to do work done by professors and instructors in other parts of Columbia. This state of affairs is unfortunate since the life of Barnard College will, in the long run, depend on the employment of teachers of highest quality and efficiency, inferior in no respect to other teachers of the University, and dominated by University ideals. An immediate gift of \$1,000,000 could usefully be employed as a fund for this specific end.

A specific need of great moment is for more room. Barnard College is at present over-crowded. It is without a proper gymnasium, or proper study-rooms for its students, or a proper library. It must be always borne in mind that Barnard College, which is not primarily a residential college,—as are most of the Eastern colleges for women,—must more than anything else, after a faculty of highest quality, provide adequate room where students who live at home can get the most from their opportunity of four years. The precise nature of the Barnard problem has never been fully realized and the need has never been met, but, more than any other material blessing, the College needs adequate space for reading-rooms where the students can be sure of quiet. The most valuable building which could be built on the Barnard College grounds to-day would be a library. Such a building need not necessarily contain a very varied assortment of books, but it should contain a large number of well-selected books, many of them in duplicate, and of standard reference-books, and, above all, it should have space enough to seat, at one time, from one-third to one-half

of the students. It is safe to say that even now three times as much space should be given up to the library as is occupied. Provision for a building of this sort seems to be, on the whole, more important than a new gymnasium, though there is growing need of that, or a new building devoted entirely to science laboratories.

The presence of a library building or of a gymnasium with meeting rooms, would make the present buildings adequate for two or three years more. The removal of the departments of science to another building would make the present buildings serve as a general academic building for about ten years without over-crowding.

In this connection it is pleasant to record gifts amounting to \$494.41 which have been received from the various classes and from the general alumnae association for purposes of books and of equipment for the library. For some time the alumnae have been giving to the library the interest from the alumnae fund for buying duplicate books, and the classes that have been out of college for ten and for five years have commemorated the fact by gifts. Thus gifts have been received during the past year from the classes of 1900 and 1905. The total amount of gifts received by Barnard College during the year, in addition to the John S. Kennedy bequest of \$50,000, amounted to \$15,766.91.

Gifts

Respectfully submitted,

WILLIAM T. BREWSTER,

Provost and Acting Dean.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

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

SIRS:

The total enrollment of resident students in the College during the academic year has been 1123; matriculated students in the Summer Session, 311; extension students doing work at Teachers College, 1946; in special classes in household arts, 395; school pupils, 1221—a grand total of 4988. Of the College enrollment 200 graduate students and 765 professional students were candidates for a diploma, and 158 were unclassified students. In addition to this primary registration, 98 graduate students from the University Faculties, 3 from the Faculty of Fine Arts, 69 from Columbia College, and 151 from Barnard College elected courses in Teachers College. To this number might also be added 637 students enrolled in extension classes given away from the College. The number of college graduates registered in Teachers College was 303, and 125 others had a partial college course. There were also 563 normal school graduates. Our resident students came from 46 states and territories and 11 foreign countries. They represented 155 colleges and universities, 127 normal and training schools, 65 technical schools. Of the resident students 62 were candidates for the degree of Doctor of Philosophy, 138 were candidates for the degree of Master of Arts, 479 were candidates for the degree of Bachelor of Science in Education and 9 for the degree of Bachelor of Arts.

The colleges and universities which send us the largest number of students stand in the following order: Columbia, 28; College of the City of New York, 24; Barnard, 17; New York

University, 15; Indiana, 14; Cornell, 12; Harvard, 11; New York Normal College, 10; Smith, 10; Syracuse, 10; Vassar, 10; Woman's College, 9; Wellesley, 8; Mt. Holyoke, 7; Minnesota, 7; Swarthmore, 7; Oberlin, 6; Wesleyan, 6; Cincinnati, 5; Michigan, 5; Nebraska, 5; Pennsylvania, 5; Yale, 5; Boston, 4; Brigham Young, 4; Brown, 4; Bryn Mawr, 4; Colgate, 4; De Pauw, 4; Leland Stanford, 4; Rochester, 4; California, 4; Kansas, 4; Polytechnic Institute, Brooklyn, 4; Adelphi, 3; Buchtel, 3; Dartmouth, 3; Dickinson, 3; Earlham, 3; Franklin, 3; Howard, 3; Michigan Agricultural, 3; Radcliffe, 3; St. Lawrence, 3; Simmons, 3; Alabama, 3; Brooklyn Law School, 2; Carleton, 2; Chicago, 2; St. Francis Xavier, 2; Colorado, 2; Colorado State Agricultural, 2; Denison, 2; Franklin and Marshall, 2; Hobart, 2; Lake Erie, 2; Mount Allison, 2; Manchester University, England, 2; Newcomb, 2; Ohio State, 2; Ohio Wesleyan, 2; Purdue, 2; Illinois, 2; Missouri, 2; Oregon, 2; Texas, 2; Utah, 2; Washington, 2; Wisconsin, 2; Valparaiso, 2; Washington State, 2; Wells, 2; Western Maryland, 2. Eighty institutions, 13 of them in foreign countries, are represented by one student each.

The normal schools with the largest representation are the following: New York Normal College, 27; Manhattan Training School, 23; Trenton, N. J., 18; Oneonta, N. Y., 16; Albany, N. Y., 14; Oswego, N. Y., 13; New Paltz, N. Y., 11; New Britain, Conn., 9; Terre Haute, Ind., 9; Ypsilanti, Mich., 8; Baltimore, Md. (Normal), 7; East Stroudsburg, Pa., 7; Fredonia, N. Y., 7; Brooklyn, N. Y., 6; Buffalo, N. Y., 6; Bloomsburg, Pa., 5; Bridgewater, Mass., 5; Chicago, Ill., 5; Cortland, N. Y., 5; Indianapolis, Ind., 5; Millersville, Pa., 5; Paterson, N. J., 5; Potsdam, N. Y., 5; Rio Piedras, P. R., 5; Brockport, N. Y., 4; Emporia, Kansas, 4; Framingham, Mass., 4; Geneseo, N. Y., 4; Indiana, Pa., 4; Jamaica, N. Y., 4; Los Angeles, Cal., 4; Mankato, Minn., 4; Newark N. J., 4; Winona, Minn., 4; Baltimore, Md. (Training), 3; Boston, Mass., 3; Bryn Athyn, Pa., 3; Columbus, O., 3; Florence, Ala., 3; Honolulu, T. H., 3; Lebanon, O., 3; Normal, Ill., 3; Oshkosh, Wis., 3; River Falls, Wis., 3; Warrensburg, Mo., 3; Westchester, Pa., 3; Whitewater, Wis., 3. Twenty-five normal schools are represented by two students and fifty by one student each.

Leave of absence has been granted : for the year, to Professor MacVannel; for the first half-year, to Professors Baker, Dutton, and Suzzallo; and, for the second half-year, to Professors Sachs, Sykes and Bigelow.

Faculty Professor Sykes will assume the directorship of the Schools of Household Arts and Industrial Arts at the opening of the ensuing academic year. A new chair has been established in the theory and practice of teaching industrial arts which will be filled by Frederick G. Bonser, a graduate student in Teachers College during 1905-06, and late head of department of education and director of the training school in the State Normal School, Macomb, Ill. Promotions have also been made as follows: Charles H. Farnsworth, from adjunct professor of music to associate professor of school music; E. W. Bagster-Collins, from adjunct professor to associate professor of German; William H. McCastline, from instructor to assistant professor of physical education; May B. Van Arsdale, from instructor to assistant professor of household arts; Patty S. Hill, from instructor to assistant professor of kindergarten education; Anna M. Cooley, from instructor to assistant professor of household arts; Grace Fulmer, from instructor to assistant professor of kindergarten education; La Mont A. Warner, from instructor to assistant professor of household arts; Clifford B. Upton, from instructor to assistant professor of mathematics; Mary D. Swartz, from instructor to assistant professor of household arts; Azubah J. Latham, from lecturer in voice culture to assistant professor of oral English; Edgar Fauver, from lecturer to assistant professor of physical education; William Noyes, from instructor to assistant professor of industrial arts.

There has been one resignation from the Faculty during the year—David G. Snedden, associate professor of educational administration, who has become Commissioner of Education of the State of Massachusetts. While it is a distinct loss to Teachers College, the choice of one of our youngest professors for the headship of the school system of a state long noted as foremost in educational affairs is a distinct compliment to the institution which has made possible the development of administrative experts. In his new work Professor Snedden will have the support of two assistant commissioners, one of whom, Mr. Charles

A. Prosser, has been a graduate student in the College during the past two years.

The vacancy in the department of educational administration was temporarily filled by the appointment of Hon. Elmer Ellsworth Brown, United States Commissioner of Education, as a non-resident lecturer during the second half-year. With the services of Professor Snedden on one day a week and such special assistance as could be given him and Dr. Brown, the work of the department has been carried to the end of the year. Next year Dr. George D. Strayer, now associate professor of elementary education, will become professor of educational administration, and Dr. Frederick E. Farrington, late associate professor of education in the University of Texas, will become associate professor, specially charged with research and investigation in the field of foreign school systems. Professor Strayer will make his specialty the public schools of the United States. In this way we hope to make Teachers College the center of a world-wide investigation of what is being done in the practical conduct of educational affairs. Inasmuch as Professor Farrington will spend approximately one half of each year abroad, a few travelling scholarships which would make it possible for the College to send some of its best graduate students with him would not only expedite the investigations of the department but would also be of incalculable benefit to the students. An annual fund of \$1,000 would probably be enough to defray the travelling and extra living expenses of three or four students for a half-year.

The School of Household Arts has met with immediate success. The enrollment during the year has come close to the maximum capacity of the building, 216 regular students and 395 students in special School of
Household Arts classes. We can accommodate approximately 500 regular students, a number which will probably be reached within a year or two; thereafter the number of special students will have to be limited or room found for them in the other College buildings. I am reluctant to interfere with the natural growth of these special classes, inasmuch as they are attended mainly by young women who have completed a secondary school course but who prefer a technical course in the household arts

to the academic instruction of a college. Few of these students would continue their studies along academic lines; technical training appeals to them because of its direct applicability to the problems that will soon confront them in the management of their homes. So long as we can give this instruction without interfering with the professional work of the School, it seems to me altogether proper and expedient that we should do so.

The department of manual training was one of the first established in the College and from the beginning it has received generous support and hearty encouragement from our Trustees. It must be confessed, however, that the results have not been commensurate with the expenditures made on account of the department, nor has it realized the expectations of its founders in educational efficiency. Few students have been enrolled in manual training at any time and the number of those who have attained conspicuous success in the field is relatively a negligible quantity. The difficulty, it seems to me, has been one primarily of the source of supply of students. In other departments we depend largely upon graduates of colleges and normal schools. Such students come to us, self selected, after a few years of experience in teaching. They have taught several subjects and often they have had a chance to try out their abilities in a variety of schools. From this experience they are enabled to select the field for which they are best fitted. Presumably it accords with natural inclination and previous training, so that the line of specialization in Teachers College merely rounds out a work already entered upon elsewhere. In manual training there is no such process of self selection. Graduates of technical schools and engineering courses who are good for anything can always find employment in the practice of their professions. They know nothing of teaching and have no chance to acquire a liking for it. Presumably, therefore, when a man turns away from engineering it is because he is a misfit in the technical world and if he enters teaching the chances are that he will be a misfit in the class-room. The college graduate's chances of success in manual training are not much better than the chances of the technically trained student. If a college or normal school graduate does not find himself in the work for which he has

been specially trained, particularly after he has had time to adjust himself in practice, there is little chance of his succeeding better in any other undertaking. Exceptions occur, of course, but there are not enough of them to justify us in marking out a course of professional training for them.

Another cause of unsatisfactory returns from our work in manual training is the dissatisfaction throughout the school world with the subject matter of instruction and the suspicion that what is taught does not justify the effort. In December, 1909, I published in the *Educational Review* an argument on this point, which gives the view of our faculty. In accordance with these views a revision is now being made of the course of study in the Speyer School and in the several technical departments of the College. The term manual training will be gradually abandoned and in its place we shall have industrial arts, household arts, fine arts, elementary science and the like, indicative of subjects to be taught rather than of teaching methods or educational discipline. The final outcome is the establishment of a School of Industrial Arts to supplant the department of manual training.

The shifting of the emphasis in manual training from the side of formal discipline to instruction in the technical processes which are exhibited all around us in the trades and industrial occupations, has presented to us the necessity of finding teachers among the more intelligent grades of skilled workmen. Young men who have had apprentice training, but who lack the technical equipment of the engineer, would seem to be the most promising material for making teachers of trades and the industrial arts. Some of them are undergoing a process of self selection while aiming at the highest positions within their reach, for example, positions as foremen, gang bosses and inspectors, which are just short of the places occupied by trained engineers. It seems to me that young men with public school training who have it in them to rise from apprentice places to positions calling for leadership of men in skilled trades, are just the stuff out of which capable teachers can be made. They have the technical equipment that will command the respect of their pupils, and they know the ways of the skilled worker as no one who has not had apprentice train-

ing can know it. To such men teaching offers advancement in social standing, greater security in tenure of position and a fair increase in salary. For trade schools, and in manual work generally, there can be no doubt of their superiority—provided they equip themselves properly for teaching.

Looking at the problem in this way, Teachers College has at hand the nucleus of a fine school for the training of industrial and trade teachers. We have a night school of 500 young men who are pursuing courses in steam and electrical machinery, in the building trades, and in certain subordinate lines of sanitary engineering. Each one is a skilled workman in some branch of trade, and it is our business to supplement the technical training acquired as an apprentice and journeyman by instruction in related lines not accessible to the trade worker and to give him that background of knowledge in drawing, mathematics, science and language which will make him a leader of his fellows. The training of the teacher requires little more than we are now offering; it means the organization of a special curriculum in which the theory of trade teaching and practice in class instruction shall have a place. We can do that without great expense, and when plans now forming are perfected I hope to see our School of Industrial Arts take rank with other departments of the College.

Teachers College has, from its foundation, maintained special courses for teachers of New York City and vicinity. During the last twelve years these courses have been increased so greatly in number and extended so widely in scope as to make of them virtually an extra-mural college. The administration has been vested in a Department of Extension Teaching which has gradually extended its authority over all of the special courses offered by any department of the University. The doing of this work for the entire University by Teachers College has been somewhat anomalous and could be justified only by the reluctance of the University to engage in it and by the fact that Teachers College was already doing it when it entered the University system. As the University gradually became interested in it, and the more Extension Teaching departed from lines of immediate concern to teachers, the

less apparent was the need of Teachers College support. Accordingly, I proposed to the President that the administration of Extension Teaching be transferred to the University in exchange for the control by Teachers College of its own courses in the Summer Session.

The work of Teachers College in the Summer Session has been growing steadily. The extent of the offering in Education and the number of students have increased each year. More and more it has come to be the practice of students who enter the Summer Session to become candidates for our degrees and many of them complete in residence the curricula begun in a Summer Session. The demand for instruction by our regular staff in the summer has been irresistible. Altogether it seemed best to me to make our part of the Summer Session an integral part of the work of the academic year. This could not be done effectively so long as the Summer Session was beyond our control. Hence my proposition to exchange Extension Teaching, so far as our classes outside the College are concerned, for the control of our own part of the summer work.

The plan, as finally worked out by the President, makes the division in Extension Teaching and Summer Session along the same lines as the division of work during the academic year. Teachers College will continue to give special classes in all subjects of its regular curriculum, and in the industrial and household arts, but it will no longer administer extension classes of other University departments or conduct extension courses outside the College. In return Teachers College may offer any part or all of its program of studies in the Summer Session. There is this difference, however, between the administration of the Summer Session and of the academic year. The general administration of the Summer Session remains with the University Board, but Teachers College is granted each summer for the maintenance of its courses the full amount earned by its courses in the Summer Session of the preceding year. From the total amount thus made available our instructors will be paid by the University and the balance turned into our general fund to meet the summer expenses of buildings and grounds, supplies and general maintenance. This plan of administration is subject to such modification as experience may dictate.

There is no longer any doubt of the desirability of offering a wide range of courses in the Summer Session. Upward of a thousand students are at work in our buildings as I write this statement. They come from all parts of the country and are in all respects the equals of the students in attendance during the academic year. The proportion of superintendents and principals is very large and the number of men is relatively larger than during the rest of the year. The summer work has passed the experimental stage; it has become a necessity and we must put our full strength into it. When teachers and school officers of high rank are willing to take vacation time and spend their earnings to get what we can give, we are bound to give them the best we have. The prime difficulty is to provide the instruction. Our teachers are young; their subjects are yet largely undeveloped, and in most fields there is the necessity of keeping in close touch with practical affairs and current methods. Time for study and investigation must somehow be found if we propose to keep in the front of educational progress. Teachers cannot teach the year round and still have time for study and recreation. Unlike some departments of academic study our work can never become static; when it does our leadership will be lost and we shall have poorer and fewer students to teach.

Few college instructors would willingly give up six or seven weeks of their summer vacation to teaching, except for special remuneration. But the obligation to present in the summer the best we have has led our professors to offer their services whenever we may want them. They propose to accept no extra salary for the summer, but to take leave of absence for an equivalent time during the academic year. In this way they intend to keep up in their studies and still serve the College when and where most needed. I commend their attitude to the Trustees as an indication of the generous spirit which directs our College life.

The most significant gift of the year is the endowment of the department of Nursing and Health by Mrs. Helen Hartley Jenkins. In addition to the courses hitherto called hospital economy the new department will provide instruction in district nursing and health protection. The aim is to equip graduate nurses (1) for

Nursing and
Health

hospital administration and the training of nurses, and (2) for public service as visiting nurses and teachers of home hygiene in city and rural districts; as nurses, inspectors or teachers under boards of health for the prevention of infectious diseases; as assistants to medical inspectors in public schools, and teachers and advisers of mothers in the care of school children; as supervisors of milk stations and teachers of infant care and feeding; as directors of welfare work in shops and factories; and generally as sanitary experts and teachers of good health in any field. The technical courses in this department will be supplemented by other Teachers College courses in chemistry, physiology, bacteriology, foods, nutrition and physical education, and in social economy at the School of Philanthropy. Students will have opportunity to engage in practical work at Bellevue and St. Luke's hospitals, and in district nursing at the Henry Street Nurses' Settlement under the supervision of Miss Lillian D. Wald.

The announcement of this department has excited great public interest and elicited the most favorable comment in all English speaking countries. A very practical demonstration of the value ascribed in public opinion to the work is the establishment of many scholarships, the latest to come to my attention amounting to £160, subscribed by the associated nurses of London to defray the expenses of one of their number during a year of study in Teachers College.

The work of the year in all departments of the Horace Mann schools has been uniformly commendable. There have been no disturbances of any kind to interfere and the spirit displayed by both pupils and teachers has been highly gratifying. Our schools have maintained their standing, and, except in the high school, have increased their enrollment. The high school needs reorganization along two lines: (1) it is now almost exclusively a college preparatory school; and (2) it is too large for its supporting classes in the elementary school. When the school building was planned, the city high school system was in its infancy. We used to receive each year a large entering class direct from the elementary schools of the city; to-day these students go to the city high schools. Inasmuch as our own elementary school sends for-

Horace Mann
Schools

ward only about 80 pupils, we should have a high school of approximately 300 pupils instead of the 478 now enrolled. The need of habituating annually a considerable number of strange pupils to our work and our ways, is a disturbing factor in the high school. It should be met by reducing the high school enrollment, while increasing the elementary, or by providing a distinct curriculum adapted especially to those who do not care for the regular college preparatory course. My own opinion is that we shall soon be forced to choose the latter alternative. A vocational course for boys who go into business directly on leaving school, and a similar course for girls who do not go to college, will soon become imperative. In connection with our Schools of Industrial Arts and Household Arts, we could easily provide from the Horace Mann School and the College courses of four to six years in length for both boys and girls, which, in my judgment, would be far better for many pupils than the traditional college preparatory curriculum.

The Speyer School has enjoyed the most prosperous year in its history. The day school has been overflowing with pupils, notwithstanding a fee for books and supplies of \$10 per annum which has been required for the first time. The course of study has been systematized and the teaching so perfected that the School has been in constant use by College students. The social activities of the School have been unusually fruitful. During the summer the baths, libraries, roof garden, and rooms for social gatherings were open to the public. Some of the classes, conducted mainly by College students, for mothers and older girls are given below: (1) elementary sewing; (2) advanced dressmaking; (3) millinery; (4) embroidery; (5) elementary cooking; (6) advanced cooking; (7) gymnastics and hygiene, three classes; (8) dancing; (9) mothers' club; (10) reading circles; (11) elementary sewing, afternoons; (12) elementary cooking, afternoons; (13) playroom. The registration in these groups was 362, not counting over 400 children who at some time were under care in the playroom. When it is realized that these classes are made up of mothers and young women who are employed during the day in trade or business, it seems to me very flattering to the School. In fact, the call for help is so insistent

that many important social activities must be omitted entirely owing to lack of room and facilities. All work for boys has been abandoned to make more room for girls, but three groups of young men have hired rooms in the neighborhood in order to keep in touch with the School life. The School is also deeply interested in the Manhattan day nursery which has been opened next door. The work which needs doing is beyond the strength of our present staff or the capacity of our present building.

The total number of bound volumes in the Bryson Library, exclusive of about 15,000 volumes placed in our charge by the University library, is 42,674, a gain of 3,536 in the past year. The practical value of the library has been greatly enhanced by the additional space secured in last year's alterations. The reading room for graduate students seems spacious after an experience with the cramped quarters previously assigned to this use. All such arrangements and rearrangements, however, are merely make-shifts which may tide us over until some good friend provides us with a building suited to our needs.

**Bryson
Library**

The Appointment Committee reports 2,907 inquiries for teachers, as against 2,375 the year before. With the increasing demands, particularly for men and women competent to fill highly influential positions, it is embarrassing to say that our supply is so inadequate. The facts show that in teaching, as elsewhere, there is plenty of room at the top. Moreover, there seems to be no geographical limits to educational opportunity. Three of our recent students are reorganizing the school system of Peru; another will soon go to New Zealand to inaugurate university work in the household arts; one is head of a new school of technology in China; Massachusetts comes to us for its Commissioner of Education; and the latest appointment, reported to me as I write, is that of one of our graduate students to the presidency of the new college in Portland, Oregon, which will open with an endowment larger than that of any New England college.

**Appointment
Committee**

The following table shows the distribution of appointments reported to the Committee for the years 1905-10, inclusive:

	1905-06	1906-07	1907-08	1908-09	1909-10
Colleges and universities.....	41	84	71	68	81
Superintendents of schools.....	3	5	11	15	9
Normal schools.....	20	47	54	94	76
Supervisors and special teachers	114	208	228	290	332
Secondary schools.....	152	168	161	196	188
Elementary schools.....	70	74	87	73	102
Kindergartens	24	17	24	34	34
Industrial schools.....	...	...	...	...	4
Hospital administration.....	13	20	8	14	20
Miscellaneous positions.....	24	42	34	40	43
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	461	665	678	828	889
Less names counted twice.....	88	154	138	166	174
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total	373	511	540	662	715

The Bureau of Publications has issued, during the year, the following monographs.

Bureau of Publications *Teachers College Record*: "The Making of a Girls Trade School," by Professor Mary S. Woolman; "Kindergarten Problems," by Professor John A. MacVannel and Miss Patty S. Hill; "The Teaching of Physical Science," by Professor John F. Woodhull; "Handwriting," by Professor Edward L. Thorndike; "The Education of Nurses and the Function of the Hospital," by Professor Adelaide Nutting and others.

Contributions to Education: "The Distribution and Functions of Mental Imagery," by George Herbert Betts, Ph.D.; "Later Roman Education in Ausonius, Capella and the Theodosian Code," by Percival Cole, Ph.D.; "The City School District," by Harry Bard, Ph.D.; "The Concept Standard, a Historical Survey of What Men Have Conceived as Constituting or Determining Life Values," by Anne M. Nicholson, Ph.D.; "Registration of City School Children," by John Dearling Haney, Ph.D.; "The Training of Elementary School Teachers in Germany," by I. L. Kandel, Ph. D.; "Training of Teachers in England and Wales," by Peter Sandiford, Ph.D.; "The Conflict of Naturalism and Humanism," by Willystine Goodsell, Ph.D.; "The Concept of Method," by Gerhard R. Lomer, Ph.D.

Other publications have been "The Vocabulary of High School Latin," by Professor Gonzalez Lodge; "The Speyer School Curriculum," and twelve syllabi and announcements of courses.

The growth of the College, particularly the development of the new Schools of Household and Industrial Arts, has greatly increased the work of our administrative offices. When I was first put in charge we had a cashier, a registrar, and one stenographer; now the office staff numbers 53 persons. The superintendent of buildings was formerly a College professor who gave only a part of his time to the work, supervising a staff of 9 persons; the present staff in that department numbers 84 persons. The management of Whittier Hall devolves upon four heads of departments—a business department, a housekeeping department, a catering department and a social department, with a total working staff of 95 persons. The four heads of departments in Whittier Hall, and the superintendent of buildings, the bursar, the registrar and the secretary of Teachers College, have immediate charge of all business matters. Each has reported directly to the Dean, and in recent years the details of business management from all sources have come to absorb a great part of my time. Under the stress of organizing our new teaching departments during the past year I found myself unable to meet all requirements and was forced to ask for special assistance. The Trustees generously established the office of Controller, directly responsible to the Dean and charged with the direction of all business departments. Dr. Charles T. McFarlane, principal of the State Normal School at Brockport, N. Y., was appointed to the office, and during the last four months of the year he has amply demonstrated his ability to fill the position.

It is a pleasure to record the purchase of a tract of land of about 13 acres, situated on the north side of 246th Street, one block west of the Albany Post Road, part of which it is proposed to develop as a playground and athletic field for the Horace Mann School, while part is to be held in reserve for future College needs. The land rises in two natural terraces of about 60 and 40 feet, respectively, above the level of Broadway, and commands unobstructed view of Van Cortlandt Park and the valley northward to Yonkers. The lower terrace is being developed with tennis courts, a football and baseball field, and running tracks, adapted to the needs of the School pupils. The upper ridge, which is

**Administration
Changes**

College Park

sharply marked off from the playground by a ledge of rocks extending entirely across the field, is beautifully wooded and suggests most interesting possibilities of development as a residential section.

The time is coming when we shall have need of the new park for homes of instructors and students. Whittier Hall has reached the full limit of its capacity. Any further adaptation of the Lowell or Emerson apartments to dormitory purposes is expensive, compensation for which must be found in increasing the rates charged to students. These rates are already higher than many students can afford to pay. There is no alternative, however, if the College attendance continues to increase. Our section of the city is rapidly filling up; and the class of people now coming in are averse to taking student boarders. But students must have homes, and from both the humane and educational viewpoint it is obvious that we shall soon be forced to provide additional dormitories. In my opinion a dormitory situated 23 minutes distant by subway train, in a quiet country neighborhood, would prove to be more popular than another building adjoining our campus; it could be constructed in a less expensive way and managed so as to reduce very materially the cost of living; the advantages of outdoor life and a well-equipped playground should compensate any one for the time spent in travel to and from the College. Moreover, the increasing cost of living and the rise of rents in the vicinity of the College is causing great anxiety to many of our officers. Ultimately these facts must be considered in our scale of salaries, but no feasible increase in salaries can bring together many of our staff in any particular locality and secure for us that community of interests which is so essential to the life of an educational institution. I foresee in the new park a unique College settlement, with separate houses for many of our professors and apartments of various sizes for instructors and students who prefer them. Families with young children will surely find in the provisions for games and sports an attraction which will offset many of the ills of city life. All told, therefore, I regard the acquisition of this new College site the most important event in the recent history of the College; it gives us a chance to grow under conditions as nearly ideal as can be expected in a great city.

COMPARATIVE SUMMARY
 SHOWING TOTAL CURRENT EXPENSES (INCLUDING INTEREST, ASSESSMENTS, ETC.), INCOME FROM ALL SOURCES, AND
 STUDENT ENROLLMENT FROM 1897-98 TO 1909-10

YEAR	Total Current Expenses, including Interest and Assessments	Income, Earnings, chiefly from Tuition Fees	Income from Trust Funds	Gifts for Designated Purposes	Gifts for General Purposes	STUDENT ENROLLMENT		
						College	Schools	Extension
1897-98	\$142,761.87	\$66,464.68	\$252.50	\$2,600.00	\$63,570.00	169	395	299
1898-99	186,664.23	96,582.57	530.00	12,232.00	62,500.00	335	534	1,173
1899-1900	212,278.89	105,149.00	4,266.29	8,016.00	58,520.00	454	626	750
1900-01	223,723.85	132,759.48	8,866.00	8,560.00	84,625.00	593	702	679
1901-02	276,432.54	172,076.63	12,605.82	11,900.00	74,135.00	709	842	900
1902-03	310,969.56	221,767.14	12,541.00	12,184.50	71,285.00	729	1,093	1,196
1903-04	345,031.72	265,611.08	12,789.34	6,952.11	64,975.00	804	1,105	1,448 ^a
1904-05	360,375.42	283,155.98	15,735.06	3,134.98	55,520.00	832	1,166	1,189
1905-06	370,168.84	319,042.73	28,849.23	1,855.21	33,560.00	976	1,182	1,201
1906-07	405,866.15	333,246.26	48,508.06	3,875.87	26,060.00	743 ^b	1,274	1,574
1907-08	439,859.52	363,723.48	59,223.16	4,560.38	16,210.00	896	1,323	1,901
1908-09	450,863.30	363,351.03	58,164.08	2,330.99	29,060.00	992	1,269	2,032
1909-10	497,788.50 ^c	399,108.29	62,821.62	4,973.81	20,660.00	1,123	1,221	1,946

^a Since 1904 the figures give only those extension students who pursue regular courses at the College.

^b In 1906-07 the collegiate course in Teachers College was withdrawn in favor of Columbia and Barnard Colleges. Since that time only professional and graduate students have been enrolled in Teachers College.

^c Not including Current Expenses of Whittier Hall, \$149,695.

The report of the Treasurer shows additions during the year to endowment funds for general purposes of \$13,659.26 and to endowment funds for special purposes of \$151,821.77, increasing the principals of these funds to \$590,657.49 and \$485,012.66, respectively. Gifts have been received amounting to \$108,235.96 for buildings and grounds, \$903.38 for loan funds, of which \$300 came from the class of 1910, and \$20,660 for general purposes.

The current expenses of the year amounted to \$497,788.50, of which \$21,841.11 was paid from income of special funds and \$3,973.90 from designated gifts. The income applicable to general purposes was \$399,108.29 from College earnings and \$39,228.18 from investments, leaving a deficiency of income for the year of \$33,637.02. The donations received during the year to meet the expected deficiency amounted to \$20,660. The increase in expenditures over last year, amounting to \$46,925.20, is largely due to the opening of the new School of Household Arts; the increase in income, also largely from the same source, is \$43,056.62—a better showing on both sides than we had a right to expect at this early date.

The accompanying table gives a summary of expenses, income, student enrollment, etc., since 1897.

The prospects for the coming year are very pleasing. We shall reap advantages from the perfected organization of our technical departments without greatly increasing expenditures, and a reasonable increase in number of students will cause no embarrassment. We have never been so well equipped for our work, and there is every reason to think that educationally next year will mark a long step forward. Financially, however, we are worse off than in many years. The effort to provide suitable homes for our students and officers has given us Whittier Hall and the new College Park, both imperatively needed and each in its way a prudent investment, but it involves the College in a debt of nearly \$650,000. The liquidation of this indebtedness is the most pressing problem that now confronts our Trustees.

Respectfully submitted

JAMES E. RUSSELL

Dean

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

I have the honor to submit the following report for the academic year 1909-1910.

Again I find the educational affairs of our College so intimately associated with, and to a certain extent dependent upon external conditions in the pharmaceutical world that a brief review of the latter is needed to explain the former. The most important event of the year in pharmaceutical education has been the publication by the New York State Board of Pharmacy of a syllabus of minimum instruction in pharmacy, designed to guide not only instructors, but boards of examiners. Although published by the New York State Board, this Syllabus has a much broader origin, since its preparation has for two years occupied not only that Board, but committees of seven from the American Conference of Pharmaceutical Faculties and the National Association of Boards of Pharmacy, respectively. The New York Board has now withdrawn from control and the future of the Syllabus rests in the hands of a Committee of Twenty-one, consisting of seven each from the two bodies named above and the American Pharmaceutical Association.

The present Syllabus is regarded as tentative and is subject to revision at the end of a period of five years. Although its authority is not compulsory, it is expected that American

schools of pharmacy of the better class will ascertain how nearly they should and can conform to it, submitting in the meantime their suggestions for changes. The instruction at our school is in practical agreement with the Syllabus, except that there is more of it. Although the scope of some of the subjects now seems excessive to many, it may be that before the end of the five years, it will be considered better to broaden the curriculum so as to conform to proper requirements, than to trim the Syllabus within artificial limits in order to accommodate it to inadequate provisions.

Probably the most important influence of the Syllabus will be exerted upon boards of pharmacy and their members, enlarging and correcting the ideas of the latter concerning the pharmacy curriculum, and securing better material upon the boards. So antiquated and inadequate have been those ideas, that in many cases the chances of a candidate have been poorer the more accurate and modern his knowledge.

The influence of the various food and drug statutes upon the pharmacy curriculum is of growing strength. The existence of such statutes and the very hostility and criticism which their workings excite cannot fail to be of educational importance, nor can these fail to exert a strong pressure upon the pharmacy schools to prepare their students for meeting the new conditions. This pressure is far stronger in the subjects of drug assaying and microscopical analysis than elsewhere. The evidence afforded by the results in assaying which have been recorded during recent years proves overwhelmingly that assayers generally, even those regarded as competent, fail to exhaust their materials. This state of affairs directs our attention to the need of greater knowledge and skill in pharmaceutical operations, while failures in microscopical analysis direct attention to the need of a more thorough training in elementary biology. Coincident with these developments, the steadily increasing demand for chemical analysis of the higher class points the necessity for extension upward as well as for greater attention to fundamentals.

In my last report, I had occasion to refer to the veto of the

Brown Bill relating to pharmacy, and especially to pharmaceutical education, and I then expressed the opinion that another attempt would be made to enact this important legislation, with the objectionable features omitted. This prediction has been verified and, at the time of writing, a generally excellent bill is awaiting the signature of Governor Hughes.

With its meeting in Richmond, in May last, the American Conference of Pharmaceutical Faculties completed the first decade of its existence. Originating as a mere conference, in fact as in name, with scarcely sufficient moral influence over its members to assure the integrity of its existence, it has grown steadily in strength and influence, until its decisions are regarded as of determining power, even in the absence of compulsory authority. The Conference marks its tenth anniversary by abolishing all exceptions to the rule requiring one year of secondary school training for entrance, and by declaring that no degree whatever should be conferred on candidates who have not complied with this requirement. At this last meeting, moreover, the proceedings indicated pretty clearly that this requirement will be increased in the early future.

As an active participant in the preparation of the Syllabus, intimately associated through the members of its faculty with the administration of drug statutes, and a loyal and earnest member of the Conference, this College represents the best fruits of the progressive influences here discussed. With the existence of numerous seductive educational attractions to draw the ill-guided student into paths of indolence and superficiality, the better class of schools cannot look for a very strong financial support from this source during this period of development. Our own situation in this respect is, however, safe and secure, and such as to warrant the expectation of steady educational progress.

There is a general feeling among both Faculty and Trustees that our University students should pursue a three-year course of study, and the announcement in this year's Bulletin of the probability of such a change seems likely to be realized a year hence.

Among the important events of the year is the loss, through

resignation, of the senior member of our Faculty, Dr. Charles F. Chandler, Professor of Organic Chemistry. Connecting himself with the College in 1865, when it offered no other inducement than an opportunity of aiding a worthy and struggling cause, Professor Chandler has probably never, from that time until the present, retained his connection with our work otherwise than at a sacrifice of his personal interests. His course has been that of a devoted teacher and his service that dictated by affection for the cause that he has served. No other lectures given at our College have been marked by such a pleasant and attractive style, notwithstanding the highly technical nature of the subjects treated. Professor Chandler has won the universal respect and affection of his students and it is most fitting that honors should have been heaped upon him and that the College should have voted him a year's leave of absence with salary and elected him Professor Emeritus.

As the result of a more rigid insistence upon compliance with entrance requirements, there has been almost no conditioning of students matriculating in our University Class during the past year. It may also be stated that greater stringency has been observed than previously in the intermediate and final examinations.

It is not out of place to remind you here that the University requirements placed upon entrance to our Graduate Class limited the available membership almost wholly to our pharmaceutical chemists. As formerly predicted in these reports, the increase in number of graduates of this class is being reflected in increased membership in our Graduate Class, this increase having been very noticeable at our last commencement. It is also gratifying to note a very decided preference for membership in this class rather than in the Food and Drug Class.

It is pleasing to record that since the publication of my last report, the College has become the recipient of the first bequest ever made to it, \$2,500 having been thus bestowed by Mr. Robert W. Johnson of New Brunswick, N. J. This generous act of Mr. Johnson is the more interesting because of the fact that he bequeathed a similar amount to the Philadelphia Col-

lege of Pharmacy, emphasizing thus the expression of his opinion that pharmaceutical education should be encouraged and sustained as are its other branches. It is inexplicable that this idea has not long ago appealed to generous givers, and it is to be hoped that Mr. Johnson's act of intelligent benevolence may become the means of directing the attention of others to this important duty.

Respectfully submitted,

H. H. RUSBY,

Dean.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SESSION OF 1910

To the President of the University,

SIR:

It is my privilege to present herewith the report of the eleventh Summer Session of Columbia University, which opened July 6 and closed August 17.

In accordance with the Statutes of the University (Chapter XXII, Section 2) the Trustees at their meeting held February 7, 1910, on the nomination of the President appointed as the Administrative Board of the Summer Session for a period of three years from July 1, 1910, the following officers:

Administrative Board

JAMES C. EGBERT, Ph.D., Professor of Latin, Chairman of the Board and Director of the Summer Session.

FREDERICK J. E. WOODBRIDGE, LL.D., Johnsonian Professor of Philosophy.

WILLIAM A. HERVEY, A.M., Associate Professor of German Languages and Literatures, and Registrar of the University.

FREDERICK PAUL KEPPEL, A.B., Dean of Columbia College.

CLYDE FURST, A.M., Assistant Professor of English, Secretary of Teachers College.

It is noticeable that no change has been made in the membership of the board to which the control of the Summer Session is assigned.

The great increase in numbers in the Summer Session of 1909 led the Administrative Board to plan for a still greater attendance in 1910. It had been fully established by the experience of the past that the growth in popularity largely depended on the increase in the number of subjects and courses offered. With

this theory in mind plans for a remarkable extension in the work of the summer were prepared.

The Dean of Teachers College with the hearty co-operation and self-sacrificing spirit of his colleagues arranged for an epoch-making Summer Session in education and allied subjects. With the purpose of giving importance to this great development the courses of Teachers College were set off in the published announcement and their individuality was thus recognized. In 1909, eighteen courses were offered in education; in 1910, twenty-six. In Kindergarten one additional course was given; in the Teaching of English one; in Household Arts seven; in Industrial Arts five; in Physical Education four. The Teaching of Mathematics was given for the first time and Fine Arts was placed on a more substantial and satisfactory basis. The figures of the Registrar indicate very clearly the result of this development. For the courses regularly given at Teachers College the total registration of 2002 in 1909 is increased to 3611 in 1910. It is of value to note that the expansion in this department indirectly had an effect upon the registration in other related subjects. Thus the number in Chemistry sF (nutrition) fell from 50 in 1909 to 22 in 1910 because of the broader offering in Household Arts. Mathematics shows a loss of 30 because of the introduction of the Teaching of Mathematics, and Psychology records a loss of 101 because of the new courses in Educational Psychology. As these differences are unique there is reasonable ground for the theory advanced.

Teachers
College

It would have been seriously disappointing if such an exhibition of self-sacrifice and readiness to provide for Summer Session students had not been met by a remarkable increase of attendance in the subjects offered in Teachers College. It must be remembered also that the special efforts that are made by the University to entertain and gratify the students appeal more directly to those who elect these courses. The final result, however, will be the continued development of the entire Summer Session.

The Administrative Board arranged for five courses in Law,

open to both men and women. The total registration was 81 and the course entitled Real Property had 24 students, the largest attendance on any of the courses in this subject.

Law

Courses in Medicine were given for the first time as part of the regular Summer Session offering and thus were limited to the six weeks' term. There were five courses and the total registration was 28, with 8 as the largest number attending any one class. In 1909, 24 courses were given and the enrollment was only 24.

Medicine

Library Economy, offered for the first time, had a registration of 27 with 12 as the largest number in any one class. These courses were open only to librarians and were thus of the nature of graduate work. They should be recognized by credit if given in the summer of 1911.

Library**Economy**

The subjects showing the greatest increase were Education, Economics, Fine Arts, Geography, German, Household Arts, Industrial Arts, Kindergarten, Music, and Physical Education.

One of the pleasantest features of the Summer Session is the opportunity to welcome instructors from other universities.

The members of the teaching staff of Columbia enjoy the association with their colleagues from sister institutions, and above all, the standard of instruction is notably strengthened by this introduction of instructors from other colleges and universities. There were thus added to the staff Professor Frost Abbott, Princeton University; Mr. Luther H. Alexander, College of the City of New York; Miss Carrie Van R. Ashcroft; Professor Charles Sears Baldwin, Yale University; Professor John Spencer Bassett, Smith College; Miss Josephine K. Bauer, Supervisor, Indianapolis; Professor Julius August Bewer, Union Theological Seminary; Professor Wilbur P. Bowen, Michigan Normal College; Dr. Elmer Elsworth Brown, Commissioner of Education of the United States; President Francis Brown, Union Theological Seminary; Mr. Rossetter G. Cole; Miss Mildred A. Collar; Professor

**Teaching
Staff**

Leonidas W. Crawford, Jr., Sweet Briar College; Mr. John A. Davis, Pratt Institute; Professor William H. Davis, University of Kansas; Professor Alfred T. De Lury, University of Toronto; Professor Davis R. Dewey, Massachusetts Institute of Technology; Mr. Andrew W. Edson, Associate Superintendent of Schools, New York City; Professor George I. Finlay, Colorado College; Professor John D. Fitz-Gerald, University of Illinois; Professor Henry J. Ford, Princeton University; Professor James E. Frame, Union Theological Seminary; Professor Vivian A. C. Hennon, University of Colorado; Mr. Frank H. Hillyer, Pratt Institute; Mr. George Holston, Columbia Grammar School; Professor Will D. Howe, Indiana University; Miss Clara W. Hunt, Brooklyn Public Library; Mr. Charles Johnson, Brown University; Professor George W. Knox, Union Theological Seminary; Professor George W. Ling, University of Saskatchewan; Professor Charles R. Mann, University of Chicago; Miss Grace Macurdy, Associate Professor, Vassar College; Mr. Joseph Plass, Library of Congress; Mr. Seth T. Stewart, District Superintendent of Public Schools, New York City; Professor Robert L. Sanderson, Yale University; Professor James H. Tufts, University of Chicago; Professor John B. Watson, Johns Hopkins University; Professor Henry S. White, Vassar College; Professor Irvah L. Winter, Harvard University; Mr. Frederick A. Woll, College of the City of New York. These number in all forty-one.

The staff of the Summer Session of 1910 consisted of 150 instructors and 36 assistants.

It has always been gratifying to refer to the remarkable growth in the number of graduate courses as well as the number of students taking advantage thereof. In 1905 there were 29 courses in graduate work; in 1909, 77; in 1910, 98. The graduate students in 1905 numbered 120; in 1909, 364; in 1910, 455. Many of these students have remained during the year and have regarded the Summer Session simply as a vestibule to the larger work which they intended to undertake in the University. The University in thus meeting the need of a large body of graduate

**Graduate
Students**

students through the Summer Session courses indirectly strengthens its own position by adding to this most important body of students during the year.

The Administrative Board has always felt that the students should be led to turn from their studies to profitable and suitable relaxation. The present summer has been no exception in the carrying out of this theory.

Music

Unusual attention has been given to providing music and the first attempt has been made at establishing a Music Festival in the closing week of the Summer Session. On the evenings of Tuesday, August 9th, and Thursday, August 11th, two important concerts were given which were attended by a large body of Summer Session students and many of the citizens of New York. These concerts were offered as a Musical Festival and consisted in the presentation of Händel's *Messiah* in St. Paul's Chapel with a complete professional orchestra. Miss Marie Stoddart was the soprano soloist; Miss Rose Bryant, contralto; Mr. Dan Beddoe, tenor; and Mr. Frederick Martin, bass. Thursday evening *King Olaf*, by Sir Edward Elgar, was given in the University Gymnasium with an orchestra of 50 pieces and the following soloists: Miss Marie Stoddart, soprano; Mr. Dan Beddoe, tenor; Mr. Overton Moyle, baritone. The Music Festival was under the direction of Mr. Walter Henry Hall and its remarkable success was due to his skill and devotion. The chorus numbering 175 voices was organized by Mr. Hall and consisted of singers from New York and Brooklyn and also Summer Session students. These concerts were enjoyed by large audiences and will undoubtedly form hereafter a marked feature of the Summer Session exercises. Four concerts were given on the University Green by the Seventh Regiment Band. Organ recitals were given in St. Paul's Chapel by Mr. William J. Kraft, Mr. George A. West, Mr. Gaston M. Dethier, and Mr. Frank L. Sealy. The recitals given by Mr. William J. Kraft on Thursday afternoons were attended by audiences numbering between four and five hundred persons. Mr. Kraft has also rendered most efficient service in the training and conduct of the choir for the Sunday services.

The Summer Session was very fortunate in securing Professor Crawford of Sweet Briar College, as the conductor of the excursions which are regularly offered to the summer students. These excursions have come to form a most important part of the Summer Session events and are arranged, not simply with the idea of providing enjoyment and recreation, but as giving instruction and information. The enthusiasm with which these were received is shown by the large numbers in attendance. At the introductory lecture and inspection of the University buildings and grounds 500 were in attendance; at the excursion to the Metropolitan Museum of Art, 250; to Washington's Headquarters at Newburg, and the United States Military Academy at West Point, 725; to the Colonial House, the Jumel Mansion, and Van Cortlandt Mansion and Museum, 65; to the American Museum of Natural History, 55; to the Washington Irving region at Irvington, Tarrytown, and Sleepy Hollow, 352; to Manhattan Trade School for Girls and the Educational Alliance, 30; on the trip on Circumnavigating New York Yacht, 114; to United States Immigrant Station, Ellis Island, 370; to the Children's Farm School, 60; to the "Model Tenements," 75; to Seabright, New Jersey, 70; to Speyer School and St. George's Church House, 35.

Excursions**Reception**

Only one informal reception to officers and students was given this summer, because it was felt that the music festival in the last week would more than supply the place of a second event of this character. This reception was held on the evening of Tuesday, July 12th, and was attended by 1200 people. An excellent musical programme was rendered by the Orpheus Singers under the direction of Mr. Walter Henry Hall.

The University preachers for the Summer Session of 1910 were President Francis Brown of Union Theological Seminary, who officiated on Sunday, July 10th, and Rev. J. Stuart Holden of St. Paul's Church, Portman Square, London, who gave a series of sermons entitled "Jesus and the Kingdom of God" on the Sundays from July 17th to August 14th, inclusive. The number

**Sunday
Services**

attending these services was very large and much appreciation has been shown. This success is largely due to the ability and earnestness of those who have taken part.

A report of the Summer Session would be incomplete without a reference to the interest which the students take in the University and particularly in the success of the Summer Session. This spirit has led to the organization of a number of associations composed of students coming from certain States. These organizations have met not only for purposes of business, but have enjoyed social gatherings which have added greatly to the attractiveness of the Session for those who are far away from home. Students from the following States have organized and have reported the same to the Director for publication in the Announcement of the Summer Session of 1911: Illinois, Iowa, Kansas, Maryland, Michigan, New England States, Ohio, Pennsylvania, Tennessee, Virginia, West Virginia, Wisconsin.

There are many suggestions which naturally arise as one considers the achievements of the past summer. The recognition of the work of the University and of the service it is rendering in the cause of education is most gratifying, but it brings with it added responsibility and to those who are ambitious for the welfare of the great body of prospective students there will always be new opportunities presenting themselves.

The number of students taking courses in law indicates that summer courses in this subject should be offered by the University. It is true that the six weeks of the Summer Session affords only a short period for the important courses in this subject. Nevertheless, experience has shown that there are courses which may be given effectively even in so brief a term. An increase in the number of courses in law is certainly indicated by the results of the present Summer Session. I would recommend, however, that two days be assigned after the close of the Session for the purpose of examination in this subject. It would be a simple matter to make clear to the students the purpose of this extension of time by a carefully worded statement in the announcement of the courses.

What is true of law is also true of medicine. The summer courses in medicine were given at the College of Physicians and Surgeons and were conducted on the same plan as those offered at Morningside Heights. By reason of this arrangement the students of medicine could take advantage of subjects other than those given in the College of Physicians and Surgeons. The results were eminently satisfactory as it was possible to obtain professors for this work who could give courses similar to those offered in the academic year and the importance and dignity of the subject were greatly enhanced by reason of this possibility. It is evident that there should be no hesitation in increasing the number of courses in medicine which should be of service both to the students of the College of Physicians and Surgeons and to those who cannot take advantage of the medical courses during the academic year.

Because of the large registration in the subjects given in Teachers College I would recommend a still further development in this department. One of the marked features of instruction in education is the Practice School which has now really grown beyond the limits of the temporary quarters in the Horace Mann School. It would be wise to open the Speyer School, which may be regarded as the laboratory in Education. A suitable fee should be charged for laboratory work so that the additional expense could be readily met. It would be greatly appreciated also if practice could be given in connection with the teaching courses in Industrial and Household Arts Departments. The students are looking also for an expansion in both these departments, and the splendid equipment in the new building can be put to no better use than to meet the desires of these eager students.

There is a persistent call for courses in Architecture and it will be of great advantage to the University to meet this demand and co-ordinate the work with the new courses in this subject in Extension Teaching.

The question of the courses which should be offered in Engineering has not as yet been satisfactorily answered. There are many requests for courses in electricity and in structural engineering which it appears the Summer Session should

meet. Nevertheless there is great difficulty in securing engineers of authority and experience to give such courses, and it must be remembered that the students in our Schools of Engineering are regularly engaged on other university work in the summer. The offering should be adapted, therefore, to those who desire a knowledge of engineering subjects and have not the opportunity of securing this information during the academic year.

The time appears ripe for an increase in the number of courses in subjects associated with Political Science. We should strengthen the Department of Economics, giving strong courses in commercial law and anticipating a complete curriculum of commercial branches which may be given in the future in the University as part of its regular offering. The courses in politics should be increased in number and in scope and more should be done on the side of sociology and associated subjects. All this would be an appropriate supplement to the courses in law.

The success of the course in Choral Music and of the Music Festival calls for more than passing attention. The University can render great service by adding to this most attractive function. The appreciation of the unselfishness of the University in this particular will bring a reward which cannot be measured by the number of students but must be estimated after a consideration of the interest and gratitude which have been produced in the minds of those who have enjoyed the hospitality of Columbia in the summer. The endeavor to give a Music Festival has met with a gratifying success and I would urge most strongly the establishing of this new feature on a substantial basis and giving credit to students who regularly attend the rehearsals and study the rendering of important oratorios and other great musical works.

Respectfully submitted.

JAMES C. EGBERT,

Director.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR :

I desire herewith to present the report of Extension Teaching for the academic year 1909-10.

It would certainly be more appropriate if this report were prepared by my predecessor, Dr. Frederick Henry Sykes, who was not only Director of Extension Teaching up to February, 1910, but who planned the work of the year just closing. The execution of the plans followed lines laid down by Dr. Sykes and his associates in the Administrative Board of Extension Teaching. In his absence I shall endeavor to do full justice to the efficient work which has been accomplished under his direction. This report may therefore be arranged in two divisions. The first will be a brief summary of the work of the past year. The second will indicate the plans for the carrying on of the work in the extension field in the year just opening.

In the college, technical and professional courses 2144 students have been enrolled in the past year. Of these 1397 were non-matriculated students, 549 attended the evening technical courses and 198 were candidates for diplomas in Teachers College. The courses given in co-operation with the Board of Education in New York City, Brooklyn Institute, the Brooklyn Teachers Association, and the Superintendent of Education in Newark, New Jersey, were carefully maintained during the past year. There were in these courses 637 students and these were in attendance at thirty hours of class instruction. The grand total of students in Extension Teaching is, therefore, 2781.

**Summary of
Instruction
in 1909-10**

It is noticeable that the number of students attending in local centres has sharply fallen off. But it is gratifying to report the fact that the attendance at Morningside shows an increase of 111, notwithstanding the transfer of many special students to the courses in Household Arts. The number of auditors attending the short lecture courses has not been recorded this year. The courses in musical instruction and in commerce which were planned for the academic year of 1909-10 were carried out with considerable enthusiasm and much was accomplished in these new fields of endeavor in Extension Teaching.

For some time past it has been felt by those who were interested in the development of Extension Teaching that the administration of the same should be united with the administration of the Summer Session and should come under the direct care of the Trustees of the University. It was believed that such a step would lead to a more complete recognition of the courses offered in Extension Teaching by the various schools of the University and that in this way the hopes and desires of the Director and Administrative Board, which looked to the honorable recognition of the work of their students, might be realized.

The importance of such recognition was made clear by Dr. Sykes in a most suggestive article on "Extension Teaching at Columbia" in the *Columbia University Quarterly* (Vol. 8, p. 115) and in the Annual Report of the President for the year 1908 (p. 38).

In consequence of these opinions the Trustees of the University by their action of February 7, 1910, appointed Professor James C. Egbert as Director of the Summer Session and Extension Teaching, and in accordance with the provisions of the Statutes, Section 231, appointed as the Administrative Board of Extension Teaching:

Professor JAMES C. EGBERT, Ph.D., Director.

Professor J. E. WOODBRIDGE, LL.D., Johnsonian Professor of Philosophy.

PROFESSOR WILLIAM A. HERVEY, A.M., Registrar of the University.

MR. FREDERICK P. KEPPEL, A.B., Dean of Columbia College.

MR. CLYDE FURST, Secretary of Teachers College.

This Board is identical in membership with that of the Summer Session. By this action of the Trustees the possibility of obtaining recognition for the students of Extension Teaching was greatly increased, inasmuch as they were placed under the same administrative control as the students of the Summer Session who were already in possession of these privileges. It was necessary, however, to change the character of Extension Teaching at Columbia by offering, not only the cultural courses usually associated with this department, but also the regular class work of the academic year. This also had been suggested by Dr. Sykes in the article referred to above.

In a letter addressed to the University Council at its meeting on February 16th the Director of Extension Teaching proposed the full recognition of the courses offered in Extension Teaching under certain provisions which should be acceptable to the University Council. Under the approval of the University Council the Director of Extension Teaching placed his plans before the Committees on Instruction of Columbia College, Barnard College, Teachers College, and the Schools of Mines, Engineering and Chemistry. By the action of the various faculties, courses of Extension Teaching parallel to those offered in Columbia College, Barnard College and in the professional schools were recognized as giving credit toward the various degrees and diplomas of the University, for students who should pass the entrance examinations. The unanimity of feeling and the hearty approval of the action of the Trustees of the University were most gratifying. The problem of extending the work of this most important part of university education was largely solved by this action.

The theory of extension teaching in education has hitherto recognized simply the necessity of modifying the length and character of the courses so as to meet the difficulties of those who could not take advantage of the regular academic instruction. Another important step has now been taken and the

University has set its approval upon plans which mean offering instruction of the same character as that given in the regular academic work of the University. An important element in this scheme is the selection of convenient centres and the granting of credit to those who are qualified and who are willing to take a restricted number of hours each week.

Plans have therefore been made for the ensuing years as follows:

Courses of the Freshman Year will be offered in the evening at Newark, New Jersey, 33 East Park Street; two courses in English, two in French, two in German, one in history, two in Latin, three in mathematics. One course in literature and three courses in education will be offered in the afternoon. We have thus established an Evening College for men and women in the adjoining city of Newark.

At Morningside Heights arrangements have been made for offering the courses of the Freshman Year of Columbia College, Barnard College, and approximately all the fundamental courses of the First Year of the Schools of Mines, Engineering and Chemistry. These will be given in the evening beginning at 7:20 and running to 10 P.M. The courses offered are as follows: One course in botany, three in chemistry, one in civil engineering, two in English, two in geology, four in German, two in history, five in Latin, four in mathematics, two in mechanical engineering, one in mechanics, three in philosophy, one in physics, one in psychology, and two in Romance languages.

Much attention has been given to maintaining the courses which have hitherto been given in Extension Teaching with such excellent results. Hence many courses will be offered in the late afternoon and on Saturday. They will include: two courses in botany, fourteen in English, one in geology, seven in German, three in history, one in music, one in philosophy, six in Romance languages, and one in zoology.

There has long been a demand for evening courses in architecture. This will be met in the coming year by the establishment of courses commonly given in the first year of the School of Architecture of Columbia University. In addition

three special courses will be offered adapted to the needs of those who have not obtained the preparation for the courses of the first year. These will be of a character suited to the needs of students now attending the Beaux Arts Schools. The courses in architecture will be given in the Engineering Societies' Building, 25 West Thirty-ninth Street. Seven courses are offered including the elements of architecture, architectural drawing, shades and shadows, perspective, ancient architectural history, and history of ancient ornament.

Through the courtesy of the Directors of the Central Branch of the Young Men's Christian Association of Brooklyn it has been possible to open a centre in the building of that organization at Fulton and Bond streets. The plan involves the giving of courses classified in three years. Two years will be academic in character; the third will correspond to the Freshman Year of Columbia College. Two courses in economics, three in English, two in French, two in German, two in history, one in Italian, three in Latin, five in mathematics, and one in Spanish will be given.

The completion of this three years' course will be recognized by a special certificate given by the Administrative Board of Extensive Teaching. Those who desire to secure this certificate must obtain sixty-two points in the following subjects—English, three years, 18 points; a modern language, one year, 6 points; Latin, one year, 6 points; mathematics, 12 points; American history, 6 points; English history or economics, 6 points; physics or chemistry, 8 points.

The Administrative Board does not intend to overlook the importance of general lectures, and a large number arranged in groups of six have been prepared in many different subjects. It has been felt that greater importance should be attached to the lecture system and in consequence lecture-study courses have been established, notably in history and music, which require attendance at thirty lectures and at thirty quiz or conference hours. The successful completion of such courses will be recognized by credit toward the degrees.

It has been found convenient to place in Extension Teaching the courses in optometry, which are now offered for the first

time by Columbia University. The completion of a two years' curriculum in this subject will be recognized by a certificate issued by the Administrative Board. Students will be admitted to these courses as candidates for the certificate only on the completion of a high school course, and therefore will have the same standing as undergraduate students.

These courses are given at the request of the New York State Department of Education with the intention of affording an opportunity to students to qualify as optometrists in accordance with the State law. The curriculum is most thorough and includes courses in both physics and physiology.

A study of the problems of Extension Teaching in centres away from the University has led to a belief that satisfactory and permanent results cannot be obtained by relying entirely upon local societies for purposes of administration and financial support. The difficulty of maintaining educational courses by dues and assessments of temporary organizations is much greater than was at first imagined. The financial burden often falls upon the faithful few and in certain instances these organizations have failed to meet their guarantee. This condition of affairs is often the result of a waning interest in the subject presented or by reason of the lack of power on the part of the instructor. This is particularly true of courses that do not have importance as not giving credit and because many are of an ephemeral and popular character. In fine, it seems clear that if extension courses are to be given in various centres they must be financed from the University as a central organization; they must be given the dignity of the regular academic courses; and they must receive suitable recognition. In connection therewith cultural courses of a more popular nature may be given, but this should not form the principal function for which the centres are established. The University, therefore, should establish and finance the outside centres of Extension Teaching, which if maintained with dignity and fidelity will certainly become self-supporting. There is every evidence that the University can afford to enter just such a field. It can be of great and growing service and by a careful

**Administration
of Outside
Centres**

study of the courses demanded can safely assume the financial responsibility.

A serious difficulty which must be met in Extension Teaching is the securing of a force of instructors which will be able to give courses equivalent to those offered in the day. It is evident that some arrangement must be made whereby the University will be supplied with a body of instructors whose principal work will be evening instruction in extension courses, but who may render service in a smaller degree in the daytime. These two problems remain to be solved—the problem of locating and maintaining a number of centres for Extension Teaching; the obtaining of a force of instructors which will be able to offer courses of a grade similar to those of the regular University work.

**The Force of
Instructors**

As I close this report I am impressed with the great opportunities which lie before the University in this field. In the correspondence which has reached me lately there is abundant evidence of a need which must be met. In the multiplicity of opportunities rests the promise of achievement if we carry out with broad-minded unselfishness all that has been set forth in the plans referred to above.

Respectfully submitted,

JAMES C. EGBERT,

Director.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR 1909-10

To the President of the University,

SIR :

I have the honor to present the following report for the fifteenth year since the establishment of the office of Secretary of the University. The most interesting features of our work for the past year have had to do primarily with preparations for the future conduct of the office. The completion of Kent Hall will permit the concentration on the top floor of the Library Building of the greater part of the office staff, now consisting of 11 persons. This, I am sure, will lead to greater economy of effort and to increasing efficiency. In the second place, the Trustees, by an increased appropriation, have made possible the employment of four additional stenographers for the conduct of departmental business. The necessity in the past of refusing help to overworked professors and instructors has been the only unpleasant part of my duties as Secretary. The departments of a modern university have come to be organisms of no small magnitude. The number of hour-units in a department like that of Chemistry or English is greater than that of many an entire college and the loss to the University is obvious, if the clerical duties involved are performed by men who have the capacity and training for scholarly work.

Now that the office is in a position to be of service to officers and instructors and we have devised a system of handling and recording academic inquiries which, while adequate to our needs, it is not so complicated that it falls of its own weight, there is but one feature of our work which I think calls for particular attention. This is the administration of our public lectures. The plan of offering a number of semi-popular lectures

was adopted years ago to meet a need which no longer exists. With rare exceptions, the attendance of members of the University upon our lectures is negligible; and adequate provision is made for others, not only in our Extension Teaching courses, but elsewhere throughout the city. What we do need and what we could accomplish with the money now devoted to public lectures, is the establishment of a system of lecture conferences by persons who have achieved distinction in the different fields of our knowledge. In these conferences the audience would consist of officers and advanced students, of alumni interested in the topic, officers of neighboring institutions of learning and others of similar equipment; the speaker could then assume a general basis of understanding in his audience and could proceed directly to his own special contribution to the subject; the audience would be small enough to make possible a running fire of questions and answers; and the conferences as a whole would, I am sure, prove to be one of the most stimulating parts of our educational machinery. We have made a few desultory attempts to establish something of this kind, but the successful inauguration of the plan throughout the University will involve hard and intelligent work upon the part of all concerned.

**Lecture
Conferences**

The relations of the University and the City are far more complex and subtle than if they could be satisfied on our side by a few elementary public lectures. It seems to me that the University is coming to realize its share of the responsibility more rapidly than is the City. Even the popular conception of the college professor as an unpractical recluse is beginning to fade. As an example of the relations between our faculty and the public at large, I may say that to my personal knowledge no fewer than 83 of the men now of professorial grade, are permanently and actively identified with some useful public enterprise not directly connected with the work of the University, and that of the others 19 have professional connections that are, in their way, also of value to the community. In these figures I have omitted the physicians who are needless to say public servants of the highest type.

**The University
and Public
Service**

The significant feature of our public meetings, other than lectures, is the increasing use which is being made of our beautiful grounds. The Director of the Summer Session was the first to appreciate the opportunities which they afforded, and we have now come to realize that their availability for public gatherings is not confined to the summer months. The garden party last October, in connection with the Hudson-Fulton Celebration, and the President's garden party this spring were conspicuously successful.

**Use of
University
Grounds**

In leaving the office of the Secretary of the University I wish to express my sincere gratitude for the unfailing kindness and helpfulness of the members of the teaching and administrative staff. In my ten years and a half here, during which time I have seen 829 officers enter the service of the University through appointment of the Trustees and 611 leave this service, I have had unusual opportunity to observe and appreciate the high standards of devotion and co-operation which inspire the University. The bonds of academic kinship are stronger than any one outside of the service can realize, and at Columbia the serious side of things seems to me to be tempered to an unusual degree by a spirit of lightheartedness. In the words of a visiting professor after luncheon at the Faculty Club: "The Columbia people seem to find an extraordinary lot of fun in their work."

I should like also at this time to speak of the debt which the whole University owes to the members of our office staff. What we have succeeded in accomplishing thus far is due primarily to their loyalty and devotion. During office hours and outside them, in ill-adapted quarters, and with incessant interruption, they have performed the routine and often uninspiring details of administration with a conscientiousness and efficiency which makes us all their debtors.

The vacancy in the office of Chief Clerk, caused by the well-deserved promotion of Mr. Fackenthal, has been filled by the appointment of Malcolm M. Roy, of the class of 1909. Mr. Roy has had experience in editorial and newspaper work which should prove valuable as

Personnel

preparation for his new duties. An additional Recordership has been established, and Miss L. H. Wheeler, who has, for some time as clerk at the College of Physicians and Surgeons performed responsible administrative duties with remarkable efficiency, has been promoted to the position.

Respectfully submitted,

F. P. KEPPEL,

Secretary.

APPENDIX 1

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1909-10

SUMMARY OF OFFICERS

	1909-10	1908-09
Professors (not including three administrative officers of professorial rank).....	165	160
Assistant Professors	66	60
Clinical Professors	16	9
Associates	42	27
Instructors	88	76
Demonstrators	5	9
Tutors	40	39
Curators	2	2
Lecturers and other special officers of instruction.....	42	39
Assistants	71	64
Clinical Assistants	88	83
Total	625	568
Other Instructors in Teachers College.....	68	67
Other Instructors in College of Pharmacy.....	5	3
	698	638
*Administrative Officers	29	27
*Other Administrative Officers, Teachers College and College of Pharmacy.....	3	3
	730	668
Emeritus Officers	15	14
Total.....	745	682

VACANCIES

By Death, Resignation, or Expiration of Term of Appointment,
occurring, unless otherwise indicated, on June 30, 1910.

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

Professors and Administrative Officers

- HARRY A. CUSHING, Ph.D. (November 16), Professor of Law and Acting Dean of the School of Law.
 OTTO JESPERSEN, Ph.D., Litt.D., Professor of English Philology.
 GEORGE W. KIRCHWEY, LL.D., as Dean of the School of Law.
 CHARLES F. MCKIM, Litt.D. (died September 14), Director of Atelier.
 LEONARD B. McWHOOD, A.B., Assistant Professor of Music.
 CARL RUNGE, Ph.D., Sc.D., Kaiser Wilhelm Professor for 1909-10.
 GEORGE WINFIELD SCOTT, Ph.D., LL.B., Professor of International Law.
 MRS. MARY K. SIMKHOVITCH, B.A., Assistant Professor of Social Economy in Barnard College.
 DAVID S. SNEDDEN, Ph.D. (December 1), Assistant Professor of Educational Administration in Teachers College.
 FREDERICK H. SYKES, Ph.D. (February 1), as Director of Extension Teaching.
 JOHN HOWARD VAN AMRINGE, Ph.D., LL.D., L.H.D., Professor of Mathematics and Dean of Columbia College.
 IRA H. WOOLSON, E.M., Assistant Professor of Civil Engineering.

Associates

- WILLIAM ADAMS DELANO, A.B., Associate in Architecture.
 EDMUND L. DOW, M.D., Associate in Medicine.
 JOHN W. DRAPER MAURY, M.D., Associate in Surgery.
 CYPRIEN O. MAILLOUX, M.Sc., Associate in Electrical Engineering.
 J. S. SHEARER, Ph.D., Associate in Physics.
 FREDERICK T. VAN BEUREN, M.D., Associate in Anatomy.

Instructors

- RICHARD H. CUNNINGHAM, M.D., Instructor in Neurology.
 GEORGE S. DIXON, M.D., Instructor in Otology.
 E. MILTON FOOTE, M.D., Instructor in Clinical Surgery.
 CHARLES E. MORRISON, Ph.D. (March 15). Instructor in Civil Engineering.
 FREDERICK P. SOLLEY, M.D., Instructor in Medicine.
 ALFRED S. TAYLOR, M.D., Instructor in Surgery.
 HANS W. ZINSSER, M.D., Instructor in Bacteriology and Hygiene.

Tutors

- A. ARTHUR LIVINGSTON, A.B., Tutor in the Romance Languages and Literatures.
 A. IRA PRETTYMAN, Tutor in Physical Education.

Lecturers

FRANK F. ALMY, Lecturer in Physics.
 HERBERT A. CLARK, A.M., Lecturer in Physics.
 MICHAEL F. DEE, LL.B., Lecturer in Law.
 MYRON S. FALK, Ph.D. (January 6), Lecturer in Civil Engineering.
 RALPH W. GIFFORD, LL.B., Lecturer in Law.
 CARL F. L. HUTH, A.M., Lecturer in History.
 JOSEPH JASTROW, Ph.D., Non-resident Lecturer in Psychology.
 JUDAH A. JOFFE, A.B., Lecturer in Russian.
 THOMAS W. LUDLOW, A.M., Lecturer in Architecture.
 JOHN WARING PARKS, LL.B. (April 1), Lecturer in Law.
 JAMES S. REID, Litt.D., Lecturer in Classical Philology.
 ARTHUR L. SMITH, M.A., Lecturer on Political Philosophy (on the James S. Carpentier Foundation).
 SIDNEY ZANDSTRA, Ph.D., Gustav Gottheil Lecturer in Semitic Languages.

Curators

CHARLES FORBES, M.D., Curator in Physics.

Assistants

ALBERT C. BOYLE, JR., M.E., Assistant in Geology.
 ALICE D. BREWSTER, A.M., Assistant in English in Barnard College.
 JOSEPH V. BREITWIESER, A.M., Assistant in Psychology.
 HUGH H. CALDWELL, A.B., Assistant in English.
 BENJAMIN G. FEINBERG, B.S., Laboratory Assistant in Industrial Chemistry.
 CHARLES S. FISCHER, M.D., Assistant in Medicine.
 EDGAR M. FLINT, B.S., Laboratory Assistant in Quantitative Analysis.
 FRANCIS S. FOOTE, Jr., E.M., Assistant in Civil Engineering.
 NELLIS B. FOSTER, M.D., Assistant in Applied Therapeutics.
 CLAUDE A. FRINK, M.D. (October 1), Assistant in Medicine.
 JOHN A. HOAG, C.E. (February 1), Assistant in Drawing.
 ALFRED HOFFMAN, Ph.D., Assistant in Organic Chemistry.
 D. STUART DODGE JESSUP, M.D., Assistant in Medicine.
 FAREL L. JOUARD, Ph.D., Assistant in Electro-Chemistry.
 JOHN MCCHESENEY, A.B., Assistant in Philosophy.
 CHARLES W. MCKONE, A.M., Assistant in Analytical Chemistry.
 WALTER A. MITCHELL, B.A., Assistant in Physics.
 LEONARD D. NORSWORTHY, C.E., Assistant in Civil Engineering.
 CHARLES J. OGDEN, Ph.D., Assistant in Classical Philology.
 JULIET S. POINTS, A.B., Assistant in History in Barnard College.
 DAVID EDGAR RICE, A.M., Assistant in Psychology.
 ANCEL ST. JOHN, Assistant in Physics.
 EDNA R. SCALES, A.B., Assistant in Mathematics in Barnard College.
 HENRY J. SPENCER, A.M., Assistant in Zoology.
 EDGAR G. THOMSSON, A.M., Laboratory Assistant in Physical Chemistry.
 WILLIAM C. UHLIG, Ph.D., Assistant in Analytical Chemistry.
 HERBERT B. WILCOX, M.D. (November 15), Assistant in Clinical Pathology.

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1910

Professors and Administrative Officers

NAME	FROM	TO	SUBJECT
MORTON ARENDT, E.E.	Instructor	Assistant Professor	Electrical Engineer'g
HARRY M. AYRES, Ph.D.	Instructor	Assistant Professor	English
ELIJAH W. BAGSTER-COLLINS, A.M.	Assistant Professor	Associate Professor	German
CHARLES A. BEARD, Ph.D.	Assistant Professor	Associate Professor	Politics
CHARLES P. BERKEY, Ph.D.	Instructor	Assistant Professor	Geology
GEORGE W. BOTSFORD, Ph.D.	Assistant Professor	Professor	History
DAVID BOVAIRD, Jr., M.D.	Associate	Assistant Professor	Clinical Medicine
WILHELM A. BRAUN, Ph.D.	Instructor	Assistant Professor	Germanic Languages
CHARLES H. BURNSIDE, A.M.	Associate	Assistant Professor	Mechanics
RUSSELL BURTON-OPITZ, M.D.	Assistant Professor	Associate Professor	Physiology
WILLIAM CAMPBELL, Sc.D.	Assistant Professor	Associate Professor	Metallurgy
CARLTON C. CURTIS, Ph.D.	Assistant Professor	Associate Professor	Botany
RUDOLF C. DENIG, M.D. (November 1).....	Associate	Professor	Clinical Ophthalmology
CHARLES N. DOWD, M.D.	Assistant Professor	Professor	Clinical Surgery
WILLIAM K. DRAPER, M.D.	Assistant Professor	Associate Professor	Clinical Medicine
JOHN ERSKINE, Ph.D.	Assistant Professor	Associate Professor	English
EVAN M. EVANS, M.D.	Associate	Professor	Clinical Medicine
FRANK D. FACKENTHAL, A.B.	Chief Clerk	Secretary of the University	
CHARLES H. FARNSWORTH.....	Assistant Professor	Associate Professor	School Music
CAMILLE FONTAINE, B. ès L.	Instructor	Assistant Professor	Romance Languages
JOHN L. GERIG, Ph.D.	Instructor	Assistant Professor	Romance Languages
VIRGINIA C. GILDERSLEVE, Ph.D.	Lecturer	Assistant Professor	English
CHARLES C. GROVE, Ph.D.	Instructor	Assistant Professor	Mathematics
CARLTON H. HAYES, Ph.D.	Lecturer	Assistant Professor	History
TRACY E. HAZEN, Ph.D.	Instructor	Assistant Professor	Botany

NAME	FROM	TO	SUBJECT
LUCIUS W. HOTCHKISS, M.D.	Assistant Professor	Professor	Clinical Surgery
GRACE A. HUBBARD, A.M.	Assistant Professor	Associate Professor	English
EDWARD KASNER, Ph.D.	Assistant Professor	Professor	Mathematics
JACOB KAUFMANN, M.D.	Associate	Professor	Clinical Medicine
FREDERICK P. KEPPEL, A.B.	Secretary of the University	Dean of Columbia College	
OTTO G. T. KILIANI, M.D.	Associate	Professor	Clinical Surgery
WILLIAM W. LAWRENCE, Ph.D.	Assistant Professor	Associate Professor	English
GEORGE R. LOCKWOOD, M.D.	Assistant Professor	Professor	Clinical Medicine
DANIEL G. MASON, A.B.	Associate	Assistant Professor	Music
RALPH E. MAYER, C.E.	Assistant Professor	Associate Professor	Engineering Draughting
JAMES A. MILLER, M.D.	Associate	Assistant Professor	Clinical Medicine
WILLIAM P. MONTAGUE, Ph.D.	Assistant Professor	Associate Professor	Philosophy
J. HAROLD MORECROFT, F.E.	Instructor	Assistant Professor	Electrical Engineering
VAN HORNE NORRIE, M.D.	Assistant Professor	Professor	Clinical Medicine
GEORGE N. OLCOTT, Ph.D.	Assistant Professor	Associate Professor	Latin
RAYMOND C. OSBURN, Ph.D.	Instructor	Assistant Professor	Zoology
CHARLES H. PECK, M.D.	Assistant Professor	Professor	Clinical Surgery
MARIE REIMER, Ph.D.	Assistant Professor	Associate Professor	Chemistry
VLADIMIR G. SIMKHOVITCH, Ph.D.	Assistant Professor	Associate Professor	Economic History
NORBERT STADTMÜLLER, M.D.	Assistant Professor	Associate Professor	Clinical Medicine
GEORGE D. STRAYER, Ph.D.	Associate	Professor	Educational Administration.
ALGERNON DE V. TASSIN, A.M.	Assistant Professor	Assistant Professor	English
JOHN B. WALKER, M.D.	Assistant Professor	Professor	Clinical Surgery
CURT P. WIMMER, Ph.D. (February 1)	Instructor	Assistant Professor	Pharmacy
<i>Associates</i>			
HENRY W. BERG, M.D.	Instructor	Associate	Diseases of Children
HERBERT S. CARTER, M.D.	Instructor	Associate	Clinical Medicine
GOLDTHWAITE H. DORR, LL.B.	Lecturer	Associate	Law
MAX EASTMAN, A.B.	Assistant	Associate	Philosophy

Associates (continued)

NAME	FROM	TO	SUBJECT
WALTER H. EDDY, Ph.D.	Assistant	Associate	Biological Chemistry
FREDERIC M. HANES, M.D.	Instructor	Associate	Pathology
JOHN HOWLAND, M.D.	Instructor	Associate	Diseases of Children
CHARLES C. LIEB, M.D.	Instructor	Associate	Pharmacology and Therapeutics
WALTON MARTIN, M.D.	Instructor	Associate	Surgery
T. LESLIE SIEAR, Ph.D.	Instructor	Associate	Classical Philology
ALBERT E. SUMNER, M.D.	Instructor	Associate	Clinical Medicine

Instructors

EUGENE E. AGGER, Ph.D.	Lecturer	Instructor	Economics
HUGH AUCHINCLOSS, M.D.	Assistant	Instructor	Surgery
ALEXANDER O. BECHERT, A.M.	Tutor	Instructor	Germanic Languages
DINO BIGONGIARI, A.B.	Tutor	Instructor	Romance Languages
BAYARD BOYSEN, A.B.	Tutor	Instructor	English
HAROLD C. BROWN, Ph.D.	Tutor	Instructor	Philosophy
WILLIAM F. COOLEY, Ph.D.	Tutor	Instructor	Philosophy
CHESTER A. DARLING, Ph.D.	Tutor	Instructor	Botany
PAULINE H. DEDERER, A.M.	Tutor	Instructor	Zoology
HERMON W. FARWELL, A.M.	Tutor	Instructor	Physics
ROSCOE GUERNSEY, Ph.D.	Tutor	Instructor	Classical Philology
HENRY E. HALE, M.D.	Assistant	Instructor	Applied Therapeutics
MRS. JULIANA HASKELL, Ph.D.	Assistant	Instructor	Germanic Languages
FREDERICK W. HEHRE, E.E.	Tutor	Instructor	Electrical Engineer'g
WILLIAM W. HERRICK, M.D.	Assistant	Instructor	Medicine
FREDERICK W. J. HEUSER, A.M.	Tutor	Instructor	Germanic Languages
HARRY L. HOLLINGWORTH, Ph.D.	Tutor	Instructor	Psychology
FREDERICK B. HUMPHREYS, M.D.	Assistant	Instructor	Pathology
MAUDE A. HUTTMANN, A.M.	Tutor	Instructor	History
CAVALIER H. JOUET, Ph.D.	Tutor	Instructor	Analytical Chemistry
WILLIAM C. KRATHWOHL, A.M.	Tutor	Instructor	Mathematics
OTTO KRESS, Ph.D.	Tutor	Instructor	Chemistry

NAME	FROM	TO	SUBJECT
MAURICE A. LAMME, Ph.D.	Tutor	Instructor	Chemistry
GRACE LANGFORD, S.B.	Tutor	Instructor	Physics
MARION E. LATHAM, A.M.	Tutor	Instructor	Botany
JAMES S. MACGREGOR, M.S.	Assistant	Instructor	Civil Engineering
HOWARD H. MAXSON, M.D.	Assistant	Instructor	Medicine
ARTHUR R. MAXSON, A.M.	Tutor	Instructor	Mathematics
WILLIAM C. MOORE, Ph.D.	Tutor	Instructor	Analytical Chemistry
HERMAN O. MOSENTHAL, M.D.	Assistant	Instructor	Medicine
ARTHUR C. NEISH, Ph.D.	Tutor	Instructor	Chemistry
JOHN M. NELSON, Ph.D.	Tutor	Instructor	Organic Chemistry
IDA H. OGILVIE, Ph.D.	Tutor	Instructor	Geology
ALLEN W. PORTERFIELD, A.M.	Tutor	Instructor	Germanic Languages
MAX SCHULMAN, M.D.	Assistant	Instructor	Applied Therapeutics
HENRY H. L. SCHULZE, A.M.	Tutor	Instructor	Germanic Languages
EDWARD W. SCRIPTURE, M.D. (November 15)	Director of Psychiatric Laboratory	Associate	Psychiatry
LEANDER H. SHEARER, M.D.	Assistant	Instructor	Medicine
LEWIS P. SICLOFF, A.B.	Tutor	Instructor	Mathematics
CHARLES H. SMITH, M.D.	Assistant	Instructor	Anatomy
HARRISON R. STEEVES, A.M.	Tutor	Instructor	English
EDGAR H. STURTEVANT, Ph.D.	Tutor	Instructor	Classical Philology
JOHN W. TAYLOR, A.M.	Tutor	Instructor	English
ALVAN A. TENNEY, Ph.D.	Tutor	Instructor	Sociology
CHARLES W. THOMAS, Mech.E.	Tutor	Instructor	Mechanical Engineering
EDWARD D. THURSTON, Jr., Mech.E.	Tutor	Instructor	Mechanical Engineering
ALLAN F. WESTCOTT, A.M.	Tutor	Instructor	English
ISAAC O. WOODRUFF, M.D.	Assistant	Instructor	Clinical Medicine
J. ENRIQUE ZANETTI, Ph.D.	Tutor	Instructor	Analytical Chemistry
ALFRED J. BROWN, M.D.	Assistant	Demonstrator	Anatomy
CHARLES R. L. PUTNAM, M.D.	Assistant	Demonstrator	Anatomy

Demonstrators

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1910

Professors

	NAME	FROM	TO
Jan. 3	ELIJAH W. BAGSTER-COLLINS, A.M.	Adjunct Professor of German	Assistant Professor of German
"	PEARCE BAILEY, M.D.	Adjunct Professor of Neurology	Assistant Professor of Neurology
"	CHARLES A. BEARD, Ph.D.	Adjunct Professor of Politics	Assistant Professor of Politics
"	ADOLPH BLACK, C.E..	Adjunct Professor of Civil Engineering	Assistant Professor of Civil Engineering
"	GEORGE W. BOTSFORD, Ph.D.	Adjunct Professor of History	Assistant Professor of History
"	RUSSELL BURTON-OPIZ, M.D.	Adjunct Professor of Physiology	Assistant Professor of Physiology
"	WILLIAM CAMPBELL, Sc.D.	Adjunct Professor of Metallurgy	Assistant Professor of Metallurgy
"	CARLTON C. CURTIS, Ph.D.	Adjunct Professor of Botany	Assistant Professor of Botany
"	BERGEN DAVIS, Ph.D.	Adjunct Professor of Physics	Assistant Professor of Physics
"	CHARLES N. DOWD, M.D.	Adjunct Professor of Clinical Surgery	Assistant Professor of Clinical Surgery
"	WILLIAM K. DRAPER, M.D.	Adjunct Professor of Clinical Medicine	Assistant Professor of Clinical Medicine
"	JOHN ERSKINE, Ph.D.	Adjunct Professor of English	Assistant Professor of English
"	CHARLES H. FARNSWORTH	Adjunct Professor of Music	Assistant Professor of Music
"	BERN B. GALLAUDET, M.D.	Adjunct Professor of Anatomy	Assistant Professor of Anatomy
"	WILLIAM A. HERVEY, A.M.	Adjunct Professor of Germanic Languages and Literatures	Assistant Professor of Germanic Languages and Literatures
"	LUCIUS W. HOTCHKISS, M.D.	Adjunct Professor of Clinical Surgery	Assistant Professor of Clinical Surgery
"	GRACE A. HUBBARD, A.M.	Adjunct Professor of English	Assistant Professor of English
"	ADAM L. JONES, Ph.D.	Adjunct Professor of Philosophy	Assistant Professor of Philosophy
"	DANIEL JORDAN, Pd.B.	Adjunct Professor of Romance Languages and Literatures	Assistant Professor of Romance Languages and Literatures
"	EDWARD KASNER, Ph.D.	Adjunct Professor of Mathematics	Assistant Professor of Mathematics
"	EDWARD L. KURTZ, E.M.	Adjunct Professor of Mining	Assistant Professor of Mining

	NAME	FROM	TO
Jan. 3	JOHN H. LARKIN, M.D.	Adjunct Professor of Pathology	Assistant Professor of Pathology
"	WILLIAM W. LAW- RENCE, Ph.D.	Adjunct Professor of English	Assistant Professor of English
"	GEORGE R. LOCKWOOD, M.D.	Adjunct Professor of Clinical Medicine	Assistant Professor of Clinical Medi- cine
"	LOUIS A. LOISEAUX, B.S.	Adjunct Professor of Romance Lan- guages and Litera- tures	Assistant Professor of Romance Lan- guages and Litera- tures
"	LEA McI. LUQUER, Ph.D.	Adjunct Professor of Mineralogy	Assistant Professor of Mineralogy
"	JAMES H. MCGREGOR, Ph.D.	Adjunct Professor of Zoology	Assistant Professor of Zoology
"	LEONARD B. Mc- WHOOD, A.B.	Adjunct Professor of Music	Assistant Professor of Music
"	MARGARET E. MALTBY, Ph.D.	Adjunct Professor of Physics	Assistant Professor of Physics
"	RALPH E. MAYER, C.E.	Adjunct Professor of Mechanical Draw- ing	Assistant Professor of Mechanical Drawing
"	GEORGE L. MEVLAN, M.D.	Adjunct Professor of Physical Education	Assistant Professor of Physical Educa- tion
"	SAMUEL A. MITCHELL, Ph.D.	Adjunct Professor of Astronomy	Assistant Professor of Astronomy
"	WILLIAM P. MONTA- GUE, Ph.D.	Adjunct Professor of Philosophy	Assistant Professor of Philosophy
"	HENRY R. MUSSEY, Ph.D.	Adjunct Professor of Economics	Assistant Professor of Economics
"	VAN HORNE NORRIE, M.D.	Adjunct Professor of Clinical Medicine	Assistant Professor of Clinical Medi- cine
"	NAOMI NORSWORTHY, Ph.D.	Adjunct Professor of Educational Psy- chology	Assistant Professor of Educational Psychology
Feb. 1	MARY A. NUTTING	Professor of House- hold Administra- tion	Professor of Nurs- ing
Jan. 3	JOHN OEHLER, Ph.G.	Adjunct Professor of Chemistry (Col- lege of Pharmacy)	Assistant Professor of Chemistry (Col- lege of Pharmacy)
"	GEORGE N. OLCOTT, Ph.D.	Adjunct Professor of Latin	Assistant Professor of Latin
"	HERSCHEL C. PARKER, Ph.B.	Adjunct Professor of Physics	Assistant Professor of Physics
"	CHARLES H. PECK, M.D.	Adjunct Professor of Clinical Surgery	Assistant Professor of Clinical Surgery
"	GEORGE B. PEGRAM, Ph.D.	Adjunct Professor of Physics	Assistant Professor of Physics
"	CHARLES E. PELLEW, A.M.	Adjunct Professor of Chemistry	Assistant Professor of Chemistry
"	JOSEPH C. PFISTER, A.M.	Adjunct Professor of Mechanics	Assistant Professor of Mechanics

	NAME	FROM	TO
Jan. 3	CHARLES L. POOR, Ph.D.	Professor of Astron- omy	Professor of Celestial Mechanics
"	MARIE REIMER, Ph.D.	Adjunct Professor of Chemistry	Assistant Professor of Chemistry
"	ARTHUR F. J. REMY, Ph.D.	Adjunct Professor of Germanic Philology	Assistant Professor of Germanic Phi- lology.
"	HERMAN VON W. SCHULTE, M.D.	Adjunct Professor of Anatomy	Assistant Professor of Anatomy
"	MRS. MARY K. SIMK- HOVITCH, B.A.	Adjunct Professor of Social Economy	Assistant Professor of Social Economy
"	VLADIMIR G. SIMK- HOVITCH, Ph.D.	Adjunct Professor of Economic History	Assistant Professor of Economic His- tory
"	HUGH A. STEWART, M.D.	Adjunct Professor of Pathology	Assistant Professor of Pathology
"	GEORGE D. STRAYER, Ph.D.	Adjunct Professor of Elementary Educa- tion	Assistant Professor of Elementary Education
Feb. 1	FREDERICK H. SYKES, Ph.D.	Director of Exten- sion Teaching	Director of Techni- cal Education
Jan. 3	RUDOLF TOMBO, JR., Ph.D.	Adjunct Professor of Germanic Lan- guages and Litera- tures	Assistant Professor of Germanic Lan- guages and Litera- tures
"	SAMUEL A. TUCKER, Ph.B.	Adjunct Professor of Electro-Chemistry	Assistant Professor of Electro-Chem- istry
"	KARL M. VOGEL, M.D.	Adjunct Professor of Clinical Pathology	Assistant Professor of Clinical Pa- thology
"	JAMES D. VOORHEES, M.D.	Adjunct Professor of Obstetrics	Assistant Professor of Obstetrics
"	HERMANN T. VULTÉ, Ph.D.	Adjunct Professor of Household Chem- istry	Assistant Professor of Household Chemistry
"	AUGUSTUS B. WADS- WORTH, M.D.	Adjunct Professor of Bacteriology	Assistant Professor of Bacteriology
"	JOHN B. WALKER, M.D.	Adjunct Professor of Clinical Surgery	Assistant Professor of Clinical Sur- gery
"	CHARLES P. WARREN, A.M.	Adjunct Professor of Architecture	Assistant Professor of Architecture
"	MABEL F. WEEKS, A.B.	Adjunct Professor of English	Assistant Professor of English
"	ROYAL WHITMAN, M.D.	Adjunct Professor of Orthopædic Sur- gery	Assistant Professor of Orthopædic Surgery
"	WILLIAM R. WIL- LIAMS, M.D.	Adjunct Professor of Pharmacology and Therapeutics	Assistant Professor of Pharmacology and Therapeutics
"	IRA H. WOOLSON, E.M.	Adjunct Professor of Civil Engineering	Assistant Professor of Civil Engineer- ing

Associates

NAME	FROM	TO
MABEL F. WEEKS, A.B.	Assistant Professor of English	Associate in English
LINSLEY R. WILLIAMS, M.D.	Associate in Medicine	Associate in Clinical Medicine

Instructors

A. V. S. LAMBERT, M.D.	Instructor in Surgery	Instructor in Clinical Surgery
RALPH W. LOBENSTEINE, M.D.	Instructor in Gynecology	Instructor in Clinical Gynecology
WALTON MARTIN, M.D. (January 1)	Instructor in Clinical Surgery	Instructor in Surgery
CHARLES C. SLEFFEL	Instructor in Manual Training	Instructor in Industrial Arts

Assistants

FREDERICK J. BARRETT, M.D.	Assistant in Medicine	Assistant in Clinical Medicine
CARLOTTA J. MAURY, Ph.D.	Lecturer in Geology	Assistant in Geology
EDWARDS A. PARK, M.D.	Instructor in Pathology	Assistant in Medicine

APPOINTMENTS

To take effect, unless otherwise indicated, on July 1, 1910

Professors and Administrative Officers

NAME	OFFICE
FREDERICK G. BONSER, M.S.....	Assistant Professor of Industrial Arts in Teachers College
WILLIAM T. BREWSTER, A.M. (April 10)	Provost of Barnard College
NATHAN E. BRILL, M.D..... (February 1)	Professor of Clinical Medicine
FERDINAND BRUNOT, Litt.D.....	Visiting Professor of French Literature
ANNA M. COOLEY, B.S.....	Assistant Professor of Household Arts in Teachers College
ERNST DAENELL, Ph.D.....	Kaiser Wilhelm Professor of German History and Institutions for 1910-11
JAMES C. EGBERT, Ph.D..... (February 1)	Director of Extension Teaching
JANE T. FALES, B.S.....	Assistant Professor of Household Arts in Teachers College
FREDERIC E. FARRINGTON, Ph.D...	Associate Professor of Education in Teachers College

NAME	OFFICE
EDGAR FAUVER, M.D.....	Assistant Professor of Physical Education in Teachers College
WILLIAM B. FITE, Ph.B.....	Professor of Mathematics
GRACE FULMER	Assistant Professor of Kindergarten Education in Teachers College
CLYDE FURST, A.M.....	Associate Professor of English in Teachers College
ARPAD G. GERSTER, M.D.....	Professor of Clinical Surgery
HERBERT E. HAWKES, Ph.D.....	Professor of Mathematics
PATTY S. HILL.....	Assistant Professor of Kindergarten Education in Teachers College
PERCY HODGE, Ph.D.....	Assistant Professor of Mechanics
FREDERICK KAMMERER, M.D.....	Professor of Clinical Surgery (February 1)
GEORGE W. KIRCHWEY, LL.D.....	Dean of the School of Law (December 6)
GEORGE P. KRAPP, Ph.D.....	Professor of English
AZUBAH J. LATHAM, A.B.....	Assistant Professor of Oral English in Teachers College
EMANUEL LIBMAN, M.D.....	Professor of Clinical Medicine (February 1)
DEAN PUTNAM LOCKWOOD, Ph.D..	Assistant Professor of Classical Philology
WILLIAM H. McCASTLINE, M.D..	Assistant Professor of Physical Education in Teachers College
CHARLES T. McFARLANE, Pd.D...	Controller of Teachers College (February 1)
FRANK GARDNER MOORE, Ph.D....	Professor of Classical Philology
WILLIAM NOYES, A.M.....	Assistant Professor of Industrial Arts in Teachers College
MRS. MARY D. SCHWARTZ ROSE, Ph.D.	Assistant Professor of Household Arts in Teachers College
HENRY A. RUGER, A.B.....	Assistant Professor of Educational Psychology in Teachers College
WALTER I. SLICHTER, E.E.....	Professor of Electrical Engineering
CHARLES ALPHONSO SMITH, Ph.D.	Theodore Roosevelt Professor of American History and Institutions in the University of Berlin for 1910-11
HARLAN F. STONE, LL.B.....	Professor of Law and Dean of the School of Law
CLIFFORD B. UPTON, A.M.....	Assistant Professor of Mathematics in Teachers College
JOHN HOWARD VAN AMRINGE, Ph.D., LL.D., L.H.D.....	Emeritus Professor of Mathematics
MAY BELLE VAN ARSDALE, B.S...	Assistant Professor of Household Arts in Teachers College
LA RUE VAN HOOK, Ph.D.....	Associate Professor of Classical Philology
LAMONT A. WARNER.....	Assistant Professor of Household Arts in Teachers College
GEORGE V. WENDELL, Ph.D.....	Professor of Physics
ELIZABETH H. WHEELER.....	Recorder of the Medical Faculty
MILTON C. WHITAKER, M.S.....	Professor of Industrial Chemistry
J. PAUL JONES WILLIAMS, C.E....	Assistant Professor of Civil Engineering

Associates

NAME	OFFICE
WALTER BENSEL, M.D.....	Associate in Hygiene and Preventive Medicine
ALBERT A. BERG, M.D.....	Associate in Clinical Surgery (February 1)
CHARLES H. BURNSIDE, A.M.....	Associate in Physics (October 1)
ISAAC LEVIN, M.D.....	Associate in Pathology (November 1)
MAURICE PRÉVÔT (Oct. 1, 1910)..	Associate in Architecture
JACKSON E. REYNOLDS, LL.B.....	Associate in Law
J. S. SHEARER, Ph.D.....	Associate in Physics (February 1)
NORBERT STADTMÜLLER, M.D.....	Associate in Clinical Medicine (November 1)

Instructors

FRANKLIN M. CLASS, M.D.....	Instructor in Applied Therapeutics
HAROLD B. CURTIS, Ph.D.....	Instructor in Mathematics
FRANKLIN C. FETTE, Ph.B.....	Instructor in Physical Education
JAMES K. FINCH, C.E.....	Instructor in Civil Engineering
HERMANN FISCHER, M.D.....	Instructor in Clinical Surgery (November 1)
EDWARD J. FORTIER, A.B.....	Instructor in the Romance Languages and Literatures
JULES V. HABERMAN, M.D.....	Instructor in Neurology (November 15)
OTTO HENSEL, M.D.....	Instructor in Clinical Medicine (February 1)
ARTHUR LOWELL HERRICK, B.S.,	Instructor in Mechanical Engineering C.E.
J. RAMSAY HUNT, M.D.....	Instructor in Neurology
NELS J. LENNES, Ph.D.....	Instructor in Mathematics
HENRY H. M. LYLE, M.D.....	Instructor in Surgery
CHARLES W. MCMURTRY, M.D....	Instructor in Dermatology
ALFRED MICHAELIS, M.D.....	Instructor in Otology
OTTO M. SCHWERTFEGER, M.D....	Instructor in Clinical Medicine (November 1)
GEORGE MILTON SMITH, M.D....	Instructor in Clinical Surgery
DE WITT STETTEN, M.D.....	Instructor in Clinical Surgery (November 1)
ERNEST H. WRIGHT, A.M.....	Instructor in English

Demonstrators

RICHARD DERBY, M.D.....	Demonstrator of Anatomy
JOHN C. VAUGHAN, M.D.....	Demonstrator of Anatomy

Lecturers

HUGH AIKMAN	Lecturer in Mechanical Engineering (August 2)
FRANK F. ALMY, B.Sc.....	Lecturer in Physics (August 23)
RICHARD F. BACH, A.B.....	Lecturer in Architecture

NAME	OFFICE
DUDLEY B. BULLARD.....	Lecturer in Mechanical Engineering (August 2)
C. E. COOLIDGE.....	Lecturer in Mechanical Engineering (August 2)
MICHAEL F. DEE, LL.B.....	Lecturer in Law (April 1)
RALPH W. GIFFORD, LL.B.....	Lecturer in Law (November 22)
CHARLES A. HAGUE.....	Lecturer in Mechanical Engineering (November 1)
CHARLES D. HAZEN, Ph.D.....	Lecturer in History
JOSEPH JASTROW, Ph.D.....	Non-resident Lecturer in Psychology (November 1)
C. N. JEPSON.....	Lecturer in Mechanical Engineering (August 2)
JUDAH A. JOFFE, A.B.....	Lecturer in Russian (October 4)
NICHOLAS A. KOENIG, Ph.D.....	Gustav Gottheil Lecturer in Semitic Languages
JAMES F. MCCLELLAND, E.M.....	Lecturer in Mining
C. H. NORTON.....	Lecturer in Mechanical Engineering (August 2)
JOHN WARING PARKS, LL.B.....	Lecturer in Law (November 1)
JAMES S. REID, Litt.D.....	Lecturer in Classical Philology (February 7)
ROBERT L. SCHUYLER, Ph.D.....	Lecturer in History
ARTHUR L. SMITH, M.A.....	Lecturer in Political Philosophy (on James S. Carpentier Foundation) (February 7)
H. F. STIMPSON.....	Lecturer in Mechanical Engineering (August 2)
C. W. STONE.....	Lecturer in Mechanical Engineering (August 2)
HARLAN F. STONE, LL.B.....	Lecturer in Law (February 1)
FREDERICK A. VANDERBURGH, Ph.D.	Lecturer in Semitic Languages
FREDERIC LYMAN WELLS, Ph.D. . .	Lecturer in Psychology
FREDERICK W. WITHERELL, S.B..	Lecturer in Civil Engineering

Assistants

JESSE E. BEANS.....	Assistant in Drawing (February 1)
HUGH H. CALDWELL, A.B.....	Assistant in English (October 18)
ERNEST D. CLARK, A.M.....	Assistant in Biological Chemistry
T. WOOD CLARKE, M.D.....	Assistant in Diseases of Children (January 1)
DANIEL D. CONDIT, A.M.....	Assistant in Geology
DUDLEY S. CONLEY, M.D.....	Assistant in Surgery
ELIZABETH C. COOK, A.M.....	Assistant in English in Barnard Col- lege (October 18)
JOHN F. DASHIELL, A.M.....	Assistant in Philosophy
KATHARINE S. DOTY, A.M.....	Assistant in History in Barnard Col- lege

NAME	OFFICE
KIRBY DWIGHT, M.D.....	Assistant in Surgery
JAMES G. DWYER, M.D.....	Assistant in Bacteriology
BENJAMIN G. FEINBERG, B.S.....	Laboratory Assistant in Industrial (October 25) Chemistry
HARRY L. FISHER, A.M.....	Assistant in Organic Chemistry
EDGAR M. FLINT, B.S.....	Laboratory Assistant in Quantitative (October 25) Analysis
HARRIET R. FOX, A.B.....	Assistant in English in Barnard Col- lege
ALEXANDER GOLDENWEISER, Ph.D.	Assistant in Anthropology
GRACE H. GOODALE, A.B.....	Assistant in Classical Philology in Barnard College
ISIDOR GREENWALD, B.S.....	Assistant in Biological Chemistry (October 11)
ABRAHAM GROSS, A.M.....	Assistant in Analytical Chemistry
CHARLES HERRMAN, M.D.....	Assistant in Diseases of Children (January 1)
JULIAN C. HINES, Jr., M.S.....	Assistant in Physics
JOHN A. HOAG, C.E.....	Assistant in Drawing (October 4)
J. GARDNER HOPKINS, M.D.....	Assistant in Clinical Pathology
ARTHUR LEFFERTS HUTTON, M.D..	Assistant in Applied Therapeutics
ANDREW W. JACKSON, A.M.....	Assistant in Physics (October 4)
HENRY JAMES, M.D.....	Assistant in Medicine
MATTHEW T. McCLURE, JR., A.M..	Assistant in Philosophy
ROBERT F. McCRACKAN, B.S....	Assistant in Analytical Chemistry (April 1)
CHARLES W. McKONE, A.M.....	Assistant in Analytical Chemistry (October 25)
EDWARD NORRIS MILLIKEN, A.M..	Assistant in Chemistry
WALTER A. MITCHELL, A.B.....	Assistant in Physics (August 23)
CHARLES PACKARD, M.S.....	Assistant in Zoology
HAROLD PERRINE, A.M.....	Assistant in Civil Engineering
ALBERT T. POFFENBERGER, Jr., A.M.	Assistant in Psychology
ANTON R. ROSE.....	Assistant in Biological Chemistry
MORTIMER F. SAYRE, E.M.....	Assistant in Civil Engineering
FREDERICK W. SCHWARTZ, B.S...	Laboratory Assistant in Physical Chemistry
GEORGE A. SCOTT, B.S.....	Assistant in Physics
ROBERT G. SNYDER, M.D.....	Assistant in Clinical Pathology and in Clinical Medicine
ANCEL ST. JOHN, Ph.B.....	Assistant in Physics (August 23)
ARTHUR W. SWANN, M.D.....	Assistant in Medicine
HENRY C. THACHER, M.D.....	Assistant in Medicine
EDGAR G. THOMSSSEN, A.M.....	Laboratory Assistant in Physical (October 4) Chemistry
JOHN W. TODD, A.M.....	Assistant in Psychology
JOHN C. VAUGHAN, M.D.....	Assistant in Surgery
FREDERICK P. WHITAKER, LL.B..	Assistant in Law (October 9)
ANDREW B. YARD, M.D.....	Assistant in Diseases of Children

LEAVE OF ABSENCE

For the whole or part of the year 1909-1910 was granted to the following officers:

NAME	OFFICE
FRANKLIN T. BAKER, A.M., Litt.D. (For the first half-year)	Professor of the English Language and Literature in Teachers College
MAURICE A. BIGELOW, Ph.D..... (For the second half-year)	Professor of Biology in Teachers College
GEORGE W. BOTSFORD, Ph.D..... (For the entire year)	Assistant Professor of History
FRANCIS M. BURDICK, LL.D..... (For the second half-year)	Dwight Professor of Law
JOHN W. BURGESS, Ph.D., LL.D.. (For the entire year)	Ruggles Professor of Political Science and Constitutional Law, and Dean of the Graduate Faculties
GARY N. CALKINS, Ph.D..... (For the entire year)	Professor of Protozoölogy
ADOLPHE COHN, A.M., LL.B..... (For the second half-year)	Professor of the Romance Languages and Literatures
HENRY E. CRAMPTON, Ph.D..... (For the first half-year)	Professor of Zoology
FRANCIS B. CROCKER, Ph.D..... (For the entire year)	Professor of Electrical Engineering
SAMUEL T. DUTTON, A.M..... (For the first half-year)	Professor of School Administration in Teachers College
RICHARD J. H. GOTTHEIL, Ph.D... (For the entire year)	Professor of Rabbinical Literature and the Semitic Languages
WILLIAM HALLOCK, Ph.D..... (For the second half-year)	Professor of Physics
ALFRED D. F. HAMLIN, A.M..... (For the first half-year)	Professor of the History of Archi- tecture
CASSIUS JACKSON KEYSER, Ph.D.. (For the second half-year)	Adrain Professor of Mathematics
JOHN A. MACVANNEL, Ph.D..... (For the entire year)	Professor of the Philosophy of Edu- cation in Teachers College
MARGARET E. MALTBY, Ph.D..... (For the entire year)	Assistant Professor of Physics in Barnard College
HENRY L. MOORE, Ph.D..... (For the entire year)	Professor of Political Economy
JOHN BASSETT MOORE, LL.D..... (For the entire year)	Hamilton Fish Professor of Inter- national Law and Diplomacy
GEORGE C. D. ODELL, Ph.D..... (For the second half-year)	Professor of English
HERBERT L. OSGOOD, Ph.D..... (For the entire year)	Professor of History
HARRY T. PECK, L.H.D., LL.D... (For the first half-year)	Anthon Professor of the Latin Lan- guage and Literature
JOSEPH C. PFISTER, A.M..... (For the entire year)	Assistant Professor of Mechanics
JULIUS SACHS, Ph.D..... (For the second half-year)	Professor of Secondary Education in Teachers College
FRANK DEMPSTER SHERMAN, Ph.B. (For the second half-year)	Professor of Graphics
CHARLES A. STRONG, A.B..... (For the entire year)	Professor of Psychology
HENRY SUZZALLO, Ph.D..... (For the first half-year)	Professor of the Philosophy of Edu- cation in Teachers College

NAME	OFFICE
FREDERICK H. SYKES, Ph.D.	Director of Extension Teaching and (For the second half-year) Professor in Teachers College
FREDERICK J. E. WOODBRIDGE, LL.D.	Johnsonian Professor of Philosophy (For the second half-year)
CLARENCE H. YOUNG, Ph.D.	Professor of Greek (For the second half-year)

REPRESENTATIVES OF THE UNIVERSITY DURING 1909-10

At the installations of

- President Foster, Beaver College—Professor LEROY WELLER, A.M., '06.
 President Sanford, Clark College—Rev. SHEPHERD KNAPP, A.B., '94.
 President Bryan, Colgate University—Professor W. H. CARPENTER.
 President Nichols, Dartmouth College—President BUTLER. Mr. GEORGE A. PLIMPTON, Professors KEMP, PUPIN and HALLOCK.
 President Gates, Fiske University—EUGENE TAVENNER, A.B., '01; A.M., '03.
 President Apple, Franklin and Marshall College—CHAPLAIN KNOX.
 President Lowell, Harvard University—Mr. GEORGE L. RIVES, President BUTLER, Professors VAN AMRINGE and GOODNOW.
 President Shanklin, Wesleyan University—Professor A. H. THORNDIKE.

Anniversary celebrations of

- Augustana College (50th)—Rev. THEODORE BOGERT FOSTER, A.B., '79.
 University of Geneva—Professor MUNROE SMITH.
 Lawrenceville School (100th)—Professor SLOANE.
 University of Leipsic (500th)—Professor PERRY.
 Marietta College (75th)—Professor FRANK P. GRAVES, A.B., '90; A.M., '91.

Miscellaneous

- Association of American Universities, Madison, Wis.—Professors CARPENTER and MUNROE SMITH and Mr. KEPPEL.
 Association of Colleges and Preparatory Schools of the Middle States and Maryland—Professors FISKE and JONES.

TABLE SHOWING THE NUMBER OF OFFICERS OF INSTRUCTION IN EACH GRADE 1899-1910

	1898-9		1903-4		1909-10	
	No.	Percentage of total number	No.	Percentage of total number	No.	Percentage of total number
Professors	63	34.4	85	31.9	125	37.
Assistant Professors	11	6.	36	13.5	44	13.
Associates . . . . .	..	..	..	..	12	3.5
Instructors	20	10.9	28	10.5	29	8.6
Tutors	27	14.7	51	19.1	40	11.8
Lecturers	26	14.2	30	11.2	43	12.7
Assistants	36	19.6	36	13.5	44	13.
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	183		266		337	

The above figures omit officers of P. & S., College of Pharmacy, National Academy of Designs, Metropolitan Museum of Art and the American Museum of Natural History.

APPENDIX 2

ADDRESSES, PUBLIC LECTURES, CONCERTS AND RECITALS

UNDER THE AUSPICES OF THE UNIVERSITY UNIVERSITY SPEAKERS

Opening Exercises

Morningside

September 22. Standards of Success. Professor MATTHEWS.

Medical School

" 23. Imagination and Ideality in Medical Science. Professor
HERTER.

Commencement Week

- May 29. Baccalaureate Sermon. RUSH RHEES, D.D., LL.D., *President of the University of Rochester.*
" 31. Address to Members of Phi Beta Kappa. WILLIAM
ALLEN WHITE, A.M., *Emporia, Kansas.*
June 1. Commencement Address. President BUTLER.

Lectures on Literature

- October 13. The Approaches to Literature. Professor MATTHEWS.
" 20. Semitic. Professor GOTTHEIL.
" 27. Indo-Iranian. Professor JACKSON.
November 3. Chinese. Professor HIRTH.
" 10. Greek. Professor PERRY.
" 17. Latin. Professor PECK.
" 24. French. Professor COHN.
December 1. The Middle Ages. Professor LAWRENCE.
" 8. The Renaissance. Professor FLETCHER.
" 15. The Classicist Rule. Professor ERSKINE.
January 5. The Romantic Revolt. Professor PAGE.
" 12. Italian. Professor SPERANZA.
" 19. Spanish. Professor TODD.
February 2. English. Professor A. H. THORNDIKE.
" 9. Classical Influences. Dr. REID, *Professor of Ancient
History in The University of Cambridge.*
" 16. German. Professor THOMAS.
" 23. Russian. Dr. JOFFE.
March 2. The Cosmopolitan Outlook. Professor TRENT.
" 9. Literary Criticism. Professor SPINGARN.

On Fine Arts

Professor PELLEW

- October 18. Dyeing of Cotton with Modern Dye-stuffs.
 " 25. Tied and Dyed Work.
 November 8. Dyeing and Adulteration of Natural Silk.
 " 15. Manufacture and Dyeing of Artificial and Imitation Silk.
 November 22. The Science of Artistic Oil Painting. MAXIMILIAN
 TOCH, Ph.D.

Mr. THATCHER

- November 29. Copper Work—Formation of Simple Decorative Objects
 —Enrichment—Repoussé.
 December 6. Joining the Metals—Soldering and Brazing—Building up.
 " 13. Silver Work—Jewelry—Forming—Built-work—Coloring.
 " 20. Enamels—Cloisonné—Champlevé—Application to Metals.
 January 10 and 17. Structure of Metals and Alloys used in the Arts.
 Professor CAMPBELL.

Professor HALLOCK

- January 24. Wave Motion and the Physical Basis of Light.
 " 31. Physical Causes of Color and Colored Light.
 February 7. Causes of Color; Absorption, Refraction, Diffraction,
 Interference.
 " 14. Color Vision, Contrast, Color-blindness.
 " 21. The Architectural Remains in Northern Africa. Mr.
 GEORGE B. DEXTER, of Boston.

Mr. E. R. SMITH

- February 28. In Ancient and Medieval Painting: Fresco, Encaustic,
 Tempera, Mosaic, Painted Glass.
 March 7. In Modern Painting: Oil, Water-color, Pastel; in Black-
 and-White; Drawing, Engraving, Etching.
 " 14. In Sculpture: Modeling, Terra-cotta, Carving, Casting in
 Plaster and Metal.
 April 4. Louis XIV and the Arts in France. PAUL CHALFIN,
Lazarus Scholar, 1906.

Professor BOAS

- April 11. The Technique of Art: Sculpture—Carving—Weaving—
 Pottery—Painting—Embroidery.
 " 18. The Invention of Decorative Designs: Picto-graphic
 Representation and Geometric Design.
 " 25. The Significance of Decorative Design: The Origin and
 Distribution of Symbolic Design.
 May 2. Nature and Geometry in Ornament. Professor HAMLIN.

On the George Blumenthal Foundation

Cost of National Government

HENRY JONES FORD, *Professor of Politics in Princeton University*

- October 26. The Growth of Expenditure.
 " 9. Making the National Budget.
 November 16. Constitutional Agencies of Budget Control.
 " 23. Theory and Practice in the United States.
 " 30. Some Comparisons with other Countries.
 December 7. Evolution of the American System.
 " 14. Political Conditions and Tendencies.
 " 21. Possibilities of Improvement.

Carpentier Lectures

ARTHUR LIONEL SMITH, M.A., *Fellow and Tutor of Balliol College, Ford Lecturer, 1907, in the University of Oxford*

- March 9. Hobbes and Sovereignty.
 " 10. Hobbes and Church and State.
 " 11. Milton and the Religious Ideal.
 " 15. Harrington and the Division of Powers.
 " 16. Filmer and Divine Right and Passive Obedience.
 " 17. Sidney and the Social Contract and Natural Rights.
 " 18. Locke and Individualism and the Right of Revolution.
 " 22. Bolingbroke and the Use of History in Politics.
 " 23. { Defoe and Party Government.
 " 29. { Hume and the Science of Politics.
 " 29. Hamilton on Federalism and on Democracy.
 " 30. Burke and the Theory of Representation.
 " 31. Burke and the Body Politic.

Hewitt Lectures at Cooper Union

Power

Professor LUCKE

- February 7. The part played by power in supplying daily wants.
 " 14. Conditions leading to the substitution of power for part of the labor of men.
 " 21. Essential elements of steam-power systems.
 " 28. Principles of reduction of waste in steam-power systems.
 March 7. Processes and mechanism of the gas-power system.
 " 14. Adaptation of natural, solid and liquid fuels for the use of internal-combustion engines.
 " 21. Water-power systems and basic hydraulic processes.
 " 28. Social and economic consequences of the substitution of power and machinery for hand-labor.

UNDER FACULTY AND DEPARTMENTAL AUSPICES

Department of Astronomy

Professor JACOBY

- October 13. North Polar Astronomy.
 May 4. Halley's Comet.

Department of Classical Philology

JAMES S. REID, Litt.D., LL.D., *Professor of Ancient History in the University of Cambridge*

- March 7. The place of the municipality in ancient civilization, and particularly in that of the Roman Empire.
 " 10. The municipalities of ancient Italy, and their historic relations with Rome, down to the date of the unification of Italy.
 " 14. The Roman "Colonia" as an instrument for the spread of Roman influence and culture.
 " 17. The extension of the Roman type of municipality to the provinces, particularly in the West.
 " 21. The Romanization of Africa and the Roman influence on the municipalities of the Hellenic East.
 " 24. The civic institutions of the Roman municipalities.

Department of English

Contemporary Literature

- March 1. The Literature of Agitation: What has been Accomplished in Ten Years. WILLIAM ALLEN WHITE, A.M., *Editor of the Emporia Gazette*.
 " 8. The Human Element in Literature. HAMILTON W. MABIE, *Editor of the Outlook*.
 " 15. Poetry. PERCY MACKAYE.
 " 17. The Drama. CLAYTON HAMILTON, A.M., *Dramatic Editor, The Forum*.
 " 22. The Novel and American Life. ROBERT HERRICK.
 " 29. Journalism and Literature. EDWARD CARY, *of The New York Times*.
 April 5. The Magazine. MISS IDA TARBELL.
 " 7. Literature and Business. HENRY HOLT, *of Henry Holt & Co.*
 " 12. The Realities of Modern Literature. RIPLEY HITCHCOCK, *of Harper Brothers*.
 " 14. The Short Story. F. HOPKINSON SMITH.
 " 19. Literature and the Fine Arts. PROFESSOR LAFARGE.
 " 21. The Literature of Information. FRANK M. COLBY, *Associate Editor, The Bookman*.
 " 26. American Humor. GELETT BURGESS.
 May 3. The Function of Criticism. PAUL ELMER MORE, *Literary Editor, The Evening Post*.
 " 10. Contemporary Literary Ideals. HENRY VAN DYKE, LL.D., *Professor of English Literature, Princeton University*.

Department of Germanic Languages and Literatures

- April 11. Der dramatische Werdegang der neueren Litteratur. WILHELM SCHMIDTBONN, *Author of Mutter Landstrasse, Uferleute, Der Graf von Gleichen, etc., etc.*
- May 9. Die Psychologie des dichterischen Schaffens. RUDOLF LEHMANN, *Professor of Philosophy and the History of German Literature in the Royal Kaiser Wilhelm Academy, Posen.*

Department of History

- January 6. Napoleon III. GEORGE WALTER PROTHERO, Litt.D., LL.D., *Editor of the Quarterly Review and Co-Editor of the Cambridge Modern History.*

Department of Indo-Iranian Languages

- March 9. Alexander the Great in Persia and India. Professor JACKSON.

Department of Mechanical Engineering

Works Management

Mondays and Thursdays during the second half-year

- CHARLES U. CARPENTER, *President of the Herring-Hall-Marvin Safe Co.*
 HARRINGTON EMERSON, *Consulting Engineer.*
 H. L. GANTT, *Consulting Engineer.*
 CHARLES B. GOING, *Managing Editor of the Engineering Magazine.*
 RICHARD T. LINGLEY, C.P.A., *Treasurer, American Real Estate Co.*
 WALTER M. MCFARLAND, *Vice-President, Westinghouse Electric and Manufacturing Co.*
 EDWIN J. PRINDLE, *of the New York Bar.*

Department of Music

- January 11, 18, 25—February 8, 15, and 21. Organ Recitals.
 February 1 and March 1. Historical Concert, University Chorus.
 March 8, 15, 22, 29—April 5, 12, 19, 26. Concerts of Chamber Music.
 May 3. Concert of Original Compositions by Students in the Department of Music.

Department of Philosophy and Psychology

Three Philosophical Poets, Lucretius, Dante, Goethe

GEORGE SANTAYANA, Ph.D., *Professor of Philosophy in Harvard University*

- February 3. Introduction. Lucretius.
 " 4. Lucretius.
 " 7. The Heritage of Dante, his Life. and Minor Works.
 " 8. The Divine Comedy.
 " 10. Goethe's Faust; its Romantic Elements.
 " 11. Goethe's Faust; the Moral of it. General Review.

Contemporary Philosophic Thought

- March 1. Bergson. Dr. PITKIN.
 " 8. Maeterlinck. Professor DEWEY.
 " 15. Poincaré. Dr. BROWN.
 " 22. William James. Professor MILLER.
 " 29. George Santayana. Dr. BUSH.
 April 5. Josiah Royce. Professor MONTAGUE.
 " 12. Eucken. Professor LORD.

JOSEPH JASTROW, Ph.D., *Professor of Psychology, University of Wisconsin*

- March 7. The Analysis of Character: an historical survey.
 " 11. The Analysis of Character: a psychological view.
 " 14. The Sensibilities.
 " 18. The Emotions and Conduct.
 " 21. The Temperaments.
 April 1. Abnormal Character.
 " 4. Racial and Social Character.
 " 8. The Qualities of Men.

Department of Romance Languages and Literatures

French

JOSEPH BÉDIER, *of the Collège de France*

- November 1. Les "chansons d'histoire" ou de "toile."
 " 3. Les chansons de mai; les chansons de danse.
 " 5. Les chansons de mal mariée. L'Aube.
 " 8. Les pastourelles.
 " 10. Les chansons de croisade.
 " 12. Les "jeux partis."
 December 2. La France est-elle en décadence? Professor COHN.
 " 9. Henri Becque. LOUIS DELAMARRE, Ph.D., *of the College of the City of New York.*
 " 16. La Ville au Moyen-Age (avec projections photographiques). Mr. CAMILLE ENLART, *Directeur du Musée du Trocadéro.*
 January 6. L'année 1909 en France: I. Politique. Professor COHN.
 " 13. Le costume et le mobilier au Moyen-Age (avec projections photographiques). Mr. ENLART.
 " 20. L'année 1909 en France: II. Science, Littérature, Art. Professor COHN.
 February 10. L'Italie du Nord (avec projections). Professor LOISEAUX.
 " 17. George Meredith et la France-Moderne. LOYALTY CRU, *of the Normal College.*
 " 24. La Bretagne et les Bretons (avec projections). Mr. FONTAINE.
 March 3. Quatre Siècles de Cuisine Française. Professor LOISEAUX.

- March 10. Les Gaulois chez eux (avec projections). Professor JORDAN.
 " 17. L'Idée française dans le théâtre d'Henri de Bornier. AUGUSTE GEORGE, *Président de la Société Nationale des professeurs français en Amérique.*

Spanish

- March 15. Cervantes y el Quijote. JUAN ANTONIO CAVESTANY, *Senator, Member of the Royal Spanish Academy.*

Faculty of Applied Science

Lectures on Economic Agriculture

- January 18. The relation of agriculture to the prosperity of a nation. Country life and the new agriculture. GEORGE T. POWELL, *President Agricultural Experts Association.*
 " 25. The soil. Its improvement by mechanical means. The significance of tillage and the philosophy of ploughing. The function of plants. Mr. POWELL.
 February 1. Artificial fertilizers. Their relation and influence upon the soil and upon plants. GEORGE D. LEAVENS, *Agricultural Chemist.*
 " 8. Propagation and culture of trees and plants. The apple the standard of fruits. Orchard management. Demonstration in grafting, budding and pruning trees. Mr. POWELL.
 " 15. Co-operation. An economic necessity in agricultural operations. How to secure its benefits. WILLIAM D. HURD, *Professor in the Amherst Agricultural College.*
 March 1. Living from a garden. Garden making. Small fruits. Dwarf trees. Mr. POWELL.
 " 8. Ornamental planting on a farm or country estate. Natural effect and formal gardens. Lecture illustrated with lantern slides. LEONARD BARRON, *Managing Editor of Garden Magazine.*
 " 15. Harmful insects. Forms injurious to fruit and ornamental trees, and to farm crops. Spraying and spraying materials. Mr. POWELL.
 " 22. Beneficial insects. The balance in nature. Parasites. JOHN B. SMITH, *Professor in the New Jersey Agricultural College.*
 " 29. Animal husbandry. Breeding and development of domestic animals. How to build up and maintain a profitable dairy herd. CHARLES W. BURKETT, *Editor of American Agriculturist.*
 April 5. Poultry farming. Small versus large farms. Factors that make for success. Mr. POWELL.
 " 12. Management of meadow land. The production of hay as a market crop. Alfalfa in Eastern farming. THOMAS M. KNIGHT, *Agricultural Expert.*
 " 19. Seed selection. Purity and vitality of seeds as affecting yields of crops. Plant breeding. Treatment of weeds. Mr. POWELL.

- May 5. Sanitary Requirements and Milk Prices. BERNHARD BOEGGLD, *Professor in the Royal Danish Agricultural College and Lecturer in the United States under the auspices of the Danish-American Association.*

Christian Association

- December 16. Reclaiming Arid Lands in the West. FREDERICK HAYNES NEWELL, B.S., *Chief Engineer Reclaiming Service U. S. Geological Survey.*
- January 13. Science and the World Language. OTTO JESPERSEN, Ph.D., Litt.D., *Professor of English Philology.*
- February 18. The Roman Theatre. Professor KNAPP.
- " 24. On the Trail of the Immigrant. EDWARD A. STEINER, Ph.D., *Professor of Applied Christianity, Iowa College.*

Lectures before the School of Household Arts

Teachers College

New York

- December 17. Mediaeval Embroidery. Miss MAY MORRIS, *London, England.*
- January 27. Corn and Its Usefulness to Mankind. Professor WILLIAM D. HURD, *Amherst, Massachusetts.*
- February 4. Health Problems of the Household. A Housekeepers' Conference, with lectures by Professor THOMAS D. WOOD, *Professor of Physical Education.*
Principles of Human Nutrition. Professor HENRY C. SHERMAN, *Professor of Organic Analysis.*
Demonstration in Cooking. Miss ANNA BARROWS, *Instructor on Household Arts.*
- February 9. Industrial Education Among the Mountain People of Eastern Kentucky. Miss MAY STONE, *W. C. T. U. Industrial School, Hindman, Kentucky.*
- March 9, 16, 23, 30. Demonstrations in Carving. M. JEAN SEL-LIER, *Chief of the Crescent Club, Brooklyn, N. Y.*
- " 11. The Early Education of Children. Dr. ELMER ELLS-WORTH BROWN, *United States Commissioner of Education, Washington, D. C.*
- April 1 and 8. Mrs. FLORENCE KELLEY, *General Secretary of the National Consumers' League.*
1. Ethics for the Consumer.
2. The Disintegrating Influence of Modern Industry Upon the Home.
- " 14. Progress in Home Economics. Mrs. ELLEN H. RICHARDS, *Massachusetts Institute of Technology, Boston, Mass.*
- " 29. Defects in New York Apartment Houses. Mrs. S. A. SAUNDERS, *New York.*
- May 13. Ideals in Family Life. Professor THOMAS D. WOOD, *Professor of Physical Education.*
The Fireless Cooker. Demonstration. Mr. CHARLES BARNARD, *Housekeeping Experiment Station, Darien, Tinsel and Metal Work.* Demonstration. FRAU HEIGL, *Germany.*

UNDER ASSOCIATION AND SOCIETY AUSPICES

New York Academy of Political Science

- November 1. The English Budget and Social Reform. GEORGE PAISH, *Editor of the London Statist, Member of the Council of the Royal Statistical Society.*

The Germanistic Society of America

- April 13. Die Deutsche Reformation in der Dramatischen Darstellung. WILHELM SCHMIDTBONN, *Author of Mutter Landstrasse, Der Graf von Gleichen, etc.*
- March 21, 23, 29, 31 and April 1. The German Secondary School and Instruction in the Vernacular. Professor RUDOLF LEHMANN, *of the Kaiser Wilhelm Akademie in Posen.*

American Guild of Organists

- March 21. Twenty-third Recital. FRANK L. SEALY, F.A.G.O.

SERVICES IN ST. PAUL'S CHAPEL

Stated Afternoon Services

Hudson-Fulton Service

- September 26. Rev. HARRY EMERSON FOSDICK, Montclair, N. J.
- October 3. Rev. D. M. STEELE.

Christianity and the Modern World

October 10 to December 12, inclusive

- October 10. Christianity and Education. Chaplain KNOX.
- " 17. Christianity and Philosophy. Professor WILLIAM ADAMS BROWN.
- " 24. Christianity and Science. Rev. FLAVEL S. LUTHER, *President, Trinity College.*
- " 31. Christianity and Social Ideals. Professor GEORGE A. COE.
- November 7. Christianity and Ethics. Rev. ELWOOD WORCESTER, '86.
- " 14. Christianity and Art. Rev. HUGH BLACK, *Union Theological Seminary.*
- " 21. Christianity and Commerce. Rev. JAMES E. FREEMAN, *Rector, St. Andrew's Church, Yonkers, N. Y.*
- " 28. Christianity and The Treatment of Criminals. Professor DEVINE.
- December 5. Christianity and Government. Rev. CHARLES F. AKED, *Pastor Fifth Ave. Baptist Church.*
- " 12. Christianity and International Relations. Rev. CHARLES E. JEFFERSON.
- January 9. Chaplain KNOX.
- " 16. Rev. F. L. H. POTT, '83, *President of St. John's College, Shanghai.*
- " 23. Chaplain KNOX.
- " 30. Rev. FREDERICK LYNCH, *Pastor of Pilgrim Church.*

- February 6. Chaplain KNOX.
 " 13. Rev. DUNCAN H. BROWNE, '05, *Vicar of Bronx Church House (Alumni Day Service)*.
 " 20. Chaplain KNOX.
 " 27. Rev. JAMES C. MACKENZIE, *Dobbs Ferry-on-Hudson*.
 March 6. Rev. S. DELANCY TOWNSEND, *Rector, All Angels' Church*.
 " 13. Rev. J. HERMAN RANDALL, *Pastor, Mount Morris Baptist Church*.
 " 20. Rev. J. WESLEY HILL, *Minister, Metropolitan Temple*.
 " 27. Chaplain KNOX.
 April 3. Rev. GEORGE WILLIAM DOUGLAS, *Canon of the Cathedral of St. John the Divine*.
 " 10. Chaplain KNOX.
 " 17. Rev. HENRY E. COBB, *Minister, West End Collegiate Church*.
 " 24. Chaplain KNOX.
 May 1. Rev. NEHEMIAH BOYNTON, *Minister, Clinton Avenue Congregational Church, Brooklyn*.
 " 8. Chaplain KNOX.
 " 15. Rev. MILO H. GATES, *Vicar, Church of the Intercession*.
 " 22. Chaplain KNOX.

Lenten Addresses, 1910

- February 10. Rev. SPENCER S. ROCHE.
 " 17. Rev. C. F. J. WRIGLEY.
 " 24. Rev. HERBERT SHIPMAN.
 March 3. Rev. ROBERT B. KIMBER.
 " 10. Rev. C. CAMPBELL WALKER.
 " 17. Rt. Rev. FREDERICK COURTNEY.

Vocation Series (by Alumni)

- March 1. Law. FREDERICK R. COUDERT, '90.
 " 8. Engineering. BENJAMIN B. LAWRENCE, '78 S.
 " 15. Medicine. Dean LAMBERT, '85 M.
 " 22. Ministry. Rev. LEIGHTON WILLIAMS, '76.
 " 29. Business. FREDERICK K. COYKENDALL, '95.
 April 7. Banking. WILLARD V. KING, '89.
 " 14. Journalism. CHARLES P. SAWYER, '81 S.
 " 21. Teaching. LOUIS DWIGHT RAY, '82.
 " 28. Academic Instruction. Dean KEPPEL, '98.
 May 5. Architecture. H. F. HORNPOSTEL, '91 F.A.

Exhibition

In connection with the anniversary meeting of the American Historical Association, a special loan exhibition in the Library of Columbia University was arranged in Room 307, December 27-31, and January 3-14. It included early manuscripts of historical writers, first editions of Greek and Roman historians, mediæval chronicles in manuscript and in print, autograph manuscripts of modern historians, valuable and rare works and documents relating to European and American History.

APPENDIX 3

GIFTS AND BEQUESTS OTHER THAN MONEY AND BOOKS
1909-10(For details as to gifts in money and books, see Reports of the
Treasurer and Librarian)

Ornamental clock and doorway for the Dean's Office in Hamilton Hall.....	Class of 1884, College
Portrait of the late Dr. Friedrich Althoff, Ministerial Director in the Prussian Ministry of Education.....	Mrs. John W. Burgess
Mounted casts of the original models for the H. C. Bunner Medal.....	Professor Brander Matthews
Valuable collection of shells.....	Dr. George A. Ferguson, '90, Science
Portrait of the late Joseph W. Harper, '48, Trustee of the College from 1873-1896, painted by Eastman Johnston...	Mrs. Joseph W. Harper
Bust of Emerson, for the library of Hamilton Hall	Class of 1895, College
Framed photograph of the Royal Brief granted by King George III to William Smith and James Jay, authorizing them to collect money in Great Britain for King's College and for the College of Philadelphia	Dr. Weir Mitchell
Set of colored slides for the illustration of the history of the discovery and development of the Hudson River.....	Hudson-Fulton Commission
Sun Dial, as a memorial of the twenty-fifth anniversary of the graduation of the Class of 1885, College.....	Class of 1885, College
Portrait of the late George Crocker, founder of the Crocker Special Research Fund	Mrs. Charles B. Alexander
Bronze bust of Professor Chandler, together with marble pedestal.....	Chemical Society of America, Society of Chemical Industry, Society for Electro-Chemistry, Chemists' Club of America, and others.

SYNOPSIS OF REPORT OF THE COM

REGISTRATION BY FACULTIES					AMOUNTS EARNED					
	Students Registered with the Committee		Students who Reported Earnings		With the Committee's Aid		Independently		Totals	
	1908-09	1909-10	1908-09	1909-10	1908-09	1909-10	1908-09	1909-10	1908-09	1909-10
College.....	225	227	72	69	\$6,728.90	\$7,255.11	\$3,389.02	\$8,297.10	\$15,117.92	\$15,552.
Applied Science.....	125	122	35	38	1,733.84	1,248.12	4,076.16	5,605.62	5,810.00	6,853.
Medicine.....	52	49	13	9	13.79	62.92	971.41	5,193.08	985.20	5,256.
Law.....	102	93	49	50	6,077.35	6,950.68	8,425.49	8,879.70	14,502.84	15,830.
Graduate Faculties.....	132	140	52	81	6,430.06	8,050.45	14,488.33	41,237.63	20,918.39	49,288.
Fine Arts.....	19	15	8	7	15.00	843.00	465.20	2,380.18	480.20	3,223.
Teachers College.....	23	28	33	33	440.00	1,131.15	8,151.34	15,589.78	8,591.34	16,720.
Barnard College.....	29	32	5	14	4.30	271.49	1,240.96	2,519.88	1,245.96	2,791.
Totals.....	715	707	267	301	\$21,443.24	\$25,812.92	\$46,207.91	\$89,702.97	\$67,651.85	\$115,515.

	SUMMER VACATIONS								
		1908	1909	1908	1909	1908	1909	1908	1909
College.....		35	72	\$1,108.86	\$2,716.47	\$5,223.35	\$6,617.48	\$6,332.21	\$9,333.9
Applied Science.....		41	56	1,461.80	2,143.00	4,781.05	5,970.99	6,242.85	8,113.9
Medicine.....		8	19	350.50	196.40	468.78	2,148.50	819.28	2,344.9
Law.....		27	50	2,167.93	4,050.75	3,359.70	6,435.37	5,527.63	10,486.1
Graduate Faculties.....		39	65	2,509.00	2,757.35	4,490.00	8,722.12	6,999.00	11,479.4
Fine Arts.....		4	4	165.00	126.00	614.85	345.00	779.85	471.0
Teachers College.....		5	42	27.50	1,183.12	433.00	6,385.56	460.50	7,568.6
Barnard College.....		6	19	12.00	68.00	330.25	1,395.48	342.25	1,463.4
Totals.....		165	327	\$7,802.59	\$13,241.10	\$19,700.98	\$38,020.50	\$27,503.57	\$51,261.6

TEE ON EMPLOYMENT FOR STUDENTS

ESTIMATED EXPENSES			EARNINGS CLASSIFIED BY OCCUPATION—ACADEMIC YEAR, 1909-10										
Average earnings Student reported.	Low	Moderate	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous Work		Totals		
			With the Committee's Aid	Independently	With the Committee's Aid	Independently	With the Committee's Aid	Independently	With the Committee's Aid	Independently	With the Committee's Aid	Independently	
1909-10													
97	\$225.39	\$527	\$709	\$1,519.50	\$2,910.75	\$1,301.01	\$999.67	\$85.00	\$32.00	\$4,349.60	\$4,354.68	\$7,255.11	\$8,297.10
00	180.36	696	833	50.00	1,432.00	387.34	567.50	36.35	1,276.30	774.43	2,329.82	1,248.12	5,605.62
78	584.00	637	717	.....	4,256.25	7.50	.....	.....	116.00	55.42	820.83	62.92	5,193.0
97	316.60	453	648	3,587.25	2,885.25	387.60	1,275.95	607.00	199.00	2,368.83	4,519.50	6,950.68	8,879.70
28	608.49	481	641	5,916.45	27,372.73	382.25	547.88	481.00	4,006.21	1,270.75	9,310.81	8,050.45	41,237.63
03	460.45	575	759	146.00	1,686.00	.....	35.00	660.50	313.75	36.50	945.43	843.00	2,380.18
34	506.69	497	689	631.00	13,332.13	57.25	592.65	113.50	7.00	329.40	1,658.00	1,131.15	15,589.78
05	199.38	591	729	235.00	2,029.16	24.49	.....	.....	.....	12.00	490.72	271.49	2,519.83
				\$12,085.20	\$55,904.27	\$2,547.44	\$4,018.65	\$1,983.35	\$5,950.26	\$9,196.93	\$23,829.79	\$25,812.92	\$89,702.97

Summer Vacation—1909

1909													
92	\$129.63			\$432.00	\$1,713.75	\$1,193.72	\$2,718.43	.....	\$108.00	\$1,090.75	\$2,077.25	\$2,716.47	\$6,617.43
26	144.89			449.00	1,068.75	92.50	834.00	\$1,264.50	2,527.00	337.00	1,541.24	2,143.00	5,970.99
11	123.42			77.00	598.00	.....	500.50	.....	.....	119.40	1,050.00	196.40	2,148.50
3	209.72			966.25	1,394.50	852.00	1,233.00	400.00	3.00	1,832.50	3,814.87	4,050.75	6,435.37
16	176.61			1,018.50	4,347.01	110.45	720.50	59.40	407.86	1,569.00	3,246.75	2,757.25	8,722.12
16	117.75			6.00	150.00	.....	.....	.....	170.00	120.00	25.00	126.00	345.00
0	180.21			947.00	4,244.66	1.13	355.00	50.00	184.50	185.00	1,601.40	1,183.13	6,335.56
14	77.05			.....	371.33	.....	329.00	.....	.....	68.00	695.15	68.00	1,395.43
				\$3,895.75	\$13,888.00	\$2,249.80	\$6,680.48	\$1,773.90	\$3,400.36	\$5,321.65	\$14,051.66	\$13,241.10	\$38,020.50

Summer Vacation—1908

\$3,282.00	\$4,773.25	\$909.08	\$2,542.73	\$522.00	\$4,022.10	\$3,089.51	\$9,362.90	\$7,802.59	\$19,700.06
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TOTAL EARNINGS FOR THE FISCAL YEAR—

1908-09—Through the Committee.....	\$29,245.83	
Independently.....	65,908.89	
Earnings not reported but recorded in the University statistics.....	5,068.64	\$100,223.36
1909-10—Through the Committee.....	\$39,054.02	
Independently.....	127,723.47	\$166,777.49

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

I have the honor to submit herewith my report as Registrar of the University for the academic year 1909-10. While the routine work of this office has increased considerably by reason of the establishment and development of certain administrative departments, such as the general office of the Graduate Faculties and the College Committee on Instruction, there has been more than a corresponding gain in efficiency. This is particularly true of the Committee of Undergraduate Admissions, which has assumed charge of important matters requiring individual and expert attention. The Registrar's office is thereby limited to its proper function as a bureau of record and report. It is a pleasure to note that the officers of instruction have coöperated heartily in the means adopted for carrying on this work, even though some of the demands have been exacting and urgent, as must be if more than twenty-five thousand reports of standing are to be promptly prepared and rendered. The institution of this system, referred to in my last report, seems to have justified itself in the lessened number of deficiencies, as well as in the opportunity for early correction of misunderstandings and errors. Its purpose is to give to every student, at stated intervals, precise information as to what he has done and what he has yet to do; and in the case of undergraduate students in the first two years, the same information to their guardian and to the faculty officer to whom they are responsible. The same coöperation has been given, by officers and students alike, in the conduct of examinations (mid-year and final) which two years ago was made a part of the Regis-

trar's duties. In the two series of 1909-10 nearly twenty thousand examinations were administered.

In the work outlined above the Registrar has had the efficient aid of the Chief Clerk and a staff whose uniform fidelity to the interests of the University I am glad to emphasize. With the transfer of the records of courses in Extension Teaching to this office there will be a considerable addition to the work of the office and consequent addition to the clerical force. In this connection it is proper to call attention to the inadequate space at our disposal. At the time of registration, particularly in the Summer Session, undue congestion is in consequence unavoidable. If it be noted that on the day before the opening of the last Summer Session more than six hundred students were registered in seven hours, the conditions will be appreciated.

The statistical tables which compose the greater part of this report present the usual classification by faculties, departments, residence, academic standing and award, and other particulars, as well as comparative surveys of development during stated periods. They correspond to the tables published in my last report, no new ones being added. The charts showing the increase in registration in the entire University since 1866 and the comparative geographical distribution of the student body in 1896-7 and 1909-10 have been brought down to date. The report of the last Summer Session, the details of which will be incorporated in the general statistics of 1910-11, is, as usual, appended.

The total enrollment of the University has passed 6,600, showing an increase over the preceding year that is greater by nearly 200 than any previously recorded. This is attributable to the unusually large gain (439) **Enrollment** in the Summer Session of 1909. The actual increase is 715, against 514 last year, making in two years an increase of 1,229, or nearly 23 per cent. over the attendance of 1907-8. Compared with 1906-7, the three-year period shows the remarkable gain of 1,750, or more than 36 per cent. Excluding the students in extension courses there have been 6,602 students enrolled in the various schools of the University, as compared

with 5,887 last year. In the University Corporation, exclusive of the Summer Session, the enrollment was 3,351, as against 3,194 in 1908-9, an increase of 157, that for the preceding year having been 235. Including the Summer Session, with allowance for duplicates, the enrollment of the Corporation increased from 4,415 to 4,937. Of the 2,583 students in extension courses, 1,946 attended courses given at the University, making the total number actually receiving instruction at the University 8,548. In considering the magnitude of this enrollment it should be observed that it does not represent mere transient registration for a small amount of work and without definite purpose. Reference to Table XVI. will show that of the 6,602 students in residence 1,093, or about one-sixth, received degrees and diplomas at Commencement. Allowance should be made for the large number of non-matriculated students in the Summer Session (1,024), who constitute a special and legitimate class of transient residents.

The increase of the year is shared by all the faculties of the University except those of Law and Applied Science. Both of these had an extraordinary gain last year (see Annual Reports, 1909, page 170) and show a slight decrease (6 and 11, respectively). Columbia College shows a somewhat larger gain than last year and has nearly reached 700, an increase of more than one hundred in the past four years. It is gratifying to note that the number entering in February was the largest since mid-year admission was instituted. It was 55 (including only 8 non-matriculants), as against 22 in 1909, 40 in 1908, 28 in 1907 and 30 in 1906. The graduates of 1910 numbered 122, of whom 6 completed their course in three years and 13 in three and one-half years, as against 8 and 7, respectively, in 1909, 16 and 3, respectively, in 1908, and 19 and 6, respectively, in 1907. The total number of graduates who availed themselves of options in the professional schools was 50, distributed as follows: Law, 33; Medicine, 7 (1 for one year, 6 for two years); Mines, Engineering and Chemistry, 7; Architecture, 1; Teachers College, 2. Barnard College continues its remarkable growth, having now considerably more than 500 students enrolled. Its increase in the last ten years is 113 per cent., while

the increase in Columbia College is about 49 per cent. In comparing these ratios of growth the relative age of the two colleges is not to be overlooked.

The non-professional graduate faculties have made the largest gain in their history, exceeding by 23 the gain of 100 in 1907-8. Of the increase 46 are in Political Science, 71 in Philosophy, 6 in Pure Science. The increase last year was 19, 9 and 10, respectively, a total of only 38 as against 123. As is shown in Table VII, the increase in Political Science and Philosophy is mainly under the head of primary registration, 42 in the former and 52 in the latter. The analysis of graduate registration there given shows a decrease of 6 Seminary students under the Faculty of Political Science, an increase of 12 under the Faculty of Philosophy. The number of students from the School of Philanthropy under the former faculty increased from 28 to 36; the number of students with a major in education under the Faculty of Philosophy increased from 201 to 205. A noteworthy increase of registrations under these faculties occurred in Summer Session, 43 and 210, respectively, as compared with 11 and 138 the preceding year. As appears from Table IV., which classifies the matriculated students of the Summer Session, only the students not registered in either of the succeeding half-years are included in the foregoing numbers. As noted under Table I. the 299 graduate students of the Summer Session are not included in the total of 1,138 as there given (because of the unequal period of residence), so that the grand total of non-professional graduate students, exclusive of duplicates, is actually 1,437. Of the 1,138 registered in one or both of the academic half-years 693 are men and 445 are women, as against 674 men and 341 women in 1908-9. The increase of women is thus five times that of men, while last year it was only double, and in 1907-8 the increase of men was 94, of women 6.

The net increase, exclusive of Summer Session, is 378, of which about one-third (123) is in the graduate faculties, about one-half (183) in the professional schools. Of the latter the increase is chiefly in Teachers College (131) and the College of Pharmacy (46), both of which have much larger gains than

last year. The slight decrease in Law and in Mines, Engineering and Chemistry have been noted. In the former school 35 College seniors availed themselves of the professional option, as against 28 last year; in the latter schools the actual attendance was increased by 11 such students. The School of Medicine made the same increase as last year (16), while in Architecture it was 12, as compared with 5. In Music there was a decrease of five.

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 1899-1900 and in Table III. a survey of the rate of increase and decrease by years and by periods. As was pointed out last year (Annual Reports, page 168), 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) is shown by the following summary of totals:

TOTAL ENROLLMENT INCLUDING SUMMER SESSION
1893-1909

1893-1894.....	1,804	1902-1903.....	4,507
1894-1895.....	1,942	1903-1904.....	4,709
1895-1896.....	1,878	1904-1905.....	4,981
1896-1897.....	1,946	1905-1906.....	4,964
1897-1898.....	2,191	1906-1907.....	4,852
1898-1899.....	2,812	1907-1908.....	5,373
1899-1900.....	3,207	1908-1909.....	5,887
1900-1901.....	3,761	1909-1910.....	6,602
1901-1902.....	4,234		

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

	1904-5	1905-6	1906-7	1907-8	1908-9	1909-10
Men	3201	3029	2832	2930	3205	3297
Women	1037	1204	1257	1412	1545	1820
Total	<u>4238</u>	<u>4233</u>	<u>4089</u>	<u>4342</u>	<u>4750</u>	<u>5117</u>

TABLE I
REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE
ACADEMIC YEARS 1909-10

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total 1910
Columbia College*	260	182	98	88	64	.....	692
Barnard College.....	188	109	122	62	54	.....	535
Total undergraduates .....	.....	.....	.....	.....	.....	.....	1,227
Faculty of Political Science.....	.....	.....	.....	.....	43	264	307
Faculty of Philosophy .....	.....	.....	.....	.....	40	610	650
Faculty of Pure Science .....	.....	.....	.....	.....	9	172	181
Total non-professional graduate students**** .....	.....	.....	.....	.....	.....	.....	1,138
Faculty of Applied Science***	223	217	151	66	29	.....	686
Faculty of Law***	103	109	88	.....	24	.....	324
Faculty of Medicine***	86	75	70	69	46	.....	346
Faculty of Pharmacy.....	170	130	.....	.....	5	8	313
Teachers College*** .....	.....	.....	426	338	153	206	1,123
Faculty of Fine Arts { Architecture***	113			.....	25	4	142
{ Music	5			.....	16	2	23
Total professional students .....	.....	.....	.....	.....	.....	.....	2,957
<i>Deduct double registration †</i> .....	.....	.....	.....	.....	.....	.....	<i>205</i>
Net total .....	.....	.....	.....	.....	.....	.....	5,117
Summer session, 1909.....	.....	.....	.....	.....	.....	.....	1,971
Grand total .....	.....	.....	.....	.....	.....	.....	7,088
<i>Deduct double registration †</i> .....	.....	.....	.....	.....	.....	.....	<i>486</i>
Grand net total .....	.....	.....	.....	.....	.....	.....	6,602
Students in extension courses § .....	.....	.....	.....	.....	.....	.....	2,583

* The registration by years in Columbia College and the faculty of applied science is according to the technical classification, deficient students being required to register with a class lower than that to which they would normally belong.

** The total 1,138 does not include 65 college graduates in law (39), medicine (19) and applied science (7), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 299 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

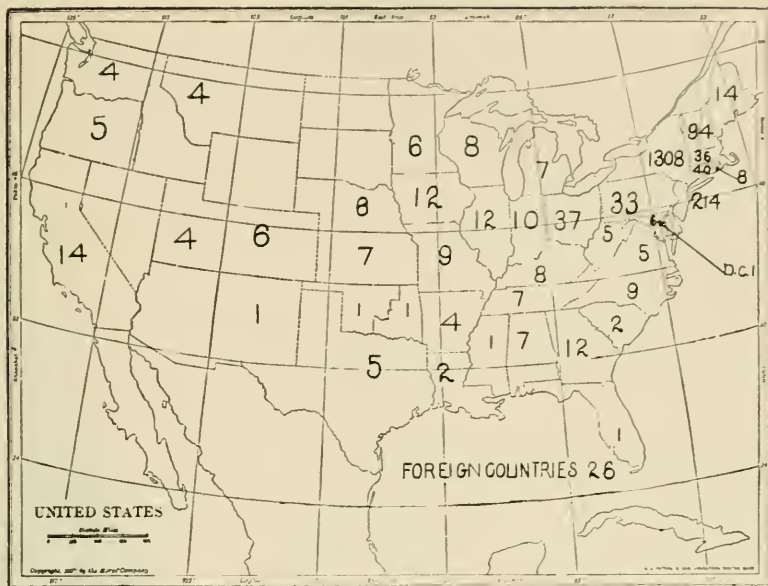
*** Exclusive of college students also registered under the professional faculties (in the exercise of a professional option), as follows: 5 Juniors and 6 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science); 35 Seniors in the School of Law; 7 Juniors and 9 Seniors in the School of Medicine; 2 Seniors in Teachers College; 1 Junior and 2 Seniors in the School of Architecture.

† The 205 are Teachers College students, 200 enrolled in the Faculty of Philosophy as candidates for the higher degrees (128 men and 72 women) and 5 special non-candidates (2 men and 3 women).

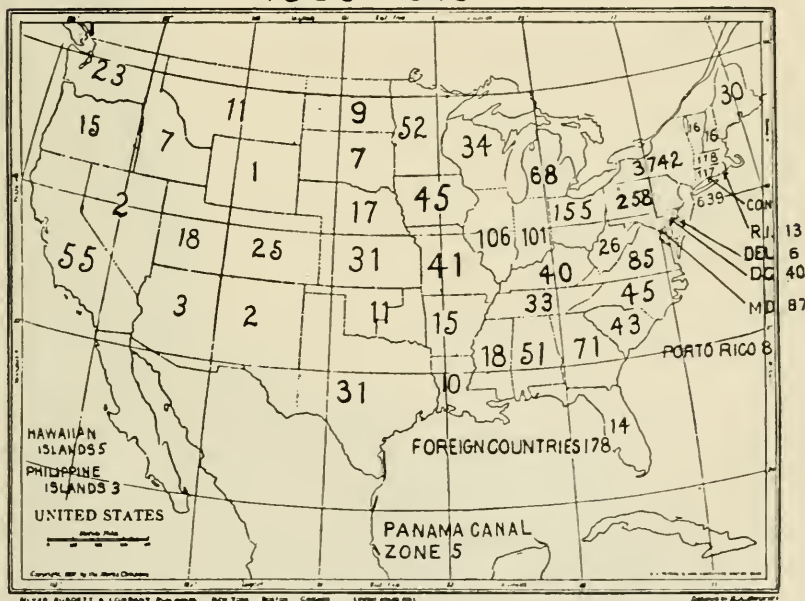
‡ Summer Session students who returned for work at the University.

§ Attendance at the University (excluding 198 matriculated students of Teachers College), 1946, of whom 549 were enrolled in the evening technical courses; attending away from the University, 637.

1896-1897



1909-1910



COLUMBIA UNIVERSITY

TOTAL ENROLLMENT INCLUDING SUMMER SESSION

1866-1910

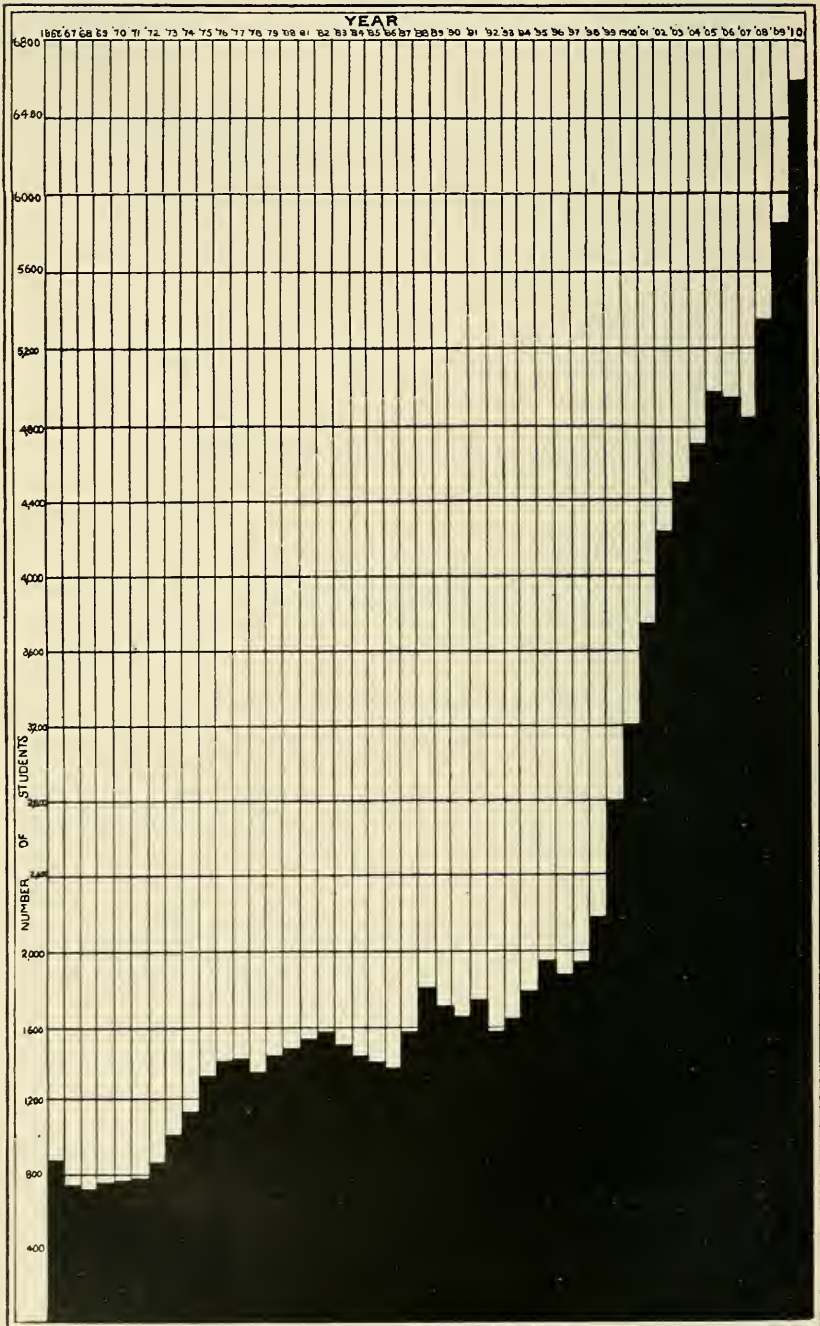


TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE
ACADEMIC YEARS 1899-1910

FACULTIES	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910
Columbia College	465	476	492	495	504	534	539	638	650	667	692
Barnard College.....	251	301	339	358	403	366	390	419	453	498	535
Total undergraduates	716	777	831	853	907	900	979	1,057	1,103	1,165	1,227
Faculties of Political Science, Philosophy, Pure Science*..	442	466	535	623	692	782	861	877	977	1,015	1,138
Total non-professional graduate students*	442	466	535	623	692	782	861	877	977	1,015	1,138
Faculty of Applied Science ...	414	498	541	638	650	601	580	537	618	697	686
Faculty of Law.....	380	423	440	461	384	341	286	264	249	330	324
Faculty of Medicine	787	797	809	795	674	555	437	331	314	330	346
Faculty of Pharmacy .....	.....	.....	.....	.....	.....	442	353	247	224	267	313
Teachers College**.....	391	528	634	633	688	721	865	743	896	992	1,123
Fine Arts { Architecture	77	68	85	84	90	78	107	106	125	130	142
{ Music*** .....	.....	.....	.....	.....	.....	44	33	31	31	28	23
Total professional students	2,049	2,314	2,509	2,611	2,486	2,782	2,661	2,309	2,457	2,774	2,957
<i>Deduct double registration † .</i>	.....	105	134	132	196	226	268	154	195	204	205
Net total	3,207	3,452	3,741	3,955	3,889	4,238	4,233	4,089	4,342	4,750	5,117
Summer Session, .....	.....	417	579	643	1,001	961	1,018	1,041	1,395	1,532	1,971
Grand net total;.....	3,207	3,761	4,234	4,507	4,709	4,981	4,964	4,852	5,373	5,887	6,602
Students in extension courses §	751	679	900	1,196	1,590	1,886	2,738	2,719	3,267	3,013	2,533

*Women graduate students registered at Barnard College in 1899, but have been included here under the graduate faculties, as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

**The decrease in 1906-7 was due to the fact that Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College are no longer included in the primary registration since that year.

***Music was included under Barnard College prior to 1904-5.

†Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (except in 1906-10), 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, and students enrolled in Columbia College and Fine Arts.

‡Excluding summer session students who returned for work in the succeeding fall. The summer session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1909. A detailed report of the summer session of 1910 is appended.

§Prior to 1905-6 only such students as were in attendance at the University are included.

TABLE III
PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1900-1910, 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	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1899-1900	1904-1905	1909-1910
Columbia College.....	2.36	3.36	0.61	1.82	5.95	10.30	8.32	1.88	2.61	3.74	14.84	29.58	48.82
Barnard College.....	19.92	12.62	5.31	12.57	-9.18	6.56	7.43	8.11	9.93	7.43	45.81	46.17	113.14
Total undergraduates.....	8.52	6.95	2.65	6.33	-0.77	8.77	10.01	4.35	5.62	5.32	25.69	36.09	71.37
Political Science } Philosophy } Pure Science }	5.43	14.81	16.45	11.07	13.00	10.10	1.86	11.40	3.88	12.11	76.92	45.52	157.46
Non-professional graduate students													
Applied Science.....	20.29	8.63	17.93	1.88	-7.54	-3.49	-7.41	15.08	12.78	-1.58	45.17	14.14	65.70
Law.....	11.31	4.02	4.77	-16.70	-11.20	-16.13	-7.69	-5.68	32.12	-1.82	-10.26	-4.93	-14.74
Medicine.....	1.27	1.50	-1.73	-15.22	-17.65	-21.26	-12.88	-17.58	5.09	4.85	-29.48	-37.05	-56.03
Pharmacy.....						-20.13	-30.08	-9.31	19.19	17.23		-29.18	
Teachers College.....	35.04	20.07	-0.16	8.69	4.80	19.37	-14.10	20.59	10.71	13.21	84.39	55.62	187.21
Fine Arts } Architecture } Music.....	-11.69	25.00	-1.18	7.14	-13.33	37.18	-0.93	17.92	4.00	9.23	1.29	82.05	84.41
						-25.00	-6.06	Stat.	-9.67	-1.78		-47.72	
Total professional students.....	12.93	8.43	4.06	-4.79	11.91	-4.32	-13.23	6.45	12.90	6.59	35.77	6.29	44.31
Net total.....	7.64	8.37	5.72	-1.67	8.97	-0.12	-3.40	6.18	9.39	7.73	32.14	20.44	59.55
Summer Session.....		38.35	11.05	55.68	-4.00	5.93	2.26	32.72	9.82	89.46		104.78	372.66*
Grand net total.....	17.27	12.58	6.45	4.49	5.78	-0.34	-2.26	10.73	9.56	20.35	55.31	42.24	120.92
Students in extension courses.....	-9.59	32.55	32.89	32.94	18.56	45.17	-0.69	20.15	-7.77	-14.27	151.13	36.95	243.94

*Summer Session 1900-1909; see Note † under Table II.

Table IV. classifies the matriculated students of the Summer Session, constituting, in 1909, 47.34 per cent. of the total registration. Of the considerable number (165 in 1906, 215 in 1907, 268 in 1908, 368 in 1909) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1909, 299) 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 as non-professional graduate students. There is likewise a large number of Summer Session students matriculated in Teachers College (in 1909, 225) who do not return during the remainder of that year, although sooner or later all spend at least one full year in residence. Of those matriculated under the faculties of Columbia College, Barnard College and Applied Science nearly all return in the fall (the exceptions being mainly those who have completed their work for the degree) and are accordingly included in the statistics of Table I. They account for a large part of the double registration noted as due to the Summer Session. The graduate students registered for 1909-10 in Summer Session only, are included in the statistics of the Faculties of Political Science, Philosophy and Pure Science as given in Tables VII. and VIII. They are not included in the statistics of those faculties as given in Tables I., II. and III.

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 the matriculation of students subsequent to the compilation of the earlier statistics.

TABLE IV

CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER SESSION OF 1909

FACULTIES	Returned During Academic Year 1909-10			Did Not Return During Academic Year 1909-10			TOTAL
	Men	Women	Total	Men	Women	Total	
Columbia College.....	109	.....	109	2	.....	2	111
Barnard College.....	.....	32	32	.....	2	2	34
Total undergraduates.....	109	32	141	2	2	4	145
Political Science.....	5	.....	5	25	18	43	48
Philosophy*.....	32	19	51	138	72	210	261
Pure Science.....	10	3	13	35	11	46	59
Total non-professional grad- uate students.....	47	22	69	198	101	299	368
Applied Science.....	119	.....	119	21	.....	21	140
Medicine †.....	14	.....	14	.....	.....	.....	14
Teachers College.....	19	82	101	43	182	225	326
Fine Arts.....	5	.....	5	.....	.....	.....	5
Total professional students..	157	82	239	64	182	246	485
‡Grand total.....	313	136	449	264	285	549	998

* Including 110 students (101 men and 9 women) with education as a major subject and registered under the Faculty of Philosophy through Teachers College. Of this number (18 men and 2 women) returned during the academic year.

† Including 9 students in the Medical Summer Session.

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 figures for 1908-09 are added for comparison.

TABLE V

DEPARTMENTS	Second Year	Third Year	Fourth Year	Non-matriculants	Total	
					1909-10	1908-9
Chemical Engineering.....	19	10	5	2	36	25
Chemistry.....	7	3	....	4	14	16
Civil Engineering.....	53	33	14	1	100	106
Electrical Engineering.....	23	17	14	2	56	73
Mechanical Engineering.....	46	24	8	7	85	78
Metallurgy.....	3	5	2	5	15	15
Mining Engineering.....	67	59	23	4	153	162
Unclassified.....	....	....	....	4	4	....
Total.....	217	151	66	29	463	475
Uniform First Year.....	....	....	....	....	223	222
					686	697
College students also registered in the Schools of Mines, Engineering and Chemistry.....	....	....	....	....	11	21
					697	718

From Table VI. it appears that there has been a slight increase (6.38 per cent.) in the number of seminary students in attendance under the non-professional graduate faculties. Union Theological Seminary alone shows a decrease. In 1908-09 there was a decrease of about eighteen per cent., which was shared by all of the seminaries.

TABLE VI
SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Total		
				1909-10	1908-9	1907-8
Union Theological Seminary.....	31	28	..	59	65	75
General Theological Seminary.....	8	9	..	17	13	15
Drew Theological Seminary.....	8	..	..	8	6	9
Jewish Theological Seminary.....	2	14	..	16	9	14
St. Joseph's Theological Seminary....	..	..	..	..	..	1
New Brunswick Theological Seminary	..	..	..	..	1	1
Total.....	49	51	..	100	94	115

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. Candidates for the higher degrees pursuing work in the Summer Session are primarily registered under these faculties. Only those who did not return for either of the succeeding half-years are included in Tables VII. and VIII.; complete statistics of graduate registration in the Summer Session have been given in Table IV. For reasons previously noted these students are not included under these faculties in Tables I., II. and III., and are here entered separately in order not to affect comparisons.

TABLE VII

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

A—Faculty of Political Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Primarily registered ...	132	68	8	9	140	77	217	175
Summer Session	25	18	.....	.....	25	18	43	11
Seminary Students	44	.....	5	.....	49	.....	49	55
School of Philanthropy	7	11	3	17	10	28	38	26
School of Law	39	.....	.....	.....	39	.....	39	40
Officers	1	1	.....	1	1	2	3	5
Total	248	98	16	27	264	125	389	312

B—Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Primarily registered ...	153	190	8	26	161	216	377	325
Summer Session	138	72	.....	.....	138	72	210	138
Teachers College*	128	72	2	3	130	75	205	201
Seminary Students	50	.....	1	.....	51	.....	51	39
Officers	11	7	.....	.....	11	7	18	14
Total	478	341	11	29	490	370	860	717

(Omitting duplicate†)

* Candidates for the higher degrees with education as a major subject register under the Faculty of Philosophy through Teachers College.

† One man registered both in Teachers College and in Union Theological Seminary.

C—Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Primarily registered ...	109	32	5	4	114	36	150	148
Summer Session	35	11	.....	.....	35	11	46	41
Applied Science	7	.....	.....	.....	7	.....	7	12
School of Medicine.....	19	.....	.....	.....	19	.....	19	11
Officers	27	4	.....	.....	27	4	31	27
Total.....	197	47	5	4	202	51	253	239

The Faculties of Political Science, Philosophy and Pure Science also give instruction to students of Columbia, Barnard and Teachers Colleges who are admitted to certain courses (numbered under 200) that are open to qualified undergraduates. Since such students receive credit for this work toward the bachelor's degree only, they are not included in the statistics of the graduate faculties. In 1909-10 (exclusive of the Summer Session) the number of undergraduate students taking one or more courses under the Faculty of Political Science was 97; under the Faculty of Philosophy, 61; under the Faculty of Pure Science, 28.

TABLE VIII

POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE (TOTAL)

A—By Primary Registration

Primary Registration	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Pol. Sc., Phil., and Pure Sc.	394	290	21	39	415	329	744	648
Summer Session	198	101	.....	.....	198	101	299	190
Seminaries	94	.....	6	.....	100	.....	100	94
School of Philanthropy	7	11	3	17	10	28	38	26
Teachers College	128	72	2	3	130	75	205	201
Applied Science	7	.....	.....	.....	7	.....	7	12
Law	39	.....	.....	.....	39	.....	39	40
Medicine	19	.....	.....	.....	19	.....	19	11
Officers	39	12	.....	1	39	13	52	46
Total (Omitting duplicates)	924	486	32	60	956	546	1502	1268

B—By Faculties (Total, including Summer Session)

Faculty	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Political Science	248	98	16	27	264	125	389	312
Philosophy	479	341	11	29	490	370	860	717
Pure Science	197	47	5	4	202	51	253	239
Total	924	486	32	60	956	546	1502	1268

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

Faculty	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Political Science	209	98	16	27	225	125	350	272
Philosophy	479	341	11	29	490	370	860	717
Pure Science	171	47	5	4	176	51	227	216
Total	859	486	32	60	891	546	1437	1205

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

Faculty	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1909-10	1908-9
Political Science	181	80	16	27	200	107	307	261
Philosophy	341	269	11	29	352	298	651	579
Pure Science	136	36	5	4	141	40	181	175
Total..... (*Omitting 1 duplicate)	661	385	32	60	693	445	1138*	1015

Table IX. indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1909-10, exclusive of the Summer Session. Table X. summarizes the election of major and minor subjects by divisions and by faculties.

TABLE IX

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

SUBJECTS	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Administrative Law.....	4	6					4	6
American History.....	42	20		6			42	26
Anatomy.....					11	4	11	4
Ancient History.....	1	5		3			1	8
Anthropology.....		5	8	2			8	7
Astronomy.....				1		4		5
Bacteriology.....					2	3		3
Biological Chemistry.....				5	12	17	12	22
Botany.....				1	11	17	11	18
Chemistry.....				3	28	24	25	27
Chinese Lang. and Lit.....			2			1	2	1
Civil Engineering.....					6	5	6	5
Comparative Literature.....		2	11	59			11	60
Constitutional Law.....	28	18		2			28	20
Contracts.....						1		1
Education.....		12	166	128		12	166	152
Electrical Engineering.....					2	3		3
English.....		8	144	82		3	144	93
Geology.....				2	19	16	19	18
Germanic Lang. and Lit.....		1	49	24		1	49	26
Greek (incl. Archaeology).....		1	6	12			6	13
Indo-Iranian Languages.....				6				6
International Law.....	11	14		1			11	15
Latin (incl. Roman Arch.).....		2	37	29			37	31
Linguistics.....			2	2			2	2
Mathematical Physics.....					5	8		8
Mathematics.....		3		19	22	15	22	37
Mechanical Engineering.....					1	2		2
Mediaeval History.....	22	24		19		1	22	44
Metallurgy.....					6	10		6
Mineralogy.....						5		5
Mining.....						7		7
Modern European History.....	8	22					8	22
*Music.....			2			1		2
Neurology.....				2				2
Philosophy (incl. Ethics).....		17	56	45			56	62
Physics.....					2	12	24	14
Physiology.....					3	7		7
Political Economy.....	47	42		6		2	47	50
Political Philosophy.....	3	13		1			3	14
Psychology.....		6	22	38		2	22	46
Roman Law and Comp. Jurisprudence.....	5	9					5	9
Romance Lang. and Lit. (incl. Celtic).....		2	14	18			14	20
Semitic Languages.....		2	11	7			11	9
Social Economy.....	39	14		10			39	24
Sociology and Statistics.....	59	45		34			59	79
Zoology.....		1		1	17	12	17	14
Total.....	269	294	530	569	169	195	968	1058

* 2 majors in music are counted under philosophy, as there is no graduate faculty of fine arts.

It will be seen from the above table that twenty-five or more candidates for a higher degree have pursued major work in each of eleven subjects, the order being education, English,

sociology, philosophy, Germanic languages, political economy, American history, social economy, Latin, chemistry and constitutional law (with an equal number of major candidates). In 1908-9 the number of subjects with twenty-five or more major candidates was twelve, the order having been education, English, sociology, Germanic languages, Latin, philosophy, political economy, American history, chemistry and mathematics (with an equal number of major candidates), Romance languages, social economy.

TABLE X

(A) SUMMARY BY DIVISIONS

DIVISIONS	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology		1		7	56	60	56	68
Chemistry				3	28	24	28	27
Classical Philology		3	43	41			43	44
Education		12	166	128		12	166	152
Engineering					9	10	9	10
Geology and Mineralogy				2	19	21	19	23
History, Economics and Public Law	269	232		82		3	269	317
Mathematics and Physical Science		3		22	51	39	51	64
Mining and Metallurgy					6	17	6	17
Modern Languages and Literatures		13	220	184		4	220	201
Oriental Languages		2	13	13		1	13	16
Philosophy, Psychology and Anthropology		23	86	87		2	86	117
Total	269	294	528	569	169	193	966*	1056*

(B) SUMMARY BY FACULTIES

FACULTIES	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science	269	232		82		3	269	317
Philosophy		58	528	453		19	528	530
Pure Science		4		34	169	171	169	209
Total	269	294	528	569	169	193	966*	1056*

* The difference of 2 in the major and 2 in the minor subjects between Tables IX and X is due to the fact that contracts and music do not fall under the above classifications, and have, therefore, been omitted.

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

	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-10
North Atlantic Division..	82.19	83.86	82.35	80.85	78.40	80.15	79.87
South Atlantic Division..	2.69	2.78	2.65	2.76	3.38	3.20	3.17
South Central Division..	2.29	1.69	1.77	2.03	2.56	1.89	2.42
North Central Division..	6.56	6.18	6.78	8.05	8.75	8.39	8.72
Western Division.....	3.30	2.61	2.76	2.57	2.79	2.61	2.68
Insular Territories... ..	0.24	0.09	0.14	0.17	0.14	0.27	0.27
Foreign Countries.....	2.83	2.79	3.55	3.57	3.98	3.49	2.87

The percentage of students from the North Atlantic division shows a very slight decrease as compared with 1908-9 and is smaller than in any recent year except 1907-8. There is an actual increase in this division of 280 students. There has been a small percentage increase from the South Central, North Central and Western divisions, in which the actual increase is 34, 48 and 13, respectively. The South Atlantic division shows a very small percentage decrease, but an actual increase of 10. The registration from Insular Territories has remained nearly stationary, that from foreign countries has decreased from 168 to 147. From Cuba and Japan there are 9 and 15 students, respectively, as compared with 14 and 23, respectively, in 1908-9. There is also a decrease from Great Britain and Russia. On the other hand the number of students from Canada and China has increased from 31 to 37 and from 12 to 24, respectively. The number of foreign countries represented is thirty; their enrollment includes every school of the University, the largest registration being in the Schools of Mines, Engineering and Chemistry, followed by Teachers College, Political Science, Philosophy, Medicine and Pure Science, each having ten or more.

Students came from every one of the States and Territories of this country; from each, thirteen excepted, the registration

exceeded ten. From the Hawaiian Islands, the Philippines and Porto Rico came 14 students. Of the 5,117 students (exclusive of Summer Session) 4,087 were from the North Atlantic division, 1,030 from all other registration divisions, and of these 869 from other sections of this country. Some of the States show a noteworthy increase. The registration from Tennessee doubled (9 to 18), from Mississippi more than doubled (4 to 11). Kentucky increased from 14 to 24, Virginia 25 to 36. Ohio, Illinois and Michigan increased, respectively, 86 to 96, 57 to 68, 35 to 49. In the Western division, California, Colorado and Utah increased, respectively, 41 to 45, 15 to 20, 8 to 17. Washington, with 23, remains nearly stationary, while Montana and Oregon show a small decrease. In the North Atlantic division there is a gratifying increase from Pennsylvania, 125 to 160.

Two thousand six hundred and seventy students in the University claim New York City for their permanent residence, distributed among the faculties as follows: College, 452; Law, 147; Medicine, 173; Mines, Engineering and Chemistry, 412; Fine Arts, 84; Political Science, Philosophy and Pure Science, 517; Teachers College, 320; Barnard College, 360; Pharmacy, 205.

TABLE XI

RESIDENCE OF STUDENTS (A) THE UNITED STATES

1909-10	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
North Atlantic Division (79.87 per cent.).....													
Connecticut	633	225	293	578	118	206	488	141	510	737	303	145	4087
Maine	6	5	12	9	2	6	7	3	6	28	9	2	91
Massachusetts	2	2	1	1	1	2	3	3	1	9	1	2	24
New Hampshire	3	3	5	11	1	8	20	6	4	30	2	7	83
New Jersey	74	20	44	65	12	21	46	15	59	123	32	17	494
New York	533	182	216	451	102	155	371	104	435	469	250	103	3195
Pennsylvania	13	11	7	10	1	11	35	8	5	64	7	12	160
Rhode Island	1	1	2	1	1	3	2	1	2	5	1	1	13
Vermont	1	1	2	1	1	1	1	1	1	5	1	1	11
South Atlantic Division (3.17 per cent.).....													
Delaware	10	16	8	12	9	17	22	4	4	61	5	7	162
District of Columbia	4	3	4	4	1	3	3	1	1	2	1	1	4
Florida	2	3	1	1	1	1	1	1	1	3	1	1	8
Georgia	2	5	1	1	2	4	5	2	2	3	1	2	24
Maryland	2	1	3	1	4	2	4	1	1	15	1	1	28
North Carolina	2	3	2	2	1	3	1	1	1	7	1	1	24
South Carolina	1	5	1	1	2	2	1	1	1	7	1	1	21
Virginia	3	1	2	3	4	5	1	1	18	2	2	2	36
West Virginia	1	1	1	1	1	1	1	1	2	2	1	1	8
South Central Division (2.42 per cent.).....													
Alabama	10	19	9	12	2	8	23	4	5	34	2	2	124
Arkansas	2	1	2	2	1	1	4	2	1	8	1	1	21
Kentucky	5	5	1	1	1	2	1	2	2	2	2	1	13
Louisiana	4	2	2	2	4	4	1	1	7	7	1	1	24
Mississippi	2	2	2	2	1	1	6	1	2	2	2	1	6
Oklahoma	1	4	2	1	1	1	1	1	1	2	1	1	11
Tennessee	1	3	3	3	2	3	2	10	3	10	1	1	18
Texas	1	4	3	2	1	5	2	3	3	8	1	1	22
North Central Division (8.72 per cent.).....													
Illinois	26	37	15	30	25	39	85	17	11	198	1	38	448
Indiana	4	1	5	5	3	6	16	2	1	30	5	5	68
Iowa	1	9	1	2	5	15	3	27	11	27	11	52	
Kansas	2	4	1	2	3	3	6	3	2	9	3	3	32
Michigan	2	3	2	1	2	5	1	1	1	9	2	2	24
Minnesota	6	3	3	3	4	7	1	31	1	31	3	49	
Missouri	1	3	1	6	2	2	7	3	1	19	2	43	
Nebraska	3	2	4	5	5	2	3	2	15	15	2	39	
North Dakota	1	4	2	2	2	1	1	1	5	5	1	14	
Ohio	1	1	1	1	1	2	1	1	1	3	1	7	
South Dakota	6	9	4	4	11	23	5	2	39	3	1	8	96
Wisconsin	1	1	1	3	1	1	1	10	3	10	1	6	
Western Division (2.88 per cent.).....													
Arizona	7	23	8	19	8	10	15	6	4	45	7	137	
California	1	1	1	1	1	1	1	1	1	1	1	3	
Colorado	1	2	4	5	4	7	1	1	24	4	4	45	
Idaho	2	1	1	6	2	3	1	5	1	5	1	20	
Montana	1	1	1	1	1	1	1	1	1	1	1	2	
Nevada	1	2	1	3	1	1	1	1	1	1	1	9	
New Mexico	1	1	1	1	1	1	1	1	1	1	1	2	
Oregon	1	3	3	1	1	2	1	1	1	1	1	13	
Utah	1	3	1	2	2	1	2	7	7	7	1	17	
Washington	11	2	1	1	1	1	1	7	7	7	1	23	
Wyoming	1	1	1	1	1	1	1	1	1	1	1	1	
Insular and Non-Contiguous Territories (0.27 per cent.).....													
Hawaiian Islands	1	1	1	1	1	1	1	1	12	12	1	1	14
Philippine Islands	1	1	1	1	1	1	1	1	4	4	1	1	4
Porto Rico	1	1	1	1	1	1	1	1	3	3	1	1	3
Total	686	321	335	651	162	280	633	171	534	1087	309	199	4970

TABLE XI (Continued)

(B) FOREIGN COUNTRIES

1909-10	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
Argentine Republic.....						1							1
Australia										1			1
Austria-Hungary			1										1
Brazil				1									1
Bulgaria	1												1
Canada		1	3	6		8	7	1	1	12		2	37
Chile			1	1									2
China	3	1		5		4		7		4			24
Cuba				3	1							1	5
Denmark							1						1
France			1	2		1							4
Germany			1			1				2			5
Great Britain and Ireland.....				2			2			7		2	9
Greece											1		1
India				2		1	2			2		1	6
Italy			1										1
Japan						10	2			3	1	1	15
Mexico				4	2		1			2			9
Panama				1							1		2
Persia			1				1						2
Poland	1			1									2
Russia	1		2	1						2			6
South Africa.....	1			1									1
Spain			1										1
Sweden				1									1
Switzerland								1					1
Turkey						1				1			2
Uruguay				1									1
Turkey in Asia.....								1					1
West Indies.....				2			1						3
Total (2.87 per cent.)..	6	3	11	35	3	27	17	10	1	38	4	6	147
Grand Total.....	692	324	346	686	165	307	650	181	535	1123	313	205	6117

Table XII. shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1895-6. A summary of percentages for the past eight years follows:

	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9	1909-10
North Atlantic Division..	83.23	82.19	82.32	81.20	80.59	78.13	79.15	80.04
South Atlantic Division..	2.85	2.69	2.86	2.59	2.65	2.94	3.07	2.95
South Central Division..	2.13	2.29	1.77	2.01	1.84	2.64	1.94	2.60
North Central Division..	6.26	6.56	6.64	6.60	7.76	8.35	8.58	8.18
Western Division	3.02	3.20	3.00	3.14	2.75	2.77	2.91	2.83
Insular Territories.....	0.13	0.24	0.14	0.17	0.14	0.10	0.09	0.06
Foreign Countries.....	2.33	2.83	3.27	4.29	4.27	5.07	4.26	3.34

A comparison of this summary with that given above for the entire University shows an increase from the North Atlantic division of 0.89 per cent., as against a decrease of 0.28 per cent., and a corresponding variation in the other divisions. In this table the South Central division alone shows an increased percentage as compared with 1908-9, while in the summary for the University it is found also in the case of the North Central and the Western divisions. Of the 3,351 students in the Corporation, 669 came from elsewhere than the North Atlantic division; in 1908-9 the number was 666, in 1907-8 it was 647, in 1906-7 it was 550. An examination of the registration from various sections of the United States other than the North Atlantic division in the several schools of the Corporation, as compared with that of 1908-9, shows that the College has gained in the South Atlantic (4 to 10), South Central (7 to 10) and North Central (19 to 26) divisions, but has lost in the Western (12 to 7). In the School of Law the number of students from the Western division has increased from 15 to 23. In the Schools of Mines, Engineering and Chemistry there are 12 students from the South Central division, as against 8 the preceding year. Political Science and Philosophy have increased their registration from the South Central division 4 to 8 and 10 to 23, respectively; the former also shows an increase from the South Atlantic division from 8 to 17. The registration in Fine Arts from the North Central division is 25, as compared with 20 last year. There is, accordingly, but slight variation in the division totals, although from some of the States, as noted above, there has been a considerable increase, which affects the schools of the Corporation as well as the other schools of the University.

TABLE XII

RESIDENCE OF STUDENTS IN THE CORPORATION 1896-1910 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

(A) THE UNITED STATES

	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
North Atlantic Div	1634	1666	1848	1894	2069	2273	2442	2541	2442	2416	2349	2284	2312	2528	2682
Maine	14	14	10	9	9	12	11	7	8	13	12	14	16	13	15
New Hampshire	4	4	3	4	4	4	7	7	2	2	6	9	7	4	6
Vermont	6	9	13	6	10	13	10	13	15	10	13	8	11	3	6
Massachusetts	34	36	41	37	62	57	62	63	49	43	52	52	47	55	57
Rhode Island	10	8	10	11	11	18	19	22	16	11	8	8	11	9	11
Connecticut	35	40	54	53	70	63	70	56	54	48	38	37	46	53	50
New York	1286	1308	1433	1501	1630	1799	1951	2014	1933	1955	1901	1858	1845	2058	2144
New Jersey	210	214	237	230	230	256	260	296	299	271	258	227	256	264	297
Pennsylvania	35	33	47	33	43	51	52	63	66	63	61	71	73	69	96
South Atlantic Div	30	41	47	45	69	66	69	87	80	84	75	75	87	98	99
Delaware .....	.....	.....	2	2	.....	.....	5	3	5	5	1	.....	.....	2	2
Maryland	5	6	4	5	7	7	7	9	10	12	14	10	7	13	13
Dist. of Col.	2	1	2	3	5	6	9	10	7	4	6	6	10	6	11
Virginia	5	5	10	10	14	9	5	15	9	12	12	9	13	17	19
West Virginia ..	1	5	4	2	2	3	2	4	2	6	7	6	5	5	1
North Carolina ..	2	9	8	8	15	12	10	16	14	11	7	15	19	18	16
South Carolina ..	2	2	2	2	1	5	5	9	6	9	10	9	13	13	12
Georgia	10	12	14	11	20	22	23	16	19	15	13	16	18	19	20
Florida	2	1	3	2	3	2	3	5	8	10	5	4	2	5	5
South Central Div.	35	36	48	42	48	75	63	65	68	52	58	52	78	62	87
Kentucky	10	8	10	11	13	22	16	18	16	14	13	9	13	10	16
Tennessee	8	7	9	6	5	14	10	10	7	2	6	10	14	5	9
Alabama	6	7	10	8	8	13	7	9	10	8	10	10	10	8	13
Mississippi .....	.....	1	2	2	3	2	7	4	6	7	6	6	8	2	9
Louisiana	1	2	1	2	3	2	3	3	4	3	4	5	5	4	4
Texas	9	5	11	9	14	15	16	14	18	10	13	9	18	20	19
Arkansas .....	.....	4	2	5	3	4	4	5	6	7	5	2	6	7	9
Oklahoma	1	2	.....	.....	.....	2	1	2	.....	.....	2	2	4	5	8
North Central Div.	112	114	129	133	159	160	169	191	195	195	191	220	247	274	274
Ohio	35	37	37	25	34	41	37	45	52	59	45	58	57	59	62
Indiana	5	10	11	17	24	21	22	18	22	23	25	31	29	33	36
Illinois	9	12	19	24	23	29	24	25	26	13	18	20	32	38	42
Michigan	3	7	7	10	16	11	16	12	15	13	14	10	10	22	20
Wisconsin	13	8	13	11	9	5	10	13	9	6	12	17	22	14	7
Minnesota	11	6	7	8	8	8	9	11	16	17	18	16	22	13	25
Iowa	8	12	13	11	8	13	18	20	18	16	9	16	15	19	24
Missouri	17	9	12	11	14	17	13	17	14	17	24	23	25	26	24
North Dakota ..	3	.....	1	2	2	2	3	3	1	2	3	7	8	6	6
South Dakota ..	.....	.....	1	1	1	.....	4	5	4	3	2	4	1	3	3
Nebraska	4	6	2	7	12	10	10	16	13	10	9	9	9	13	9
Kansas	4	7	7	6	8	3	3	6	5	10	11	11	14	15	16
Western Division	27	38	45	55	59	76	86	92	95	88	91	78	82	93	95
Montana	3	4	4	8	7	8	10	7	12	12	13	14	12	12	8
Wyoming	1	.....	1	2	1	1	1	3	1	.....	2	2	1	1	1
Colorado	2	6	12	12	13	21	17	28	24	22	14	17	13	14	15
New Mexico .....	.....	1	1	1	1	3	5	4	1	.....	.....	1	1	2	2
Arizona .....	.....	.....	.....	.....	.....	1	.....	.....	2	3	4	1	3	2	2
Utah	2	4	5	6	5	9	8	9	11	12	16	9	5	3	11
Nevada .....	.....	.....	3	3	1	2	1	1	1	1	3	2	1	1	2
Idaho	1	.....	.....	.....	.....	1	1	2	2	.....	1	.....	1	.....	2
Washington	4	4	4	1	2	4	9	8	7	5	7	8	12	18	17
Oregon	1	5	3	3	3	5	7	8	6	7	7	3	6	13	11
California	13	14	15	19	24	23	26	23	28	24	25	20	28	26	24
Insular and Non-contiguous Territories	2	3	3	4	3	4	1	4	7	4	5	4	3	3	2
Alaska	1	.....	1	.....	.....	.....	.....	1	2	.....	.....	.....	1	.....	.....
Hawaiian Island	1	3	3	3	3	2	.....	.....	1	2	3	3	1	1	.....
Philippine Island	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....
Porto Rico .....	.....	.....	.....	.....	.....	2	1	3	3	2	2	1	1	2	2
Total	1840	1898	2120	2173	2407	2654	2830	2980	2887	2839	2769	2713	2809	3058	3239

TABLE XII—(Continued)

(B) FOREIGN COUNTRIES

	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910
North America	21	14	18	15	18	20	21	34	35	37	35	33	50	46	41
Canada	12	7	11	10	9	6	10	16	21	20	21	21	33	24	26
Central America	4					1		2	3	3	1	4	2	2	1
Cuba	4	4	5	4	5	7	8	9	5	7	7	7	11	12	4
Mexico	1	2	2	1	4	6	3	6	5	6	5	1	4	5	7
West Indies		1						1	1	1	1			3	3
South America	1				1	2	2	3	5	4	6	9	10	11	5
Argentine Republic											2		1	2	1
Brazil								2	1	1	1	1	4		1
Chile														2	2
Columbia	1								1		1	2	1	3	
Ecuador														3	
Peru								2		1	2	2	1	1	
Unclassified					1	2	2	1	2	2	2	4	3		1
Europe	2	5	13	7	7	8	7	20	21	22	41	35	39	42	25
Austria-Hungary			3					2	2	1	2	1	2	3	1
Belgium									1		1	1	1		
Bulgaria												1			1
Denmark													2		1
France	1				1			4	2	1	8	4	2	4	4
Germany					1		1	3	1	3	10	6	4	5	3
Great Britain and Ireland		1	2	1	3	6	5	5	9	7	10	6	7	11	4
Greece												2			
Holland								1	1	1	1	1	1	1	
Italy	1				1			1		2	2	3	2	1	1
Norway												1	1		
Poland														1	2
Roumania													1		
Russia		1	5	3			1	2	3	3	3	4	12	8	4
Spain		1	1	1			1	1	2	2	2	1	1	2	1
Sweden						1				1	1	1	2	1	1
Switzerland			1					1	1		1		1	4	1
Turkey		2	1	2	1	1				1		3		1	1
Asia	7	3	5	10	16	8	12	11	19	26	37	41	49	36	40
China								3	3	5	9	8	8	11	20
India							3		2	1	3	5	3	3	5
Japan	7		3	9	14	6	9	8	14	19	24	26	35	19	12
Persia		3	1	1	1	1					1	1	3	1	2
Syria														1	
Turkey			1		1	1				1		1		1	1
Africa		1	1	3	2	2	1	2	3	4	3	1	1		1
South Africa		1	1	3	2	2	1	2	3	4	3	1	1		1
Australia					1	1	2	1	1	3	2	2	1	1	
Total	31	23	37	35	45	41	45	71	84	96	124	121	150	136	112
Grand Total*	1871	1921	2157	2208	2452	2695	2875	3051	2971	2935	2893	2834	2959	3194	3351

* Auditors are included only in the 1905 figures.

Fifty-one and three-tenths per cent. of our students in the various faculties of the Corporation are graduates of higher institutions of learning, as against 50.7 per cent. in 1908-9, 49.4 per cent. in 1907-8, 50.6 per cent. in 1906-7, and 39.4 per cent. in 1902-3. Of the 3,351 students enrolled in the Corporation, 1,716 are graduates of 271 institutions of collegiate rank in the United States and of 69 similar institutions in foreign countries. In 1908-9 there were 1,619 graduates of 242 domestic and 71 foreign institutions. Detailed information on this point is given in Table XIII.

TABLE XIII
 PARENTAGE OF DEGREES HELD BY STUDENTS
 (A) HIGHER INSTITUTIONS IN THE UNITED STATES

College	1909-10								Total
	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	
Adelphi College				1	3				4
Alabama Polytechnic Institute.....						1			1
Albany Normal College.....					3				3
Albion College					3				3
Alfred University				1	1				2
Allegheny College				1					1
Alma College				2	1				3
Amherst College	10	9		4	3	2			29
Andrew Female College.....					1				1
Arcadia University		1							1
Baker University	2			1					3
Baltimore Univ. School of Medicine..		1							1
Bates College		1		1	1				3
Baylor University	1								1
Beloit College				1					1
Bennett Medical College.....				1					1
Bethany College				1		1			2
Boston University				1	3				4
Bowdoin College	2	1		1		2			6
Brown University	1	1		1	4	1			8
Bryn Mawr College.....				4	5	2			11
Buchtel College	1			1					2
Bucknell University	1				2				3
Carleton College					3				3
Carson and Newman College.....					1				1
Central College		1							1
Central University of Kentucky.....					1				1
Centre College				2					2
Charleston College							1		1
Cincinnati College					1				1
Clark College	1								1
Coe College					1				1
Colby College					1				1
Clark University				1					1
Colgate University		4			2	1			7
College of the City of New York.....	14	20	17	7	43	19	2	2	124
College of St. Elizabeth.....					3	1			4
College of Pharmacy (New York City)		6							6
College of Santo Domingo.....			1						1
Colorado College			1			1			3
Columbia University	68	39	16	72	185	52	6	3	441
Concordia College					1				1
Cooper Institute			3				1		4
Cornell University	5	2	3	4	9	4			27
Cox College					1				1
Dakota Wesleyan University.....					1				1
Dartmouth College		5		1	6	3			15
Davidson College					2		1		3
Denison University			1		2				4
DePauw University	1			1	3		2		7
Detroit College of Law.....						1			1
Dickinson College				3	2				5
Drew Theological Seminary.....				3	1				4
Drury College		1							1
Earlham College					2	1			3
East Texas Normal College.....					1				1
Emory College (Ga.).....				1	1		1		3
Emory and Henry College.....	3			1					4

TABLE XIII—(Continued)

1909-10	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Emporia College					1	1				2
Eureka College					2					2
Fremont College		1								1
Fisk University					1					1
Florida State College for Women						1				1
Fordham University		3	2				1			6
Franklin College					1	2				3
Franklin and Marshall College		1			2	3				6
General Theological Seminary						1				1
Georgetown University		4	1	1						6
Furman University					1					1
George Washington University					3	1				4
Frederick College		1								1
German Wallace College						2	1			3
Gettysburg College		1								1
Grinnell College							1	1		2
Grove City College						1				1
Hahnemann Medical College			1							1
Hamilton College		2			1	1				4
Hamline University		1			1	2	1			5
Hampden Sidney College			1							1
Hastings College					1					1
Hartwick Theological Seminary					1					1
Harvard University		19	11	9	10	21	7	3		80
Haverford College							1			1
Highland College		1								1
Hiram College						1				1
Hobart College		1			2	2				5
Hollins College						1				1
Holy Cross College		1		1		2				4
Hope College						1				1
Howard University						1				1
Illinois Wesleyan University						1				1
Indiana University			1		2	14	1			18
Instituto de Matanzas				2						2
Iowa College				2	2	1				5
Jefferson Medical College			1							1
Johns Hopkins University		1				2				3
Juniata College						1	1			2
Kentucky University					3					3
Kentucky Wesleyan University			1							1
Kenyon College								1		1
Kingfisher College		1								1
Knox College		1			3	1				5
Lafayette College		4	3			2	3	1		13
Laval University				1						1
Lebanon Valley College					1	2	1			4
Lincoln College						1				1
Leland Stanford University			2	1	3	3	1			10
Lenox College						1				1
Lincoln University						1				1
Lombard College					1					1
Long Island College Hospital			1			2	1			4
McKendrie College						1				1
Marietta College		1								1
Manhattan College		1								1
Massachusetts Agricultural College							1			1
Massachusetts Institute of Technology							2			2

TABLE XIII—(Continued)

1900-10									Total	
	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture		Music
Meharry Medical College.....			1							1
Memphis Hospital Medical College....			1							1
Mercer University					4	1				5
Miami University						1				1
Michigan College of Mines.....				1			1			2
Middlebury College						2				2
Millsops College						2				2
Missouri State Normal College.....	1									1
Moares Hill College.....										1
Mount Holyoke College.....					3	6	5			14
Morgan College					1					1
Mount Union College.....						1				1
Muhlenberg College			1			1				2
Nebraska Wesleyan University.....					1					1
New Mexico Agric. and Mech. College	1									1
New York College of Dentistry			1							1
New York Homoeopathic Med. College			2							2
New York Law School	1		1		1	1		1		5
New York University		1	6		10	23	2			39
Normal College (New York City).....					1	23	7			31
Normal University						2				2
No. Carolina Coll. of A. and the M. A.	1			1						2
Northwestern University				1		3				4
Oberlin College		5	2	1	7	5				20
Ohio Northern University	1					1				2
Ohio State University		2			2	1	2	1		8
Ohio Wesleyan University		1			4	2	1			8
Pacific Theological Seminary.....					4	1				1
Park College		1	1							2
Penn College (Iowa)					1					1
Penn College for Women.....					1					1
Pennsylvania Military College				3						3
Pennsylvania State College					1	1	1			3
Pennsylvania College		1								1
Polytechnic Institute (Brooklyn).....						4	2			6
Pomona College		1			2	2				5
Presbyterian College of So. Carolina..			2							2
Princeton University	14	25	11		2	4	3	3		62
Purdue University						1				1
Radcliffe College						5				5
Randolph-Macon College						3	1			4
Rensselaer Polytechnic Institute.....		1								1
Richmond College						1				1
Rochester Theological Seminary.....						1				1
Rollins College		1								1
Rutgers College			4							4
St. Angela's College						4				4
St. Francis College (Brooklyn).....			1			1				2
St. Francis Xavier College.....		4	2	1		3				10
St. Ignatius College				1						1
St. John's College (Brooklyn).....					1	2				3
St. John's College (Md.)		1				1				2
St. Lawrence University			1			1	4			6
St. Mary's College				1						1
St. Peter's College			1							1
St. Vincent's College		1					1			1
Scio College					1		1			2
Seton Hall College.....						2				2

TABLE XIII—(Continued)

College	1909-10								Total
	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	
Shorter College					1				1
Smith College				7	14	1			22
South Carolina College		1							1
South Carolina Military College		1				1			2
Southern University				1					1
Southwestern University					1	1			2
State Teachers College, Iowa							1		1
Susquehanna University					1				1
Swarthmore College	2			1	2				5
Syracuse University	2			8	11	3			24
Tarkio College (Missouri)		1							1
Taylor University					1				1
Temple University				1					1
Trinity College (Connecticut)	2	1			1	1			5
Trinity College (North Carolina)				1					1
Trinity University (Texas)					2				2
Tri-State College				1					1
Tufts College				1					1
Tulane University	1								1
Union College				2	1				3
Union Theological Seminary				4	4	1			9
University of Alabama					3				3
University of Arkansas	5				1				6
University of California				2	4				6
University of Chicago	1	2		6	12				21
University of Cincinnati				1	4	1			6
University of Colorado	1			1					2
University of Denver	1				1				2
University of Florida	1								1
University of Georgia	4	1							5
University of Illinois	1			1	6	1			9
University of Iowa				1	1	1			3
University of Kansas		1		1	6	1			9
University of Louisville		1							1
University of Maine						1			1
University of Michigan	2			3	11	2			18
University of Minnesota	1			2	4	2			9
University of Mississippi				1					1
University of Missouri	1			1	2	2			6
University of Montana	1		1						2
University of Nashville				1					1
University of Nebraska	5				2	3			10
University of North Carolina	3				2	1			6
University of North Dakota	1								1
University of Notre Dame	1				1				2
University of Oklahoma	1	2							3
University of Oregon	2	2				1			5
University of Pennsylvania	2	1		1	3	2			9
University of Rochester	2	1	1		6	4			14
University of South Carolina		1							1
University of South Dakota				1					1
University of Southern California					1				1
University of Tennessee					1				1
University of Texas	1				1	1			3
University of Utah		1		2	1	2			6
University of Vermont		3			1				4
University of Virginia	2								2
University of Washington		1			1				2

TABLE XIII—(Continued)

1909-10	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
University of Wisconsin					6	1	1			8
University of Wooster		3				6				9
Upsala College (N. J.)			1							1
Utah Agricultural College		1								1
Valparaiso University						1				1
Vanderbilt University		4		1						6
Vassar College					13	15	2			30
Villanova College			1							1
Virginia Military Institute		1	1		2					4
Wabash College		5			2	3				10
Wake Forest College			1		1	1				3
Wallace College					1					1
Wartburg College					1					1
Washburn College					1					1
Washington and Lee University		1	1							2
Washington State College		1				1				2
Washington University						1				1
Wellesley College					3	12	4			19
Wesleyan Female College						1				1
Wesleyan University		2	4		5	10	2			23
Western College						1				1
Western Maryland College						1				1
Western Reserve University					3	3				6
Western University of Pennsylvania						1				1
Westminster College					1					1
Wheaton College					1					1
Whitman College		2			1					3
Whitworth College		2								2
William Jewell College			1							1
Williams College		9	5	1	4	8	4			31
Winthrop Normal and Ind. College					1					1
Wittenberg College						1				1
Wofford College		2								2
Woman's College (Baltimore)					2	4	1			7
Woman's State College (Mississippi)						4				4
Worcester Polytechnic Institute						1	1			2
Yale University		20	17	10	6	10	5	4		72
Total	7	286	222	94	309	695	195	29	6	1843

TABLE XIII—(Continued)

(B) HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

Acadia University, Nova Scotia				2		2				4
Amsterdam Commercial University		1								1
Baroda College (India)						1				1
Capuchin Seminary, Rome						1				1
Central College, Turkey							1			1
Chin Shih College, China					1					1
Coddington College (B. W. I.)						1				1
College of Science, Bombay				1						1
College of Metelin, Turkey		1								1
Dalhousie College, Nova Scotia		1			1					2
Doshisha University, Japan					1					1

TABLE XIII—(Continued)

1900-10	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Doninshia Gakko, Japan.....					1	1				2
Dublin University						1				1
Ecole Normale, Paris.....						2				2
Evangelical School, Smyrna.....						1				1
Escuela Nacional Prep. de Mexico.....						1				1
Gymnasium, Beregszasz, Hungary				1						1
Gymnasium, Cherkassi, Russia					1					1
Gymnasium, Eisenach, Germany					1					1
Gymnasium, Russia						1				1
Gymnasium, Libau, Russia						1				1
Gymnasium, Mariampsl, Russia					1					1
Gymnasium, Prussia						1				1
Havana Institute				2						2
Keio-Gijuku University					2					2
Kings College, Canada						2				2
Kings College, England					1					1
Königl. Lehrerinnen Seminar, Germ'y.....						1				1
Lehrerseminar Stettin, Germany.....						1				1
Lycée de Bordeaux.....				1		1				1
McGill University		1			1					2
Mackenzie College, Brazil.....				1						1
Naparina College (B. W. I.).....						1				1
Nippon Law College, Japan.....					2					2
Oberrealschule, Kassel, Germany.....							1			1
Peking University							1			1
Peers University, Japan.....					1					1
Queen's University						1	1			2
Royal University of Ireland.....			1							1
St. John's University, China.....					2					2
Sodo College						1				1
Tohoku Gakwin, Japan.....						1				1
Tokyo Divinity School.....					1					1
University of Berlin		1				1				2
University of Bucharest						1				1
University of Chili			1	1						1
University of Copenhagen						2				2
University of Halle		1								1
University of Lausanne		1								1
University of Madrid			1							1
University of Manitoba					1					1
University of Manchester						2				2
University of Montevideo				1						1
University of Sydney							1			1
University of New Brunswick			1				1			2
University of Oxford		1				2				3
University of Salamanca			1							1
University of Toronto				1	4	4	1			10
University of Tübingen					1					1
University of Turin			1							1
University of Valladolid, Spain				1						1
University of Vienna						1				1
Uppsala University, Sweden.....						1				1
Urmiah College, Persia.....						1				1
Warsaw College, Russia.....						1				1
Waseda University					6					6
Wesley College, Canada.....					1					1
Total graduates of foreign institutions		8	6	12	31	37	7			101

TABLE XIII—(Continued)

(C) SUMMARY

1909-10	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Total graduates of domestic institutions	7	286	222	94	309	695	195	29	6	1843
Total graduates of foreign institutions .....	....	8	6	12	31	37	7	....	....	101
Grand total graduates of higher institutions	7	294	228	106	340	732	202	29	6	1944
Deduct for graduates of more than one institution .....	....	5	10	5	66	112	28	2	....	228
Total students holding degrees.....	7	289	218	101	274	620	174	27	6	1716
Total students enrolled.....	692	324	346	686	307	650	181	142	23	3351
Percentage holding degrees, 1910.....	1.0	89.2	62.9	14.7	89.2	95.3	96.1	19.0	26.0	51.3
Percentage holding degrees, 1909.....	1.0	89.4	62.8	15.6	90.4	96.9	98.3	17.7	25.0	50.7

TABLE XIV

NATURE OF DEGREES HELD BY STUDENTS

Degrees 1909-10		College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Bachelor of Arts.....			233	129	53	216	461	96	11	4	1203
“ Science	1	28	33	33	23	120	54	9	1		302
“ Philosophy	1	13	8	5	21	30	13	5			96
“ Letters	2	2			3	12		1			20
“ Pedagogy	1					4					5
“ Literature		5	3		1						9
“ Divinity			1		11	13	1				26
“ Sacred Theology	1				1						1
“ Laws	1	5	1		14	8	1	2			32
“ Commercial Science					2						2
“ Engineering	1			2			1				4
“ Science in Chemistry.....				1							1
“ Mechanical Engineering.....				1							1
“ Canon Law					1						1
Doctor of Medicine.....			40			1	2	2			45
Graduate in Pharmacy.....			2								2
Doctor of Divinity.....						1					1
Civil Engineer.....		2		4			2	1			9
Electrical Engineer.....			1				6				7
Mechanical Engineer.....				1							1
Mining Engineer.....		2		2	1		7				12
Metallurgical Engineer.....				1							1
Master of Arts.....		13	7	3	81	169	41	1	1		316
“ Science			2	6	3						11
“ Philosophy					2	2					4
“ Letters					1	2					3
“ Pedagogy	1					2					3
“ Laws					2						2
Doctor of Philosophy.....		1	1		4	8	1				15
“ Pedagogy					2						2
“ Jurisprudence		1			2	1					4
“ Dental Surgery				3							1
“ Pharmacy							1				4
“ Science							1				1
Total degrees held.....	8	305	230	106	390	842	230	30	6	2147	
Deduct for students holding more than one degree.....	1	16	12	5	116	222	66	3			431
Students holding degrees, 1910.....	7	289	218	101	274	620	174	27	6		1718
Students holding degrees, 1909.....	7	296	207	110	236	561	172	23	7		1618

TABLE XV

DEGREES AND DIPLOMAS GRANTED, 1909-10

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts.....	88	86	174
“ “ (College and Medicine).....	5	.....	5
“ Laws.....	80	.....	80
“ Science.....	26	2	28
“ “ (College and Medicine).....	2	.....	2
“ “ (Architecture).....	2	.....	2
“ “ (Chemistry).....	1	.....	1
“ “ (Education).....	23	135	158
“ Architecture.....	6	.....	6
“ Music.....	1	1	2
Chemist.....	2	.....	2
Chemical Engineer.....	6	.....	6
Civil Engineer.....	31	.....	31
Electrical Engineer.....	27	.....	27
Engineer of Mines.....	39	.....	39
Mechanical Engineer.....	12	.....	12
Metallurgical Engineer.....	3	.....	3
Doctor of Medicine.....	70	.....	70
Pharmaceutical Chemist.....	8	.....	8
Doctor of Pharmacy.....	4	.....	4
Master of Arts.....	152	117	269
Doctor of Philosophy.....	35	9	44
Total.....	623	350	973
Deduct duplicates*.....	6	.....	6
Total individuals receiving degrees in course.....	617	350	967
B. Honorary Degrees			
Master of Arts.....	2	.....	2
“ “ Science.....	1	.....	1
Doctor of Laws.....	2	.....	2
“ “ Letters.....	3	1	4
“ “ Sacred Theology.....	1	.....	1
“ “ Science.....	3	.....	3
Total.....	12	1	13
C. Certificates and Teachers College diplomas granted			
Certificate of Proficiency in Architecture.....	3	.....	3
Bachelor's diploma in Education.....	27	131	158
Special “ “.....	4	99	103
Master's “ “.....	32	33	65
Doctor's “ “.....	5	3	8
Total.....	71	266	337
Total degrees and diplomas granted.....	706	617	1323
Deduct duplicates†.....	67	163	230
Total individuals receiving degrees and diplomas....	639	454	1093

* Distributed as follows: LL.B. and A.M. 4 men; E.M. and A.M. 1 man; E.E. and A.M. 1 man.

† In addition to those noted under *, the following duplications occur: A.B. and Bachelor's Diploma, 1 man, 9 women; (Columbia) B.S. and Bachelor's Diploma, 1 man; B.S. Education and Bachelor's Diploma, 22 men, 117 women; Special Diploma, 2 women; A.M. and Master's Diploma, 32 men, 32 women; Ph.D. and Doctor's Diploma, 5 men, 3 women.

TABLE XVI

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1903-10

	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910
A. Degrees conferred in course								
Bachelor of Arts (men).....	101	102	106	104	113	94	91	93*
“ “ (women)	47	80	83	75	76	97	98	88
“ “ Laws	115	110	119	80	75	55	69	80
“ “ Science (Columbia College).....				5	8	15	25	28†
“ “ (Barnard College).....								2
“ “ (Education).....	27	39	79	118	103	120	139	153
“ “ (Architecture).....	7	10	4	5	7	6	6	2
“ “ (Chemistry).....	10	4	3	4	6	9	6	1
“ “ Architecture							2	6
“ “ Music								2
Engineer of Mines.....	19	38	47	45	31	30	29	39
Chemical Engineer.....							6	6
Chemist								2
Civil Engineer	13	22	17	24	20	20	25	31
Electrical Engineer	17	23	19	24	16	21	20	27
Mechanical Engineer	19	21	11	15	14	12	22	12
Metallurgical Engineer	2	1	1	2		3	4	3
Doctor of Medicine.....	168	178	185	152	93	81	82	70
Pharmaceutical Chemist			3	10	8	21	7	8
Doctor of Pharmacy.....				1	4	3	5	4
Master of Arts.....	147	160	197	178	193	219	231	269
Master of Laws.....	1		1	2		2		
Doctor of Philosophy.....	39	28	38	42	42	55	59	44
Total	732	816	914	886	809	863	826	973
Deduct duplicates	15	16	22	19	5	7	7	6
Total individuals receiving degrees	717	800	892	867	804	856	919	967
B. Honorary degrees								
Master of Arts.....	1	1		1	3	1	1	2
“ “ Science			2		1		1	1
Doctor of Laws.....	4	2	23	6	3	5	7	2
“ “ Letters	1	1	1		1	2	2	4
“ “ Sacred Theology	1	1	1			1	1	1
“ “ Science	2	1	14	2		1	1	3
Total	8	6	46	9	8	10	13	13
C. Certificates and Teachers								
College diplomas granted						1		3
Certificates in architecture.....						1		
Consular certificate								
Higher diploma in education.....		1						
Bachelor's diploma in education.....	105	140	197	197	104	133	134	158
Special “ “				22	59	89	109	103
Master's “ “	19	25	17	36	51	51	56	65
Doctor's “ “	3	1	7	3	5	5	4	8
Total	127	165	221	258	219	280	303	337
Total degrees and diplomas granted	868	987	1181	1153	1036	1153	1242	1323
Deduct duplicates	73	112	138	214	152	187	201	230
Total individuals receiving degrees and diplomas.....	795	875	1043	939	884	966	1041	1093

* Including 5 A.B., College and Medicine.

† Including 2 B.S., College and Medicine.

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

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

TABLE XVII

(A) SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1909-10

Major Subjects	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law	1				1
American History	9	7	2		18
Ancient History		2			2
Anthropology			1		1
Biological Chemistry			1		1
Botany		3			3
Chemistry	12	2	2		16
Civil Engineering	1				1
Comparative Literature	1	1	1		3
Constitutional Law	13		1		14
Education	33	32	5	3	73
English	9	27	2	1	39
Geology	10	3		1	14
Germanic Languages	9	11	1		21
Greek		1			1
International Law	2				2
Latin	2	6	1	1	10
Linguistics			1		1
Mathematical Physics	1				1
Mathematics	3				3
Medieval History	1	4			5
Metallurgy	1				1
Modern European History		1	1		2
Music			1		1
Philosophy	8	4	2		14
Physics	3		1		4
Physiology		1			1
Political Economy	7	1			8
Political Philosophy		1	1		2
Psychology	5		1		6
Roman Law and Comparative Jurisprudence	1				1
Romance Languages		2	1	2	5
Semitic Languages	4				4
Social Economy	5	5	1		11
Sociology and Statistics	11	2	5	1	19
Zoology		1	3		4
Total	152	117	35	9	313

(B) HIGHER DEGREES GRANTED UNDER EACH FACULTY

Faculties	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science	50	23	11	1	85
Philosophy (Including Music)..	71	84	17	7	179
Pure Science	81	10	7	1	99
Total, 1910.....	152	117	35	9	313
“ 1909.....	152	79	51	3	290
“ 1908.....	117	102	45	10	274

Table XVIII. shows the number of students of various ages registered in the College and in the Schools of Mines, Engineering and Chemistry, with the average and the median age in each class. The figures are given for the opening of the academic year.

The median age of the College freshman is 18 years 11 months, as compared with 18 years 5 months in 1908-9, 18 years 3 months in 1907-8, and 17 years 11 months in 1905-6. This increase is not as significant as might seem, since the class contained an unusually large number of men (46, as against 21 last year) more than twenty-one years of age. In many instances the delay of their entrance was due to interruption of preparation, owing to financial or other reasons not related to the ordinary circumstances of admission. It is to be noted, moreover, that this year's figures (but not those of last year) are according to technical classification, deficient students in some cases being required to register with a class lower than the one to which they would normally belong. The median age of first-year students in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science) has likewise increased, from 19 years 6 months in 1908-9 to 20 years. In 1907-8 it was 19 years 4 months, while in 1905-6 it was only 19 years 1 month. The increased age is attributable in some measure to the growing tendency to obtain additional preparation for the professional course, 14.7 per cent. of 686 students in these schools holding degrees in 1909-10, as compared with 12.7 per cent. of 580 in 1905-6. It is true that in this case, too, the number of first-year students beyond the age of twenty-one is relatively large, there being 51 such students, as compared with 26 in 1905-6. In these schools the figures of this year, as well as of last year, are according to the technical classification explained above. Non-matriculated students in the Schools of Mines, Engineering and Chemistry are not classified in this table.

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. In the table here published 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 this table, 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. The Department of Physical Education gives instruction to the largest number of students (876), followed by chemistry (859), physics, including mathematical physics (817), mathematics (807), English (757), civil engineering (684). The departments of electrical engineering, engineering drafting and history instruct more than 400 students each. In the College the Department of English instructs the largest number of students (542), followed in the order named by the departments of physical education (437), history (292), Romance languages (284), mathematics (276), chemistry, philosophy and Germanic languages, each of the last three instructing more than 250 College students.

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES

	COLLEGE					LAW		
	Freshman	Sophomore	Junior	Senior	Non-Candidates	1st Class	2d Class	3d Class
1909-10								
Anatomy			7	9				
Anthropology	11	21	15	6	2			
Architecture				1				
Astronomy	23	8	10	2	2			
Bacteriology and Hygiene				9				
Bible Study	13	21	12	5	1			
Biological Chemistry	1			2				
Botany	35	7	8	6	3			
Chemistry	108	74	46	24	10			
Chinese		1		1				
Civil Engineering	2	6	8	9				
Clinical Pathology								
Comparative Literature	2	3	3	7	1			
Dermatology								
Diseases of Children								
Economics and Social Science	14	26	39	14	15	4	2	1
Education	3	13	14	11	2			
Electrical Engineering				11				
Engineering Drafting	2	7	9	12	1			
English	244	154	63	30	51	1		
Fine Arts	2	2	7	6				
Genito-Urinary and Venereal Diseases								
Geology	18	10	19	11	5			
Germanic Languages and Literature	133	51	27	14	26			
Greek	20	14	13	3	3			
Gynecology								
Histology			7					
History and Political Philosophy	94	109	44	12	33		1	
Indo-Iranian Languages		2	1					
Laryngology								
Latin	120	32	10	5	12			
Materia Medica and Therapeutics				9				
Mathematics	182	45	11	11	27			
Mechanics		1	2	11				
Mechanical Engineering				6				
Metallurgy				7				
Mineralogy	4	4	3	10	2			
Mining		1						
Municipal and Private Law				5		103	109	88
Music	4	10	4	3	1			
Neurology								
Obstetrics				9				
Ophthalmology								
Orthopedic Surgery								
Otology				9				
Pathology								
Pharmacy			7					
Philosophy	62	103	52	16	24			
Physical Education	219	138	29	16	30			
Physics and Mathematical Physics	55	20	10	11	11			
Physiology	2	2	9	13	1			
Politics and Government	57	31	32	8	9			
Practice of Medicine				9				
Psychology	16	53	39	13	5			
Public Law						12	63	64
Roman Law and Jurisprudence	1	1	7	5	1	93	17	14
Romance Languages and Literature								
Celtic								
French	113	74	25	10	22			
Italian	6	7	3	2				
Spanish	3	10	5	2	2			
Semitic Languages	2	1	2	2				
Social Economy								
Surgery				9				
Zoology	18	11	2	3	3			

SUMMER SESSION OF 1910

The Summer Session of 1910 marks a phenomenal increase, the registration reaching a total of 2,632, which is a gain of 661, or 33.54 per cent., over that of last year. This exceeds by 222 the increase in 1909, hitherto the largest in the history of the Summer Session. The gain over 1908 is 71.80 per cent.; over 1907, 88.67 per cent.; in the four years since 1906, more than 152 per cent. The comparative enrolment for the eleven sessions since the establishment of the Summer Session is shown by the following table:

Year	General	Medical	Total	Percentage of Increase Over 1900
1900	417	—	417	—
1901	579	—	579	38.85
1902	643	—	643	54.19
1903	940	53	993	138.13
1904	914	47	961	130.45
1905	976	42	1,018	144.12
1906	1,008	33	1,041	149.64
1907	1,353	42	1,395	234.53
1908	1,498	34	1,532	267.38
1909	1,949	22	1,971	372.66
1910	2,632		2,632	531.18

The percentage of women is somewhat larger than last year (57.63 as against 53.07), due in great measure to the addition of attractive new courses in Household Arts and Fine Arts. In the earlier sessions the women were in a much larger majority (72.66 per cent. in 1900, 73.32 per cent. in 1901). The division was most nearly equal in 1908, when the women constituted 50.33 per cent. of the attendance, the men 49.67 per cent. There were 1,554 new students this year, exceeding in number the total attendance in the Summer Session of 1908. This is the largest percentage (59.04) of new students registered thus far, the proportion in 1909 having been 55.09 per cent., in 1908, 56.86 per cent. This relatively small variation shows that the Summer Session has been developed in such a way as to maintain its attractiveness for old and new students

alike. The attendance of the former this year exceeded the total registration in 1906. In the number of those previously registered there has been a yearly increase of regular students from the several schools of the University. These are included in the matriculated students, who number this year 1,207, as against 933 in 1909, a gain of about 29 per cent., the proportion of the total registration being 45.86 per cent., as against 47.34 per cent. in 1909, 48.63 in 1908. The decreased proportion is not surprising in view of the very large addition to the total and has no bearing upon the quality of work done, since the purpose of the non-matriculated student is often quite as serious as that of a candidate for a degree. It is to be noted, moreover, that an increasing number are candidates for degrees in other institutions, which give them credit for the work done at Columbia in Summer Session.

As has been pointed out above, in connection with Table IV. of the general report, the Summer Session students matriculated in Columbia and Barnard College and the professional schools (except Teachers College) are in residence during the academic year, while the majority of those matriculated in Teachers College and the non-professional graduate schools attend during Summer Session only. About one-fourth (not including the incoming class) of the students in Columbia College and in the Schools of Mines, Engineering and Chemistry registered in the Summer Session. The largest increase of matriculated students is in Teachers College (276 to 383). In the Faculties of Political Science, Philosophy and Pure Science they have increased from 359 to 455, a gain of 96, as compared with 91 last year. Under the Faculty of Philosophy are included 166 students with a major subject in education in Teachers College. In 1908 the gain in graduate students was only 53. The number of candidates for the Master's degree has nearly trebled since 1906. In addition to the students already matriculated there were 109 candidates for admission to the several schools of the University, including 31 for the College and 56 for the Schools of Mines, Engineering and Chemistry. Of these 18 and 41, respectively, have been admitted since the close of the Summer Session.

Of the 2,632 students in the Summer Session 884, or more than one-third, hold degrees, 1,058 in all, distributed as follows:

571 A.B.	8 Ph.D.	1 S.T.B.
174 B.S.	21 Pd.B.	1 C.E.
12 B.L.	11 L.I.	1 E.E.
7 Litt.B.	9 LL.B.	12 E.M.
112 A.M.	2 LL.M.	1 Ph. G.
14 M.S.	8 M.D.	3 Phar. D.
59 Ph.B.	4 B.D.	2 D.D.S.
1 Ph.M.	9 B.E.	15 Miscellaneous

In 1909, 652 of 1,971 students held degrees; in 1908, 518 of 1,532. The proportion has accordingly varied little in recent years.

The statistics of geographical distribution show a considerable decrease in the percentage of students from the North Atlantic division, from 65.26 to 59.65. In the case of certain States, however, there has been a marked increase; from Massachusetts, 36 to 64; Pennsylvania, 107 to 173; Rhode Island, 1 to 10. The proportionate decrease in this division is due to the relatively small gain in Manhattan and the Bronx, from 510 to 579. The percentage loss of the North Atlantic division is distributed mainly among the North Central, South Central and Western divisions, in the order named. The percentage of increase in the number of students from each of these divisions, as compared with last year, is 59.75 (241 to 385), 94.62 (93 to 181), and 136.66 (30 to 71), respectively. In the South Atlantic division the percentage of increase is 39.77 (264 to 369), while in the North Atlantic it is only 23.62 (1,270 to 1,570).

In the divisions other than the North Atlantic, Ohio sends the largest number of students (99); next come Virginia (85), Maryland (83), Indiana (69), Georgia (57), Tennessee (51), Texas (49), Illinois and North Carolina (each 48). The number of students from Florida and North Carolina has doubled (6 to 12 and 25 to 48, respectively); from Tennessee it has nearly trebled (18 to 51); from Kansas more than trebled (7 to 23). From Missouri came more than four times (6 to 27), from Texas nearly five times (10 to 49) as many students as in 1909. From Minnesota, Kentucky, Ohio, Wisconsin, Mich-

igan and Virginia the percentage of increase varies (in the order given) from 40 to 75. In the Western division California shows a remarkable increase (11 to 29), Montana and Oregon have doubled, Utah has trebled, while Washington has sent 11 students, as against one in 1909. Arizona, Nevada and New Mexico were not represented in 1908 or 1909, but are all included this year. Of all the States and Territories (including those which are insular or non-contiguous) Wyoming alone is missing. The number of students from foreign countries is a little larger than last year, the increase coming from Canada and China. It is interesting to note that the distribution of students has constantly widened as the attendance has increased. It is, for instance, significant that in 1910 60 per cent. of 2,632 students came from localities outside of Greater New York, while in 1909 55 per cent. of 1,949 students, in 1900 only 42 per cent. of 417 students did so. The 1910 Summer Session students came from 53 States and Territories and 14 foreign countries.

The detailed statistical summaries which follow differ slightly from those published in the Directory of Summer Session students because of additional registrations after the tables there included had gone to press:

A—STUDENTS CLASSIFIED ACCORDING TO SEX

Men	1115	42.37%
Women	1517	57.63%
	<u>2632</u>	<u>100.00%</u>

B—STUDENTS CLASSIFIED AS OLD AND NEW

Previously registered	1078	40.96%
New students	1554	59.04%
	<u>2632</u>	<u>100.00%</u>

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	1425	54.14%
II. Matriculated:		
1. Columbia College	137	
2. Barnard College	54	
3. Mines, Engineering and Chemistry.	143	
4. Law	12	
5. Medicine	3	
6. Fine Arts	20	
7. Political Science	54	
8. Philosophy*	332	
9. Pure Science	69	
10. Teachers College	383	
	1207	45.86%
	2632	100.00%

* Including 166 students with education as a major subject and registered under the Faculty of Philosophy through Teachers College.

D—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

	Number of Students	Percentage of Total Enrolment
Elementary schools.....	596	22.65%
Secondary schools.....	375	14.24%
Higher educational institutions.....	140	5.32%
Normal schools.....	85	3.23%
Principals (school).....	176	6.69%
Supervisors.....	115	4.37%
Superintendents	77	2.93%
Special teachers.....	60	2.28%
Private school teachers.....	68	2.58%
Librarians.....	6	0.23%
Not engaged in teaching.....	934	35.48%
Total.....	2632	100.00%

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:			
Connecticut		49	
Maine		13	
Massachusetts		64	
New Hampshire		4	
New Jersey		200	
New York:			
Outside of New York City.....	266		
Manhattan and the Bronx.....	580		
Brooklyn	151		
Queens	40		
Richmond	16	787	
		1053	
Pennsylvania		173	
Rhode Island		10	
Vermont		4	
		1570	59.65%

Brought forward	1570	59.65%
South Atlantic Division:		
Delaware	4	
District of Columbia.....	35	
Florida	12	
Georgia	57	
Maryland	83	
North Carolina	48	
South Carolina	30	
Virginia	85	
West Virginia	15	
	<hr/>	
	369	14.01%
South Central Division:		
Alabama	33	
Arkansas	2	
Kentucky	26	
Louisiana	7	
Mississippi	6	
Oklahoma	7	
Tennessee	51	
Texas	49	
	<hr/>	
	181	6.88%
North Central Division:		
Illinois	48	
Indiana	69	
Iowa	26	
Kansas	23	
Michigan	36	
Minnesota	18	
Missouri	27	
Nebraska	4	
North Dakota	2	
Ohio	99	
South Dakota	1	
Wisconsin	32	
	<hr/>	
	385	14.63%
Western Division:		
Arizona	2	
California	29	
Colorado	6	
Idaho	1	
Montana	7	
Nevada	2	
New Mexico	3	
Oregon	4	
Utah	6	
Washington	11	
	<hr/>	
	71	2.70%
Carried forward	2576	97.87%

Brought forward	2576	97.87%
Insular and Non-Contiguous Territories:		
Alaska	1	
Hawaii	2	
Panama Canal Zone.....	1	
Philippine Islands	1	
Porto Rico	6	
	—	11 .42%
Foreign Countries:		
Bulgaria	1	
Canada	19	
China	9	
Cuba	4	
Denmark	1	
England	1	
France	1	
Germany	1	
India	3	
Italy	1	
Japan	1	
Russia	1	
South Africa	1	
Switzerland	1	
	—	45 1.71%
	2632	100.00%

NOTE: Of the 2632 students registered, 49 withdrew without obtaining credit before the close of the Summer Session. These numbers do not include 16 persons who cancelled their registration before entering upon actual residence.

F—AGGREGATE ATTENDANCE ON COURSES

Subjects	Number of Courses	Number of Registrations	Percentage of Total Enrolment
Architectural and Free-hand Drawing.....	1	30	0.43%
Biblical Literature.....	3	19	0.27%
Botany.....	6	30	0.43%
Chemistry.....	22	286	4.11%
Economics.....	4	119	1.71%
Education.....	32	1,630	23.44%
Engineering.....	3	27	0.39%
English.....	12	532	7.65%
Fine Arts.....	3	362	5.21%
Geography.....	2	79	1.14%
Geology.....	4	31	0.45%
German.....	15	319	4.59%
Greek.....	4	21	0.30%
Hebrew.....	1	3	0.04%
History.....	7	238	3.42%
Household Arts.....	14	411	5.91%
Industrial Arts.....	14	302	4.34%
Kindergarten.....	4	199	2.86%
Latin.....	6	149	2.14%
Law.....	5	81	1.17%
Library Economy.....	3	27	0.39%
Mathematics.....	10	282	4.06%
Mechanical Drawing.....	5	32	0.46%
Medicine.....	5	28	0.40%
Mineralogy.....	1	11	0.16%
Music.....	4	92	1.32%
Philosophy.....	8	100	1.44%
Philosophy and Religion...	2	25	0.36%
Physical Education.....	20	649	9.33%
Physics and Mechanics....	13	240	3.45%
Physiology.....	5	62	0.89%
Politics.....	2	5	0.07%
Psychology.....	7	115	1.64%
Romance Languages.....	18	275	3.96%
Sociology.....	2	102	1.47%
Stenography.....	1	24	0.35%
Zoology.....	1	17	0.25%
Total.....	269	6,954	100.00%

G—AGGREGATE ATTENDANCE ON COURSES, 1901-1910

Department	Total Enrollment 1901	Total Enrollment 1902	Total Enrollment 1903	Total Enrollment 1904	Total Enrollment 1905	Total Enrollment 1906	Total Enrollment 1907	Total Enrollment 1908	Total Enrollment 1909	Total Enrollment 1910
Anthropology.....	—	—	13	13	—	—	—	—	—	—
Architectural and Freehand Drawing	—	—	—	—	—	16	32	18	26	30
Biblical Literature...	—	—	—	—	—	—	—	—	12	19
Botany.....	—	—	—	—	—	—	—	—	27	30
Chemistry.....	—	59	72	119	156	164	257	292	304	286
Economics.....	—	—	21	28	12	32	35	54	97	119
Education.....	402	351	618	317	366	305	480	601	879	*1,630
Engineering.....	—	—	—	—	—	—	42	46	—	27
English.....	301	260	334	332	367	363	408	†313	506	532
Fine Arts.....	—	—	—	—	—	—	—	—	127	362
Geography.....	—	38	—	55	49	49	79	38	44	79
Geology.....	—	—	25	21	19	—	32	—	43	31
German.....	67	101	152	174	201	204	200	214	251	319
Greek.....	—	—	—	—	10	6	17	13	19	21
Hebrew.....	—	—	—	—	—	—	—	—	—	3
History.....	71	51	134	122	88	103	192	187	212	238
Household Arts†.....	—	—	—	14	35	58	96	111	266	411
Industrial Arts§.....	44	72	112	124	134	127	146	166	202	302
Kindergarten.....	—	—	—	—	—	—	139	109	103	199
Latin.....	14	51	50	67	55	69	81	102	145	149
Law.....	—	—	—	—	—	—	—	—	—	81
Library Economy...	—	—	—	—	—	—	—	—	—	27
Mathematics.....	71	108	164	217	210	199	246	340	318	282
Mechanical Drawing.	—	—	—	35	38	40	44	62	51	32
Medicine.....	—	—	—	—	—	—	—	—	—	28
Mineralogy.....	—	—	—	—	—	28	—	16	—	11
Music.....	—	—	48	34	47	24	42	44	31	92
Nature Study.....	30	46	53	34	42	24	54	40	—	—
Philippine Islands...	—	—	11	—	—	—	—	—	—	—
Philosophy.....	58	53	62	48	42	45	67	113	90	100
Philosophy and His- tory of Religion...	—	—	—	—	—	—	—	—	21	25
Physical Education...	67	88	105	149	157	147	172	187	881	649
Physics & Mechanics	56	82	68	86	96	136	204	208	250	240
Physiology.....	—	—	10	23	19	23	25	48	54	62
Politics.....	—	—	—	—	—	—	—	—	—	5
Psychology.....	155	89	92	138	91	95	130	185	215	115
Romance Languages	20	51	110	92	114	101	189	194	218	275
Sociology.....	—	—	—	—	33	48	—	—	113	102
Stenography.....	—	—	—	—	—	—	—	—	—	24
Zoology.....	—	—	—	—	—	—	—	—	13	17
Total.....	1,356	1,500	2,254	2,248	2,381	2,406	3,409	3,701	5,018	6,954
No. of courses given.	42	59	78	111	117	123	149	151	189	269

*Including courses in the teaching of English, German and Mathematics.

†The apparent decrease is due to the fact that two courses previously credited to the department of English are here credited to the department of Education.

‡Including courses in Domestic Art, 1908 and 1909, and Domestic Science, 1904-1909.

§Including courses in the department of Manual Training, 1901-1909.

Respectfully submitted,

WM. ADDISON HERVEY,

Registrar.

REPORT OF THE CONSULTING ENGINEER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

The beginning of the year found the work of construction on Kent Hall under way. Unfortunately progress was interrupted at the outset by the difficulty in securing prompt deliveries of structural steel and later by strikes in several of the building trades. These causes prevented the completion of the building during this spring, but work is now proceeding satisfactorily and, with close attention, the building should be ready in time for the opening of the University in September. It bids fair to be a very useful building, with the students' Law Review, moot court, social and locker rooms in the basement; the spacious Law reading-room occupying the entire first floor, the offices of the Dean and members of the Law faculty and the classrooms for Law students on the second floor; similar accommodations for Political Science on the third floor and for History on the fourth. The plan of having a large number of individual offices, which was followed in Hamilton Hall, resulted in much valuable space in that building lying idle for a large part of the time, so that in Kent Hall the upper floors have been divided into larger rooms which will be shared by several officers in common and which may also be used as seminar and reading-rooms, much as laboratories are used in the Science buildings. This arrangement has also resulted in a feeling of spaciousness in Kent Hall which should serve to make that building very attractive.

The allotment of space in Kent Hall was also much simplified by the fact that it became unnecessary to carry out the original intention to assign quarters in it to the Department of Philosophy, as the splendid gift, by an anonymous donor, of a

building for the School of Philosophy will make it possible to properly house not only the Department of Philosophy but the Departments of English, Classical Philology, Romance Languages, Germanic Languages, Semitic Languages, Chinese and Indo-Iranian. For years these departments have been scattered throughout six or seven different buildings.

The new Hall of Philosophy will be placed on Amsterdam Avenue immediately north of Kent Hall and will resemble that building in architectural style. Its exterior dimensions will be 150 feet by 57 feet and it will have a sub-basement, basement, and four stories with a mezzanine floor between the first and second stories. The entrance, which will be from the Quadrangle or west front of the building, will open into a spacious vestibule which will be carried up through the mezzanine floor. On either side of the vestibule, corridors will lead to large classrooms and general reading-rooms. On the mezzanine, second, third and fourth floors the various departments will have their class and seminar rooms and consultation rooms for instructors. Spacious reading-rooms will also be provided for the various departmental libraries, including the Butler, Drisler, Germanic and G. R. Carpenter Memorial Libraries, and there will also be rooms for the dramatic museum and the archæological museum. The classrooms will have a seating capacity of from 24 to 150 students each, and, with the seminar rooms, will have an aggregate seating capacity for about one thousand students. Special provision will be made for the women graduate students, now several hundred in number. A large study-room will be furnished for their special use and will serve also as the headquarters for the activities in which these students are interested. The basement floor, by special request of the donor, will be set aside for laboratories which will be used mainly for research work in electro-mechanics. The sub-basement will be used for storerooms and for the heating and ventilating apparatus. The work of construction was undertaken last spring and the building should be finished and equipped by next summer.

The erection of Kent Hall and the Hall of Philosophy will

set free much needed space in several of our present buildings. This is especially true of the Library, and the work of making structural and other changes in that building looking toward the best use of the space thus relinquished is now under way. The west and north wings of the third floor are being thrown into large rooms and equipped with two tiers of metal book stacks, much after the same manner as the east and west wings on the second floor, thus providing for approximately 230,000 additional volumes and 102 readers. The Law reading-room will become a room for general and scientific periodicals and it will also be possible, for the first time, to permanently assign a study for the use of the Kaiser Wilhelm Professor as well as to provide adequate space for other visiting professors who may desire to work among our books. Better accommodations will also be provided in the east wing of the third floor for the rapidly increasing staff of stenographers and clerks connected with the Secretary's office and the elevator will be extended so as to run from the sub-basement to the top floor. This work is all under way and will be completed before the University opens. Rooms in Fayerweather, University, Schermerhorn, Engineering, Earl, East and West Halls will also become available for laboratory, classroom and other uses.

While the use of the basement in the Hall of Philosophy for work in electro-mechanics will free two basement rooms in the Engineering building, the need for much more space for engineering experimental and research laboratories is steadily increasing. The amount of space required for this purpose, as well as that of suitable character, could be best and most cheaply provided in a large building of good modern factory construction, but this is obviously impossible on our present site. Should the funds for a building or buildings of this kind be available it would be well to consider seriously their erection in a district admirably suited for the purpose only a few minutes removed from the University and within easy reach of transportation facilities. This would leave the present Engineering building available for class and drafting rooms and for a room or rooms similar to the very successful College Study in Hamilton Hall.

Labor-
atories

For several years the need of additional chemical laboratory facilities for students in the College has been pressing and a room for this purpose is now being equipped in the sub-basement of Havemeyer. It will soon become necessary, on account of the further demands for space for

Architecture chemical laboratories, as well as because of the growth of the Department of Architecture, to devote the top floor of Havemeyer to its original purpose and find other quarters for the work in Architecture. In many ways one of the most helpful gifts to the University would be a building in which the Avery Library, which already needs more space than is now assigned to it or can ever properly be assigned thereto in the Library building, might be adequately housed in more efficient proximity to the drafting and classrooms, studies, working library and museum of the Department of Architecture. Suitable provision could also be made in this building for the exhibition of architectural drawings and for competitions.

The urgent need of a large auditorium for Commencement exercises and similar functions, which would be secured by the completion of University Hall; of an
Needed Accommodations auditorium seating twelve to fifteen hundred persons with direct access to the subway station at 116th Street and Broadway, of a third residence hall, of a student clubhouse on South Field, which could also include more convenient and dignified quarters for the University Commons than are at present available, and of a building which would provide suitable living accommodations at reasonable rates near the University for officers and their families has been referred to and discussed in previous annual reports. During the past year plans have been drawn and estimates of the cost of most of these enterprises have been secured, so that work upon them may be undertaken with little delay as soon as funds are available and the plans are approved.

The past year has been an eventful one for the Medical School. Several generous donors have made it possible for the University to acquire as a site for new medical school buildings the southerly half of the block bounded by 116th and 117th

Streets, Morningside Drive and Amsterdam Avenue, immediately opposite the University grounds. It is hoped that the University may be able to acquire the entire block, which measures 450 by 202 feet and upon which there are no permanent buildings at the present time. The acquisition of this property also makes possible a much desired extension of the University grounds to Morningside Park on the east. Attention has been drawn several times in these reports to the need of replacing the present inefficient buildings of the Medical School, and the University is to be congratulated upon the prospect of having these buildings on the 116th Street site.

Medical
School

At the 59th Street site the new addition to the Sloane Maternity Hospital, provided through the generosity of Mr. William D. Sloane, is nearing completion. It is to be devoted to Clinical instruction in gynecology. The new building joins the present building on the Amsterdam Avenue side and extends about 38 feet along that avenue, with a depth of 74 feet. Except for a flat roof, which will be used by convalescing patients, it will correspond in architectural design with the present hospital building. It will have a basement and eight stories, the first floor being used for reception and examination rooms and for the living rooms of the house gynecologists and superintendent. The nurses' rooms will be on the second floor, private wards on the third, fourth and fifth floors and public wards on the sixth. Additional wards, preparation and operating rooms will be on the seventh floor, the latter running up through the eighth floor with overhead north light. The eighth floor will be devoted to servants' rooms and opens on to a roof pavilion. Great care and attention have been taken to have the building designed, constructed and equipped after the most modern and approved methods of hospital practice.

During the past year the new laboratory for research material on the roof of the north wing and the laboratory for surgical pathology were completed and have been in satisfactory operation. Plans have been prepared for a new laboratory for the Vanderbilt Clinic to be located over the passage joining the Clinic with the main building and plans are now under way for

an additional laboratory for surgical research over the storehouse in the yard and connecting with the second floor of the north wing.

The two laboratories which were built last year as well as the rearrangement of space for pathology, bacteriology, and histology resulted in an increased demand upon the power plant. The additional heat, light and power required by the new gynecological building as well as the proposed new laboratories, all of which will be completed during the first half of this year, will make a serious further demand upon our plant, and were it not for the prospect of the removal of the Medical School, additional boilers, engines and dynamos should be installed. As this would, however, entail an expenditure of some thousands of dollars an effort will be made to tide over the next two or three years with the present equipment, with the hope that the new buildings will be erected before the end of that time.

At Barnard College the rapidly increasing number of students has made it necessary to consider the question of providing additional space for laboratories, studies and class-rooms. During the past year plans were prepared for two additional stories on the present academic buildings and it was hoped that they might be erected during the present summer, but lack of funds made this impossible. It has been found possible, however, to devote additional space so much needed for library purposes.

Brooks Hall is not only justifying its erection as a dormitory for the students in Barnard College, but it also serves a most useful purpose by housing women students during the Summer Session. When the question of adding to Brooks Hall comes up, it will be well to keep in mind the fact that the demand for rooms by the women students in the Summer Session is much larger than can be supplied by the University with its present facilities. A building which could be devoted to student activities and which would contain a gymnasium, students' social and rest rooms, offices of student publications and adequate lunchroom facilities would serve a most useful purpose at Barnard College and set free much needed space in the academic buildings for laboratories and for classroom purposes.

Respectfully submitted,

FREDERICK A. GOETZE,

Consulting Engineer.

REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1910

To the President of the University,

SIR:

The routine work of the Library for the year 1909-10 is described in the statistical tables included in this report. In addition to this routine work such changes in policy have been inaugurated as have been made possible by enlarged library accommodations or made necessary by added courses of instruction and rapidly increasing numbers of students.

The first problem of the University Librarian must always be that of defining the relations of the University Library to the other libraries of the city. Efficiency and economy in the library service of the University make this a fundamental problem; the continued changes in these libraries make the problem a constant one.

Relation to
Other Libraries

According to the statistics published by the United States Bureau of Education in 1908 there are in this community 98 libraries, possessing nearly five and one-half million volumes, and adding about 400,000 volumes each year. By a proper organization of these great collections and wise allotment of expenditures it ought to become possible to supply students in this University with any book needed by them. In a measure this is true already. Of books wanted for investigations in French mediæval history the University was found to lack 52 per cent.; of these the Public Library reported that it had 18 per cent.; while of books relating to the French Revolution lacking in the University the Public Library had 26 per cent. Again, of 47 astronomical works not in the University 24 were found in the Public Library.

In so far as the University simply duplicates the collections in the other libraries of the community it adds nothing to its resources for research purposes. Reference books, elementary texts and other works needed for constant use by many students must, it is true, be duplicated; but every book duplicated means one book less for use in the extension of research.

The same is true of the relations of this Library to libraries outside of the city. The University will be in a position to supplement the resources of the other University libraries only in as far as its collections are complete. During the year past the Library has been asked to supply to other Universities 342 books. Of this number it was able to supply 229; but 110 books, or 32 per cent., of those called for it was unable to supply because the University did not possess them.

While, then, it is clear that the University Library will be able to render a greater service to scholars throughout the country, to scholars in this city, and to advanced students in the University by adopting a policy of specialization, it is not clear along what lines and to what extent it should specialize. These questions can be answered only after careful consideration in conference with the other libraries of the community and with the departments of the University.

Nor is it obvious to what extent any such definition of policy should be followed by transfers of collections by this or other libraries. It is a pleasure to record, however, that the community of interest between the University and the Union Theological Seminary, which has led to the removal of the latter institution to Morningside Heights, has resulted in a union for all practical purposes of the libraries of the two institutions, and also that the Southern Society has during the year voted to appropriate \$200 a year for the increase of its library deposited at the University. The University continues to place its collections where they will be at once of most service to the University and to the community.

There is no question, however, that in as far as collections remain scattered there should be more complete reciprocity in respect to inter-library loans. Whenever an investigator is in search of a class of books it is doubtless better that he should

go where the books are, but when he is in want of a particular book the book should be brought to him. In this particular one library messenger may do the work of many scholars.

It is perhaps worthy of note also that experience in the University Library during the year encourages the belief that the greatest liberality may be exercised in the matter of inter-library loans. There have been but three cases in which books asked for and in the possession of the library could not be lent, and in no case was it necessary to recall a book because it was needed by a member of the University.

Until the University library service has been further centralized it is impossible to tell what additions have been made to the libraries of the University. The following table will, however, serve to indicate in a partial manner the progress of the year in this respect:

Additions to
Collections in
University
Libraries

ACCESSIONS

Books	
General Library	16,090
College of Physicians and Surgeons.....	37
College of Pharmacy.....	75
Teachers College	3,536
Columbia College	190
Barnard College	845
Total	20,773
Manuscripts	3
Prints, photographs	904
Maps	85

The most valuable of these accessions was an illuminated manuscript of Aristotle's philosophical works presented to the University by Mr. John McLean Nash. It is not only an excellent example of a mediæval work of philosophy, but also a most interesting and instructive volume from a paleographical point of view. The main part of the manuscript was written at the beginning of the 14th century. Its calligraphy is perfect and its large illuminated initials of exceptional delicacy. The last forty pages were written in the fifteenth century and written with an unusual number of ligatures and abbreviations.

A second important manuscript acquired during the year was the Journal of the Joint Committee on Reconstruction. This

Committee was appointed at the beginning of the Thirty-ninth Congress. Its Journal extends from December 4, 1865, to February 9, 1867. It is 126 pages in length.

A notable addition to our already rich collection of material relating to the French Revolution of 1848 was made possible by the generosity of Dr. Wendel T. Bush. This consisted of some 300 short-lived newspapers of the time, 280 books and pamphlets, and 460 broadsides, besides a number of Revolutionary souvenirs collected by a French Revolutionist, recently deceased.

Of other acquisitions the most valuable as well as the most useful were the collections given to the Law Library. The collection presented by Professor W. D. Guthrie numbered 1,920 volumes; that presented by the estate of the late Judge Samuel Jones, 700 volumes. Other donors to the Law Library were Theodore Sutro, Esq., and A. S. Hamersley, Esq. The four collections numbered 3,111 volumes.

The most important acquisition by the Avery Architectural Library was a collection of 253 photographs of old Salem houses.

Among miscellaneous gifts of importance were those of Dean Van Armitage, Professor J. McK. Cattell, Professor Seligman, Professor Brander Matthews, and Dr. George F. Kunz.

The book funds of the University were increased during the year by an anonymous gift of \$7,500, to be used for general purposes; the William G. Low gift of \$250 for the purchase of books on international law; the gift of Mr. George G. De Witt of \$250 for the purchase of Dutch literature; and the gift by Mr. James Loeb of \$175 for the purchase of labor periodicals.

Of bound volumes added to the general Library 4,426 were acquired by purchase. Of these 348, or about 8 per cent., were purchases from antiquarian booksellers. The average cost of new books added to the Library was \$3.15 a volume; that of old books \$2.33 a volume.

Seven hundred and thirty-one volumes, or 5 per cent. of the entire number of accessions were received by exchange. Of these the most important, perhaps, were periodicals received in exchange for periodicals published under the auspices of the

University. These exchanges are for the most part paid for out of Library funds, and the periodicals thus indirectly subsidized by the University. The following table shows the accessions from this source during the past year :

	Exchanges received
Columbia University Quarterly.....	20
Educational Review.....	11
Journal of Geography.....	4
Political Science Quarterly.....	42
School of Mines Quarterly.....	47
Spectator	24
Teachers College Record.....	7

155

A large proportion of the accessions from the several sources are serials. Of these 2,111 are periodicals, 2,125 are public documents. Of the periodicals 1,316 are received by subscription, 795 by gift.

The volumes added to the Library by binding constituted 29 per cent. of the entire number of accessions. The binding and rebinding of books is done outside of the Library. The binding of pamphlets, the repair of bindings, and the gilding of call numbers is done in the Library. Of the entire expenditure for binding and repairs 24 per cent. was for the latter. Statistics of the work of binding follow :

4,238 volumes bound at a cost of	\$5,213.41
3,939 " rebound "	1,430.11
2,176 " repaired "	309.54
1,202 pamphlets bound "	180.30
11,429 call numbers gilded "	457.16
<hr/> 22,984 volumes handled "	<hr/> \$7,590.52

The increased demands upon the accession department in the ordering of books, the conduct of exchanges, and the care of serials has made necessary some changes in the organization of the department and in its administration. The accession book has been abandoned on the ground that the information which it contains may be found in other Library records. In the order department a card system of accounting has been adopted. In the serial department the record of serial files is being unified and revised, a record of current serials on standard size cards inaugurated, and separate exchange lists and

mailing lists, lists of wants and of offers prepared. During the year a List of Columbia University publications available for distribution (8 pages) was published, and also a List of Theses submitted by candidates for the degree of doctor of philosophy in Columbia University, copies of many of these theses being in stock and available for exchange for works of a similar character.

The aim of the library in an institution of research like this should be to promote in every possible way the use of books in reading rooms. The large number of graduate students in this University makes this at once most desirable and most difficult. In addition to the general reading room intended to meet the extraordinary and occasional needs of students there must be department reading rooms to serve their ordinary needs. In any subject which involves the use of a large collection of books the student cannot work advantageously either in a general library or in his private study. These reading rooms must be (1) spacious, (2) they must be adjacent to the other work-rooms of the department and to the book collections needed in research work of the department, (3) they must be connected with the other libraries of the University by mechanical carriers and by messenger service, and (4) they must be in charge of specialists.

Two additional department reading rooms have been established during the year, one for the Department of English, with 1,500 volumes and a seating capacity of 16; and one for the Department of Physics, with 544 volumes, 15 periodicals, and a seating capacity of 16. Most of the books in the former collection were given to the University as a memorial to the late Professor George Rice Carpenter.

There are in addition to the six college libraries at the present time 16 department libraries containing 18,784 volumes and 582 periodicals. Their seating capacity is 216. More of these libraries should be established and better accommodations provided for all of them.

The selection of books for the reference collections in the several reading rooms of the University is, it seems to me, one

of the most important departments of University service. These collections tend to become less useful each year if old books are not eliminated as rapidly as they should be and new books added. They should be the most select and most used books in all the collections of the University.

The usefulness of these collections will be immeasurably increased by allowing the books in them to circulate; also by holding as desk reserves books in greatest demand.

In order that these things may be properly attended to expert assistance in these department reading rooms should be provided.

Although the lending of books is one of the less important functions of the Library, it is still of great importance and must remain so as long as a large number of students do not reside in University halls and as long as a large number of alumni are residents of the city.

In the past, owing to lack of reading room space and reading room assistants, too much of the service to the reader has centered in the loan desk. The congestion at this point, together with the congestion on the book shelves, has made the service a slow one, an average of eleven minutes being required in term time to secure a book, and an average of eight minutes at other times. With an increase in reading room and stack space a much smaller number of readers should be dependent upon the service of the central loan desk, and these should not need to wait as long for books called for by them.

The statistical record of this department presents the following information:

	Registered Borrowers	Daily Average Reading Room Attendance
General Library	5,469	
Teachers College	2,155	
Physicians and Suregons.....		175
Columbia College		145

BOOK CIRCULATION

	Outside Use	Inside Use	Total
General Library	103,216	127,287	230,503
Teachers College	34,709	39,030	73,739
Science reading-room	2,473		
Columbia College	3,549	10,798	14,347

The development of advanced research in the University renders it necessary to make information about the resources of other libraries more available. For this reason a union catalogue of the more important books in other libraries has been instituted during the year. The nucleus of this will be the catalogue of the Library of Congress and related libraries published by the Library of Congress in card form and now being installed in this library. To this will be added the catalogue of the John Crerar Library and titles of works of value to members of the University in the possession of other libraries either in New York or elsewhere.

With a view to making all the library resources of the University more available it was decided to have a general catalogue of all books belonging to the University, irrespective of their character, source or location. With this in view, the catalogue of University dissertations hitherto kept in separate form was incorporated in the general catalogue. This numbered 40,000 cards. Collections deposited in the University by affiliated societies will also be represented in the general catalog. The Reform Club library deposited at the University is now in process of cataloging, 3,780 volumes having been cataloged and 5,230 cards made during the year.

The expansion of the Library service makes it necessary to multiply department library catalogues. Whenever these are mere reading room reference collections an author catalogue will ordinarily be sufficient, but whenever substantial library service is attempted they should be not only full catalogues of all the books in the University of interest to members of the department, but also indexes to all important periodical literature. In the Avery library this ideal has been more nearly realized than in any other department of the University.

With a view to facilitating the temporary transfer of books from stack to reading rooms and the return of books from reading rooms to stacks, it has been decided to classify all books according to one system. For the purpose of promoting thorough and rapid research work it has also been decided to shelve the books relating to each subject in one place and use

book dummies to represent books which have been transferred temporarily to a reading room.

The publications of the year were (1) a University bibliography, 1909, 35 pages—a continuation of the bibliography hitherto published annually in the March number of the *Columbia University Quarterly*; Publications (2) a List of Theses submitted by candidates for the degree of doctor of philosophy in Columbia University, 1872-1910, 51 pages (*Columbia University Bulletin of Information*, 10th series, No. 26); and (3) a List of Columbia University Publications available for distribution, 1910, 8 pages (*Columbia University Bulletin of Information*, 10th series, No. 25).

A weekly list of new additions to the Library of general interest has been published in the *Columbia Spectator*.

A catalogue of portraits, supplementing the A. L. A. Portrait index and numbering about 7,500 entries, was discontinued because of lack of special facilities for carrying it on.

An exhibition of books and manuscripts illustrative of the development of historical writing was held in the Library of the University in connection with the anniversary meetings of the American Historical Association. It included early manuscripts of historical writers, first editions of Greek and Roman historians, mediæval chronicles in manuscript and in print, autograph manuscripts of modern historians, and valuable and rare works and documents relating to European and American history. The collection of Americana contained the "Columbus letter," dated 1493, the first dated edition of Americus Vesputius (1504), Bogaert's journal of 1634 describing the Mohawk Indians, the earliest historical manuscript in existence of the Dutch period of New York, the original manuscript rolls of the Concord Minute Men, and many other items relating to the Colonial and Revolutionary periods. English history was represented by the original manuscripts of Macaulay's "History of England," Hume's "History of England," Gibbon's notes on his history of Rome, and by printed books beginning with the first printed Caxton (the only perfect copy in exist-

Exhibits

ence), and documents like the original proclamation of the Commonwealth of England, dated May 19, 1649. Ancient history was represented by the first editions of the leading classical historians; medieval history by a large number of illustrated and illuminated manuscripts, chronicles and annals.

A highly interesting exhibit illustrating the life and services of Dean Van Amringe was prepared for Alumni Day and attracted many visitors—students as well as alumni.

In concluding this, my first report, may I express my appreciation of the work of my distinguished predecessor. It is impossible for those who did not understand the extent of his embarrassment because of lack of room both for readers and books to appreciate fully the extent of his service. No one was more keenly aware of the importance of a great library to a great institution of learning; no one sought more earnestly to make successful the labors of this great company of scholars.

Respectfully submitted,

W. DAWSON JOHNSTON.
Librarian.

REPORT

*To the Trustees of
Columbia College 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, 1910.

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RECEIPTS AND PAYMENTS

RECEIPTS

Cash Balance, June 30, 1909	\$853,479 24
General Income of the Corporation—Schedule 3, page 11	1,229,724 52
Gifts, Legacies and Other Receipts for Designated Purposes—Schedule 4, page 17	2,045,335 40
Income of Special Funds—Schedule 5, 3d column, page 19	216,728 29
Miscellaneous, Schedule 6, page 21	628,343 75
Special Real Estate Income and Expense Account—Schedule 11, 4th column, page 47	117,118 30
	\$5,090,729 50
	\$5,090,729 50

PAYMENTS

Current Expenses—Summary of Schedule 7, page 36 ..	\$1,751,611 68
Miscellaneous—Schedule 8, page 39	2,718,617 16
Interest, Schedule 10, page 46	144,851 44
Expenses of Special Real Estate, excluding Interest, as shown in Schedule 11, 1st column, page 47	93,644 97
Cash Balance, June 30, 1910—Balance Sheet, Schedule 2, page 6	382,004 25
	\$5,090,729 50
	\$5,090,729 50

BALANCE SHEET, JUNE 30, 1910

Dr.

Cash Accounts:

General Funds:	
New York Life Insurance & Trust Co.	\$3,314 54
Bank of New York, N. B. A.	46,637 13
Corn Exchange Bank—University Branch:	
Treasurer's Account.....	\$7,592 12
Bursar's Account.....	884 93

Corn Exchange Bank—Hudson River Branch.....	902 89
Bursar.....	100 00
Superintendent.....	50 00
Secretary.....	30 00
Librarian.....	25 00

\$53,536 61

Special Funds:

New York Trust Co. (Principal).....	\$237,759 95
New York Life Insurance & Trust Co. (Income).....	58,888 91

296,648 86

Funds for Designated Purposes:

Miscellaneous (New York Life Insurance & Trust Co.).....	\$5,049 32
Charles E. Beck Fund (N. Y. Life Insurance & Trust Co.).....	1,371 93
Catherine Wolfe Bruce Fund (Mercantile Trust Co.).....	4,079 36
Hamilton Hall Building Fund (N. Y. Life Ins. & Trust Co.).....	2,604 76
Louhat Prizes (Columbia Trust Co.).....	3,608 99
Students' Loan Fund (New York Trust Co.).....	5,102 73
John Stewart Kennedy Fund (N. Y. Life Ins. & Trust Co.).....	4,001 69

25,818 78

\$382,004 25

Arrears of Rent, 1908-9—Schedule 16, page 66.....	2,550 00
Arrears of Rent, 1909-10—“.....	8,366 66
Investments of General and Special Funds in Personal Securities—Schedule 15, page 61.....	5,919,446 05
Income of Special Funds—Overdrafts—Schedule 5, 6th column, page 18.....	46,011 14
University, Land, Buildings and Equipment—Morningside (see Memoranda to Schedule 2), page 8.....	12,151,786 96
College of Physicians and Surgeons—Additions and Alterations.....	12,526,479 77
No. 18 East 16th Street, New York.....	167,109 75
Civil Engineering Course, Morris, Conn.....	35,331 65
Gaillard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York.....	589,215 57
Williamsbridge Property—Williamsbridge, New York.....	184,254 25
Camp Columbia, Morris, Conn.:.....	
General Expenses, 1910-11.....	\$409 37
Tents and Improvements, 1910-11.....	95 00
Columbia University Press.....	7 08
Electrical Engineering—Meter Tests, 1910-11.....	164 95
Insurance, 1910-11.....	2,973 36
Insurance, 1911-12.....	2,280 03
Insurance, 1912-13.....	1,385 95
Loans from Shoemaker Fund, on Students' Notes.....	80 00
Loans from Students' Loan Fund, on Students' Notes.....	4,628 00
Mosenthal Fellowship, 1910-11.....	4,300 00
Summer Session, 1910—Morningside.....	4,389 28

504 37

7 08

164 95

2,973 36

2,280 03

1,385 95

80 00

4,628 00

4,300 00

4,389 28

\$20,028,269 07

Cr.

Principal of Special Funds—Schedule 14, page 50.....	\$5,727,606 00
Income of Special Funds: Credit Balances June 30, 1910—Schedule 5, 7th column, page 18.....	110,001 78
Funds for Designated Purposes: Credit Balances June 30, 1910—Schedule 9, 5th column, page 40..	110,973 64
Real Estate Sales Account.....	3,824,497 90
Gifts and Legacies for the Purchase of Land and Erection of Buildings (See Memoranda to Schedule 2).....	5,875,308 20
Advance Payment of Fees, 1910-11—Moringside.....	5,940 00
Deposits for Apparatus.....	4,392 81
Deposits for Keys.....	1,004 69
Elevated Railway Litigation.....	150,667 21
Overpayments by Students, College of Physicians and Surgeons.....	6 00
Premium Account.....	476 60
Residence Halls Account.....	1,651 48
Sexennial Catalogue.....	232 87
Students' Loan Fund.....	9,730 73
Unclaimed Salaries.....	441 64
Columbia College 4½ Mortgage Gold Bonds.....	\$3,000,000 00
Columbia College Notes.....	250,000 00
Leubart Annuity Mortgage, Nos. 503-11 Broadway, New York.....	418,000 00
Personal Estate.....	507,337 52
	<hr/>
	\$20,028,269 07

MEMORANDA TO SCHEDULE 2

The debit item "University, Lands, Buildings and Equipment—Morningside" is composed of the following:

Land: 114th to 116th Streets, Amsterdam Avenue and Broadway.....	\$2,022,440 06	
Improvement of Grounds.....	53,239 90	\$2,075,679 96
116th to 120th Streets, Amsterdam Avenue and Broadway.....	2,000,000 00	
Improvement of Grounds.....	429,601 17	2,429,601 17
116th Street, north side, Amsterdam Avenue to Morningside Drive.....		548,201 57
Earl Hall: Construction.....		164,844 65
Engineering Building: Construction.....	284,075 50	
Equipment.....	20,325 47	304,400 97
Fayerweather Hall: Construction.....	274,113 67	
Equipment.....	14,645 43	288,759 10
Hamilton Hall: Construction.....	485,749 52	
Equipment.....	23,163 47	508,912 99
Hartley Hall: Construction.....	335,173 67	
Equipment.....	16,790 51	351,964 18
Havemeyer Hall: Construction.....	516,488 62	
Equipment.....	53,474 86	569,963 48
Kent Hall: Construction.....		325,783 56
Library Building: Construction.....	1,107,681 78	
Equipment.....	97,037 38	1,204,719 16
Livingston Hall: Construction.....	333,520 98	
Equipment.....	16,999 84	350,520 82
Model House and Model of Buildings and Grounds.....		19,972 70
Philosophy Building: Construction.....		12,354 22
St. Paul's Chapel: Construction.....	266,676 54	
Equipment.....	29,846 62	296,523 16
Schermerhorn Hall: Construction.....	457,658 17	
Equipment.....	35,786 35	493,444 52
School of Journalism: Construction.....		20,142 48
School of Mines Bldg: Construction.....	305,506 29	
Equipment.....	19,460 85	324,967 14
University Hall: Construction.....	951,524 21	
Equipment.....	17,214 26	
Equipment:		
} Power House.....	118,828 52	
} Gymnasium.....	43,149 23	1,130,716 22
Chaplain's Residence, No. 528 West 114th Street.....		28,654 25
Nos. 413-415 West 117th Street.....		46,845 10
Class of 1880 Gates.....		2,000 00
Class of 1881 Flagstaff.....		4,600 00
Hamilton Statue.....		10,900 00
Equipment of Dining Room and Kitchen, Officers' Club.....		1,200 00
Repairs and Equipment of Old Buildings:		
East Hall.....	5,113 34	
South Hall.....	4,490 42	
West Hall.....	10,252 67	19,856 43
South Court Fountains.....		4,932 83
Fountain of Pan.....		12,013 50
Outside Street Work.....		107,140 39
Expenses of Removal.....		59,987 56
Interest.....		339,812 08
Insurance.....		3,754 40
Legal Expenses.....		4,291 07
Carried forward.....		\$12,067,459 71

Brought forward.....		\$12,067,459 71
Assessment, Boulevard Sewer.....		2,579 90
Assessment, 129th Street Sewer.....		749 25
Assessment for Opening and Acquiring Title to Addition to Riverside Park.....		8,168 98
Assessment for Opening 116th Street.....		2,882 77
Assessment for Opening 120th Street.....		38,956 09
Vaults:		
East.....	\$30,382 79	
West.....	37,316 40	67,699 19

\$12,188,495 89

CREDITS

Award for widening 120th Street.....	\$922 50	
Interest on deposits of the Building Fund.....	11,332 68	
Interest on deposits of the Schermerhorn Build- ing Fund.....	115 00	
Rents received from Old Buildings.....	4,510 00	
Sale of Old Brick.....	6,019 47	22,899 65

\$12,165,596 24

Less overcharge to amount shown in Treasurer's
Report of July 1, 1898, and subsequently
adjusted.....

13,809 28

\$12,151,786 96

The credit item "Gifts and Legacies for the Purchase of Land and Erection of Buildings" is composed of the following:

Alumni Memorial Hall Gift.....	\$100,000 00	
Anonymous Gift for Hamilton Statue.....	1,000 00	
Anonymous Gift towards erection of Philosophy Building.....	185,000 00	
Association of the Alumni of Columbia College (Hamilton Statue).....	10,000 00	
Babcock and Wilcox Gift (Steel Boiler for Power House).....	3,250 00	
Changes in Chapel Organ Gift.....	500 00	
Clark (Edward Severin) Gift (The Great God Pan)	12,013 50	
Class of 1880 Gift (Hamilton Hall, Gates).....	2,020 00	
Class of 1881 Gift (Flagstaff).....	4,600 00	
Class of 1882 Gift (120th Street, Gates).....	1,500 00	
Class of 1883 Gift (Torcheres, St. Paul's Chapel)	5,280 00	
Class of 1884, Arts, Gift (Marble Clock, Hamil- ton Hall).....	1,913 90	
Class of 1884, Mines, Gift (Grading South Field)	5,000 00	
Class of 1899 Gift (Grading South Field).....	5,000 00	
Contributions to Bloomingdale Site.....	331,150 00	
Contributions to Buildings, College of Physi- cians and Surgeons.....	71,551 05	
Dodge (Marcellus Hartley) Gift (Hartley Hall).	350,000 00	
Dodge (William E.) Gift (Earl Hall).....	164,950 82	
Fayerweather Legacy (Fayerweather Hall).....	330,894 03	
Hamilton Hall Gift.....	507,011 42	
Havemeyer Gift (Havemeyer Hall).....	414,206 65	
Kent Hall:		
Anonymous Gift.....	\$100,000 00	
Charles Bathgate Beck Gift.....	364,561 13	
Francis Lynde Stetson Gift.....	10,000 00	
Lewisohn (Adolph) Gift (School of Mines Building)	474,561 13	
Low Library Gift (Library Building).....	250,000 00	
Memorial Windows Gifts, St. Paul's Chapel.....	1,100,639 32	
Livingston (Edward de Peyster) Gift (Memorial Window, Livingston Hall).....	10,600 00	
Model of Buildings and Grounds Gift.....	1,124 00	
St. Paul's Chapel Gift.....	19,972 70	
St. Paul's Chapel, Furniture (Anonymous Gift) ..	250,000 00	
St. Paul's Chapel Organ and Case Gifts.....	2,846 62	
Schermerhorn Gift (Schermerhorn Hall).....	26,500 00	
Sloan Torcheres Gift (Library Building).....	458,133 18	
South Court Fountain Gift.....	6,000 00	
South Field Fund.....	4,932 88	
Stabler (Edward L.) Gift.....	54,707 00	
Torcheres for School of Mines Building Gift....	1,200 00	
Vanderbilt Gift (Vanderbilt Clinic).....	1,000 00	
Villard (Henry) Legacy.....	350,000 00	
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	50,000 00	
	306,250 00	

\$5,875,308 20

GENERAL INCOME OF THE CORPORATION

RENTS:

Upper and Lower Estates	*\$476,112 65	
No. 18 East 16th Street.....	6,000 00	
Nos. 413-15 West 117th Street.....	1,444 70	
Interest on Rents.....	1,154 73	
		<u>\$484,712 08</u>

FEES:

Morningside:

Late Registration	\$1,820 00	
Matriculation.....	4,980 00	
Tuition.....	374,580 00	
Examinations for Degrees.....	16,160 00	
Special Examinations.....	3,535 00	
Gymnasium.....	14,054 84	
Locker Keys.....	315 00	
Rooms in Residence Halls.....	77,375 74	
		<u>492,820 58</u>

College of Physicians and Surgeons:

Matriculation.....	600 00	
Tuition.....	73,457 19	
Examination.....	470 00	
Graduation.....	1,725 00	
Post Graduate.....	496 00	
		<u>76,748 19</u>

Summer Course in Geodesy.....

600 00

Summer Course in Surveying.....

8,668 66

Summer Session, 1903:

Morningside	66,624 00	
College of Physicians and Surgeons	915 00	
		<u>67,539 00</u>

646,376 43

SUNDRIES:

Other Receipts from Students:

Supplies and Material (See Memoranda to Schedule 3):

Morningside	15,287 11	
College of Physicians and Surgeons.....	3,271 08	
		<u>18,558 19</u>

Books and Library Fines.....

671 54

Sale of Duplicate Books, Medical Library.....

21 50

Barnard College:

Electric Current.....	1,290 00	
Steam Heat and Power.....	4,235 00	
		<u>5,525 00</u>

Interest:

On General Investments.....	14,217 59	
On Deposits of General Funds.....	5,415 61	
		<u>19,633 20</u>

Miscellaneous:

Advertising.....	93 49	
Diplomas.....	11 00	
Income from Commons.....	61,842 60	
Laboratory Privileges(Metallurgy)	82 50	
		<u>62,029 59</u>

Carried forward.....	\$62,029 59	\$44,409 43	\$1,131,088 51
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* Unadjusted Rents of expired leases, estimated at \$310,689.38, not included.

Brought forward \$62,029 59 \$44,409 43 \$1,131,088 51

SUNDRIES—Continued

Pulitzer Scholarship Fund—Un- expended Income 1909-10.....	\$2,230 84		
Rebates.....	175 38		
Sale of Consular Certificate.....	10 00		
Sale of Old Material.....	72 50		
Sale of Publications.....	289 81		
Sexennial Catalogue (Part).....	158 28		
Telephone Service.....	5,978 19		
Tennis Tickets, sales.....	862 60		
Troy Gift.....	2 00		
University Catalogue.....	56 03		
Use of Grounds, 116th Street and Morningside Drive.....	31 26		
West Hall.....	290 00	72,186 48	116,595 91
General Income for the year 1909-10..			\$1,247,684 42
Deduct Arrears of Rent (Schedule 16, page 66).....		10,916 66	
Deduct Fees for 1909-10 received in 1908-09.....		5,471 75	
Deduct Room Fees for 1909-10 re- ceived in 1908-09.....		1,571 49	
			17,959 90
General Income collected in 1909-10...			\$1,229,724 52

MEMORANDA TO SCHEDULE 3

The item "Supplies and Material: Morningside," under "Sundries," comprises material furnished to students in

Architecture.....	\$ 37 00
Chemistry....	10,630 02
Civil Engineering.....	307 50
Electrical Engineering.....	51 48
Mechanical Engineering.....	942 00
Metallurgy.....	237 66
and Electric Light and Breakage in Hartley Hall.....	1,621 19
Livingston Hall.....	1,460 26
	<u>\$15,287 11</u>

The item "Supplies and Material: College of Physicians and Surgeons," under "Sundries," comprises material furnished to students in

Anatomy	\$576 50
Osteology.....	138 20
Chemistry.....	1,144 24
Physiology	507 00
Pharmaceutics	29 85
Pharmacology.....	246 00
Physiological Chemistry.....	629 29
	<u>\$3,271 08</u>

GIFTS, LEGACIES AND OTHER RECEIPTS FOR DESIGNATED PURPOSES

ADDITIONS TO SPECIAL FUNDS:

Gift of George Blumenthal to establish the George Blumenthal, Jr., Scholarship Fund.....	\$13,000 00	
Gift of General H. W. Carpentier to augment the James S. Carpentier Fund.....	100,000 00	
Gift of the Class of 1885, School of Mines, to establish the Class of 1885, School of Mines, Fund.....	7,000 00	
Gift of Representatives of various Committees to establish the Columbia Hudson-Fulton Prize Fund	1,000 00	
Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, to establish the Doctor Abram Du Bois Memorial Fund	18,000 00	
Reverend Orlando Harriman Fund: Sale of "rights" on \$50,000 New York, New Haven & Hartford R. R. Co's 6% Convertible Debenture Bonds.....	2,500 00	
Legacy of the late John Stewart Kennedy, set aside by the Trustees as the John Stewart Kennedy Endowment Fund.....	1,000,000 00	
Phoenix Legacy:		
Stock dividend declared by Delaware, Lackawanna & Western R. R. Co. ..	\$2,100 00	
Special dividend declared by Albany & Susquehanna R. R. Co.....	480 00	
Sale of "rights" or. 72 shares New York, New Haven & Hartford R. R. Co's stock.....	360 00	
Sale of Real Estate.....	11,522 99	
	14,462 99	
Pulitzer Journalism Fund:		
Sale of "rights" on 10,000 shares Pennsylvania R. R. Co's stock.....	36,562 50	
Gift of Mrs. L. M. Rolker to establish the Charles M. Rolker, Jr., Prize Fund.....	1,000 00	
	\$1,193,525 49	

GIFTS AND LEGACIES FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS:

Anonymous, for erection of Philosophy Building.....	185,000 00	
Charles Bathgate Beck, Estate of:		
Interest.....	1,265 37	
Hamilton Hall Gift:		
Interest.....	128 89	
Edward de Peyster Livingston, to provide a memorial window in Livingston Hall.....	1,124 00	
New Medical School Site, 116th Street Amsterdam Avenue, to Morningside Drive, New York:		
George J. Gould.....	\$100,000 00	
Frank A. Munsey.....	50,000 00	
Anonymous.....	20,000 00	
William K. Vanderbilt.....	136,250 00	
	306,250 00	493,768 26
Carried forward.....		\$1,687,293 75

Brought forward.....		\$1,687,293 75
SPECIAL MAINTENANCE FUND: Donated by		
Alexander Smith Cochran.....	\$5,000 00	
Marcellus Hartley Dodge	5,000 00	
Clarence H. Mackay.....	5,000 00	
Wm. K. Vanderbilt.....	5,000 00	20,000 00
OTHER DESIGNATED PURPOSES:		
Alumni Association of the College of Physicians and Surgeons, for Alumni Association Fellowships.....	1,000 00	
Alumni Council of Columbia University, for Alumni Secretary: Postage, Printing and Miscellaneous..	1,331 56	
Felix Adler Professorship Fund, for Salaries, Department of Philosophy and Psychology, 1909-10, 1910-11	2,700 00	
Agricultural Education Fund:		
Anonymous.....	\$15,000 00	
Proceeds from Lectures on Economic Agriculture	1,770 50	16,770 50
American Mathematical Society, Transactions of:		
Professors in Department of Mathematics to meet cost of publishing the Transactions of the American Mathematical Society.....	50 00	
American School of Archaeology in Palestine:		
Temple Bowdoin.....	\$50 00	
James Speyer.....	50 00	100 00
Anonymous:		
For current needs, subject to the direction of the President.....	30,000 00	
Contribution to the Department of Applied Therapeutics.....	1,500 00	
Through Professor Adolphe Cohn, for French Lecture Fund.....	120 00	
Through the Dean of the Medical Faculty:		
For Medical and Surgical Nursing Funds.....	74 00	
For Salaries, Department of Indo-Iranian Languages.....	1,000 00	
For Salaries, Department of Pathology, 1910-11..	2,500 00	
For Salaries, Department of Philosophy and Psychology.....	375 00	
For Special Equipment, Department of Electrical Engineering	5,000 00	
For Special Equipment Fund, 1909, College of Physicians and Surgeons.....	1,300 00	
For Special Scholarship in Architecture, 1910-11..	600 00	
Towards expenses of a designated student.....	255 00	
Anthropology: Research on the Indians of British Columbia:		
Homer E. Sargent.....	\$1,000 00	
Mrs. Henry Villard.....	500 00	
Sale of Boas Anniversary Volume.....	45 00	1,545 00
Carried forward.....	\$66,221 06	\$1,707,293 75

Brought forward.....		\$66,221 06	\$1,707,293 75
OTHER DESIGNATED PURPOSES—Continued			
Anthropology: Salaries:			
Samuel S. Fels, 1910-11.....	\$ 50 00		
Mary Hemenway, Estate of, 1910-11..	100 00		
Archer M. Huntington, 1909-10, 1910-11	1,000 00		
Catherine A. Janvier, 1910-11.....	10 00		
V. Everit Macy, 1910-11.....	50 00		
Georges Renault, 1910-11.....	20 00		
Isaac N. Seligman, 1910-11.....	100 00		
Mrs. Henry Villard, 1910-11.....	100 00		
Arthur von Briesen, 1910-11.....	20 00	1,450 00	
Association of the Alumni of Columbia College, for the Alumni Association Prize.....		50 00	
Mrs. Charles C. Auchincloss, to provide equipment for a Special Laboratory for Surgical Pathology.....		3,000 00	
Barnard College, for Salaries		89,057 92	
Biochemical Research Fund:			
Interest.....		41 80	
Dr. Joseph A. Blake, for Department of Surgery.....		164 64	
Catherine Wolfe Bruce Fund:			
John Neilson.....	\$240 00		
Interest.....	130 28	370 28	
Carnegie Foundation Grants: Allowances to			
E. T. Boag.....	\$286 10		
Flavia A. Canfield.....	1,455 00		
E. H. Castle	1,670 00		
F. B. Crocker.....	2,000 00		
John G. Curtis.....	4,000 00		
George F. Fisher.....	1,820 00		
F. R. Hutton.....	2,570 00		
A. A. Julien.....	900 00		
John B. Moore.....	3,000 00		
C. A. Nelson.....	1,150 00		
J. C. Pfister.....	2,000 00		
T. M. Prudden.....	3,260 00		
Louise S. Rees.....	1,350 00		
Marie A. Underwood.....	895 00		
Margaret Van Zandt	1,100 00		
J. S. C. Wells.....	1,220 00	28,676 10	
Civil Engineering: Laboratory Tests, etc.....		2,427 76	
Columbia Table at Zoological Station, Naples:			
Isaac N. Seligman, Paul M. Warburg and Felix Warburg, 1909-10, 1910-11.....		500 00	
Committee in charge of the Hudson-Fulton Celebration, for repairs to Boat House float damaged during Celebration.....		484 70	
J. M. Dodge Co. of Philadelphia, for Special Lectures, Department of Mechanical Engineering.....		82 15	
Cornelius R. Duffie, for Special Scholarship covering three and one-half years.....		875 00	
Carried forward.....		\$193,401 41	\$1,707,293 75

Brought forward..... \$193,401 41 \$1,707,293 75

OTHER DESIGNATED PURPOSES—Continued

Electrical Engineering: Meter Tests:			
New York City for Testing Meters.....	1,500	00	
Electro-Chemical Laboratory Equipment Fund:			
Interest	22	80	
Equipment Fund for Pathological Surgery:			
Anonymous	\$5,500	00	
Rev. Joseph R. Duryee.....	100	00	
Miss Margaret E. Duryee.....	25	00	
Robert D. Wrenn.....	250	00	5,875 00
Fire Loss, Fayerweather Hall—Credited to:			
Buildings and Grounds, Morningside:			
Repairs.....	209	50	
Physics: Additional Equipment.....	290	50	500 00
Fire Loss, College of Physicians and Sur-			
geons—Credited to:			
Buildings and Grounds, 59th Street:			
Repairs	1,035	00	
Anatomy: Equipment.....	3,393	00	4,428 00
Mrs. James W. Gerard, for Marcus Daly Scholarship..	1,000	00	
Germanic Languages and Literatures:			
Equipment Fund:			
Fritz Achelis.....	\$15	00	
Martin Beckhard.....	10	00	
Herman Behrens.....	1	00	
George Blumenthal	250	00	
George H. Diehl.....	20	00	
William Doerge.....	2	00	
George Ehret.....	50	00	
Mrs. C. Fecheimer.....	2	00	
Gustav Heubach.....	2	00	
Rudolph Keppler.....	25	00	
Antonio Knauth	10	00	
Dr. Willy Meyer.....	25	00	
A. Pagenstecher.....	25	00	
Mr. and Mrs. Michael Piel.....	5	00	
Charles Raht.....	10	00	
Philip Ruprecht.....	5	00	
Jacob H. Schiff.....	100	00	
Leopold Schmid.....	5	00	
Carried forward.....	\$562	00	\$206,727 21 \$1,707,293 75

OTHER DESIGNATED PURPOSES—Continued

Brought forward.....	\$562 00	\$206,727 21	\$1,707,293 75
Isaac N. Seligman.....	50 00		
C. F. Stiefel.....	10 00		
T. Tewes.....	5 00		
H. C. von Post.....	25 00		
Felix M. Warburg.....	25 00		
Paul M. Warburg.....	25 00	702 00	
Germanistic Society of America, for Salaries, Department of Germanic Languages, 1909-10—1910-11..		2,400 00	
George G. Heye, for Special Fellowship in Anthropology		600 00	
John S. Huyler, for Special Scholarship		75 00	
Willard V. King, for President's Emergency Fund....		100 00	
Benjamin B. Lawrence, for Lawrence Annual Scholarship in Mining Engineering.....		450 00	
Adolph Lewisohn, for Salaries, Department of Metallurgy		1,000 00	
Library:			
Anonymous—credited to incidentals....	\$153 34		
George G. De Witt, for Purchase and care of Dutch Books.....	250 00		
Wendell T. Bush, for Special Fund.....	40 00		
James Loeb, for James Loeb Fund.....	175 00		
William G. Low, for William G. Low Fund.....	250 00	868 34	
Loubat Prizes:			
Interest.....		93 54	
Mrs. Annie M. McClymonds for the Lewis K. McClymonds Scholarships.....		1,300 00	
Philips N. Moore, for Special Scholarship in School of Mines.....		250 00	
William Fellowes Morgan, for tuition of a student in the School of Pure Science.....		100 00	
Leopold Neugass, for equipment of a Chemical Laboratory for College Students.....		1,000 00	
Polish National Alliance of the United States of North America, for tuition of a student.....		100 00	
Publications, Sales of: Credited to Anonymous Gift for Current Needs:			
"The Currency Problem".....	\$88 62		
Lecture Pamphlets.....	201 17	289 79	
Carried forward.....		\$215,855 88	\$1,707,293 75

OTHER DESIGNATED PURPOSES—Continued

Brought forward.....	\$215,855 88	\$1,707,293 75
F. Augustus Schermerhorn, for Special Scholarship...	150 00	
G. Harton Singer, for Illustrative Photography, Department of Germanic Languages.....	25 00	
Special Equipment Fund, Department of Practice of Medicine:		
Mrs. A. D. Juilliard.....	\$500 00	
Mrs. Henry S. Redmond.....	500 00	1,000 00
Special Fund for Departments of Mining and Metal- lurgy:		
Interest.....	110 77	
Prof. J. E. Spingarn, to maintain the Belles-Lettres Prizes.....	60 00	
State of New York, to aid Blind Students.....	1,200 00	
Teachers College, for Salaries.....	119,015 00	
United States Post Office Department, towards salary of Postmaster at the University.....	275 00	
Wawepex Society, for the John D. Jones Scholarship..	200 00	
Henry Weill, for Special Scholarship.....	150 00	338,041 65
		<u>\$2,045,335 40</u>

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1910

FUND	Debit Balances, June 30, 1909	Credit Balances, June 30, 1909	Income, 1909-1910	Total Credits	Expenditures, 1909-1910	Debit Balances, June 30, 1910	Credit Balances, June 30, 1910
Adams Fund.....		\$3,962 22	\$2,100 00	\$6,062 22	\$1,881 53		\$4,180 69
Avery Architectural Library Fund.....		41 22	(*) 1,651 74	1,692 96	1,316 22		376 74
Barnard Fellowship Fund.....		522 48	3,108 84	522 48	412 50		109 98
Barnard Library Fund.....		2,186 15	847 08	6,142 07	(*) 2,418 73		3,723 34
Margaret Barnard Fund.....		1,409 54	417 99	1,827 53	247 50		1,580 03
Beek Prize Fund.....		1,409 54	104 50	1,04 50	104 50		
Beek Scholarship Fund.....		2,650 41	522 48	3,181 89			3,181 89
Beer Lecture Fund.....		258 75	52 25	311 00	40 00		271 00
Borch Fund.....		714 54	4,985 00	5,699 54	5,293 38		406 16
Blumenthal Fund.....		2,763 85	5,450 00	8,213 85	4,502 45		3,711 40
Brunner Prize Fund.....		167 00	52 25	219 25	40 00		179 25
Butler Scholarship Fund.....		235 27	261 25	496 52	200 00		296 52
Campbell Scholarship Fund.....		2,415 97	313 29	313 29	300 00		13 29
Carpenter (Howard K.) Fund.....		16,671 05	12,017 22	14,433 19	10,300 00		4,133 19
Carpenter (James S.) Fund.....		502 90	13,104 17	29,775 22	4,326 72		25,448 50
Center Fund.....		125 00	9,302 58	9,805 48	(*) 8,058 40		1,747 08
Chanler Prize Fund.....		822 46	522 48	1,77 25	41 25		136 00
Class of 1849 Scholarship Fund.....		1,132 45	12 00	1,344 04	600 00		744 04
Columbia Fellowship Fund.....		150 00	670 23	1,812 68	535 00		1,277 68
Columbia Hudson-Fulton Prize Fund.....		37 04	23 50	23 50			23 50
Coverts Prize Fund.....		2,582 43	50 00	350 33	254 84		95 49
Cothcal Fund.....		463 89	313 29	5,074 93	909 18		4,165 75
Carrier Fund.....		38 53	522 48	986 37			986 37
Curtis Medals Fund.....			64 70	103 23	35 00		68 23
DaCosta Professorship Fund.....		\$632 26	4,523 47	3,891 21	4,800 00	\$908 79	
Darling Prize Fund.....		7 50	52 25	59 75	40 00		19 75
Dean Lung Professorship Fund.....		182 19	(*) 11,649 84	10,001 75	9,274 00		727 75
Drisler Classical Fund.....		101 58	522 48	704 67	299 24		405 43
Du Bois Fund.....		100 00	300 00	300 00			300 00
Dyckman Fund.....		100 00	5,224 81	624 06	400 00		224 06
Earle Prize Fund.....		150 00	(*) 49 71	50 00	50 00		1,224 81
Eaton Professorship Fund.....		618 39	849 02	1,467 41	4,100 00		817 41
Garth Memorial Fund.....		150 00	1,044 96	1,194 96	800 00		394 96
Gebbard Fund.....		168 75	52 25	221 00	26 93		194 07
German Lecture Fund.....		243 30	723 93	1,131 70	650 00		481 70
Goldschmidt Fund.....		503 16	522 48	765 78	400 00		365 78
Gottlieb Lectureship Fund.....		209 49	496 35	999 51	779 00		220 51
Gottlieb Lectureship Fund.....		1,125 00	5,000 00	3,875 00	5,000 00	1,125 00	
Harriman Fund.....		209 49	104 50	313 99	120 00		193 99
Illig Fund.....		40 88	675 00	675 00			
Indo-Iranian Fund.....		40 88	4,455 00	4,455 00			
James Fund.....		7,614 14	7,614 14	7,614 14	44,613 45	36,999 31	
Kennedy Fund.....		270 55	317 43	317 43	216 56		100 87
Leav-Book Trust Fund.....		365 74	365 74	365 74			
Loubat Fund.....					(*) 365 74		

Loubat Professorship Fund.....	1,613 02	5,224 81	6,837 83	3,600 00	3,237 83
Mathematical Prize Fund.....	28 61	261 25	289 86		289 86
Mekin Fellowship Fund.....	816 35	1,044 96	1,861 31	825 00	1,036 31
Member of Class of '85 Fund.....	175 85	54 85	230 71	210 00	20 71
Mitchell Fund.....	96 23	498 50	594 73	412 50	182 23
Moffat Scholarship Fund.....		104 50	104 50	104 50	
Mosenthal Fellowship Fund.....	430 79	391 86	822 65		822 65
Ordreaux Fund.....	30 93	133 65	164 58		164 58
Perkins Fellowship Fund.....	651 55	297 81	949 36	8 50	940 86
Philolexian Centennial Washington Prize Fund.....	191 50	50 00	241 50		241 50
Philolexian Prize Fund.....	3,525 04	71 93	56 79		15 14
Phoenix Legacy.....	742 50	15,792 04	19,317 08	4,537 75	
Proudfit Fellowship Fund in Letters.....	8,508 72	783 72	1,526 22	615 00	911 22
Pulitzer Fund for Journalism.....		45,133 11	53,644 83	37,440 00	16,201 83
Pulitzer Scholarship Fund.....		405 00	405 00	405 00	
Rolker (Chas. M., Jr.) Fund.....	1,487 98	24 00	24 00	24 00	
Roosevelt Professorship Fund.....		2,612 41	4,100 39	2,000 00	2,100 39
Schermernhorn Scholarship Fund.....		261 25	261 25		
Schiff Fellowship Fund.....	505 75	783 72	1,290 47	615 00	675 47
Schiff Professorship Fund.....	500 19	5,224 81	5,725 00	4,000 00	1,725 00
Schurz Fellowship Fund.....	1,250 00	522 48	1,772 48	825 00	947 48
Schurz Library Fund.....	337 59	522 48	860 07	515 88	344 19
Seidl Fund.....		480 00	480 00		
Shoemaker Fund.....	309 37	(*) 436 87	746 24	108 88	637 36
Stuart Scholarship Fund.....	120 00	313 29	433 29	300 00	133 29
Toppau Prize Fund.....	94 50	208 99	303 19	165 00	138 19
Trowbridge Fellowship Fund.....		500 00	500 00	500 00	
Trust Fund for Psychology.....	817 29	5,224 81	4,377 52	4,600 00	222 48
Tyndall Fellowship Fund.....		2,340 01	1,640 00	640 00	170 31
Waring Fund (for Mrs. Waring).....	720 22	2,949 91	1,829 69	2,000 00	
Waring Fund (for Miss Waring).....	7 56	2,949 91	2,542 65	2,000 00	542 65
SCHOOL OF MEDICINE					
Blumenthal (Geo., Jr.) Fund.....		300 00	300 00		300 00
Carpenter (G. S.) Fund.....	(*) 1,099 81	5,224 81	4,125 00	5,825 00	1,700 00
Clark Scholarship Fund.....	2 33	731 67	575 00		159 00
Harsen Scholarship Fund.....	325 36	1,625 64	1,915 00	1,250 00	701 00
Jacobi Ward Fund.....	4,518 09	1,400 00	5,918 09		5,918 09
Miller (Guy B.) Fund.....	(*) 109 98	522 48	412 50	750 00	347 50
Proudfit Fellowship Fund in Medicine.....	4,147 34	783 72	4,931 06	615 00	4,316 06
Slocum Maternity Hospital Fund.....		23,500 00	23,500 00	23,500 00	
Smith Prize Fund.....	1,045 63	122 34	1,217 77		1,217 77
Stevens Prize Fund.....	542 06	99 27	641 33		641 33
Vanderbilt Clinic Endowment Fund.....	300 00	200 00	5,050 00	5,050 00	500 00
Wheeler Fund.....	23,383 95		23,383 95		2,200 08
Unappropriated Income of Special Funds.....				21,183 87	
	\$3,189 91	\$27,827 16	\$329,448 76	\$46,011 14	\$110,001 78
Income received prior to 1909-10 distributed in 1909-10.....					
Amount returned in 1909-10 to Income Account, overcharged in 1908-9 in cost of \$100,000 Northern Pacific 3% Bonds.....	\$21,183 87			21,183 87	
Receipts of Income, 1909-10.....	85 00	21,098 87			
		\$216,728 29			
					Carried forward..... \$244,274 25

		Expenditures, 1909-1910
Brought forward.....		\$244,274 25
(1) Transferred to Barnard Medal Account.....	\$ 97 33	
(2) Center Fund; Charged off to Premium Account.....	58 40	
(3) Loubat Fund; Transferred to Loubat Prizes (Schedule 9)	365 74	521 47
Payments from Income of Special Funds, 1909-10....		<u>\$243,752 78</u>
(4) Phoenix Legacy: Payments:		
Astronomy: Departmental Appropriation.....	\$ 200 00	
Astronomy: Observatory for Apparatus.....	250 00	
Botany: Departmental Appropriation.....	593 85	
Chemistry: Supplies.....	6,000 00	
Civil Engineering: Camp Columbia, Instruments....	868 37	
Civil Engineering: Departmental Appropriation....	542 83	
Electrical Engineering: Departmental Appropriation	1,500 00	
Engineering Draughting: Drawing.....	200 00	
Geology: Departmental Appropriation.....	499 79	
Mechanical Engineering: Departmental Appropria- tion.....	1,800 00	
Metallurgy: Departmental Appropriation.....	750 00	
Mineralogy: Departmental Appropriation.....	400 00	
Mining: Departmental Appropriation.....	2,000 00	
Physics: Experimental: Laboratory Helper.....	599 60	
Physics: Experimental: Departmental Appropriation	1,000 00	
Physics: Experimental: New Equipment.....	2,800 39	
Physics: Mathematical: Apparatus.....	250 00	
Zoölogy: Departmental Appropriation.....	2,700 00	
Zoölogy: Marine Table, Woods Hole.....	300 00	
Zoölogy: Naples Zoölogical Station.....	250 00	
Business Administration—Legal Expenses.....	350 00	<u>\$23,854 83</u>

(5) Includes \$84.30 from sale of duplicate books.

(6) Includes \$16.75 proceeds from sale of books on "China and the Chinese."

(7) Includes \$2.36 gift from Prof. E. D. Perry to augment income.

(8) Includes \$2.37 interest on loans to students on their notes.

(9) \$958.68 of overdraft charged to Income of the Corporation } Finance Committee
 (10) \$267.19 of overdraft charged to Income of the Corporation } December 15, 1909.

MISCELLANEOUS RECEIPTS

INVESTMENTS:

Special Funds:

Portion of extra dividend declared by Delaware, Lackawanna & Western R. R. Co. on Common Stock	\$1,275 00	
Bond and Mortgage on 2262 2d Avenue, N. Y.....	15,000 00	
Bond and Mortgage on 206 West 17th St., N. Y....	5,000 00	
Bond and Mortgage on 35 West 47th St., N. Y. (on a/c).....	5,000 00	
Bond and Mortgage on 437 East 86th St., N. Y....	6,000 00	
Bond and Mortgage on "Wheelock Property," N. Y.	250,000 00	\$282,275 00

STUDENTS' LOAN FUND:

Students' Notes paid.....	1,387 00	
Interest on Students' Notes.....	60 05	
Interest on Deposits.....	159 37	
Gift from William Fellowes Morgan.....	150 00	1,756 42

COLUMBIA COLLEGE NOTES..... 250,000 00

COLUMBIA UNIVERSITY PRESS:

Sale of Books "Problem of Monopoly"..... 28 08

SHOEMAKER FUND:

Advances on Students' Notes paid..... 215 00

CIVIL ENGINEERING COURSE—MORRIS, CONN.:

Collected from Students at Camp Columbia to
repair damage to College property..... 8 40

Nos. 413-417 WEST 117th ST., N. Y.:

Purchased subject to mortgage on 413 West
117th St. of..... 16,000 00

ADVANCE FEES, 1910-11:

Morningside..... 5,940 00

ARREARS OF RENT:

1907-1908 Receipts.....	5,100 00	
1908-1909 Receipts.....	12,546 50	17,646 50

DEPOSITS FOR APPARATUS 50,999 28

DEPOSITS FOR KEYS..... 1,143 10

OVER-DEPOSITS BY STUDENTS, COLLEGE OF
PHYSICIANS AND SURGEONS..... 6 00

RESIDENCE HALLS:

Advance Receipts, 1910-11..... 1,651 48

SEXENNIAL CATALOGUE:

Balance of sales, 1909-1910, carried forward to
1910-1911..... 232 87

UNCLAIMED SALARIES:

Withdrawn from Manhattan Co. all unclaimed salaries
June 30, 1909, ordered by Finance Committee

441 64

\$628,343 75

CURRENT EXPENSES

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION					
EDUCATIONAL ADMINISTRATION					
Salaries.....	52,000 29	.....	47,790 29	.....	4,210 00
Advertising; Shoemaker Fund.....	1,992 38	.....	1,992 38	.....
American School of Archeology in Palestine.....	108 88	.....	.....	108 88	100 00
Blind Pupils.....	100 00	.....	.....	.....
Advanced in 1908-9 against appropriation for 1909-10.....	1,191 90	.....	8,830 12	.....	1,191 90
Bureau of Supplies.....	9,001 82	.....	.....	.....	171 70
Completion of Course by Certain Specified Students: Anonymous Gift.....	.....	.....	.....	.....	.....
.....	\$255 00	.....	.....	.....	.....
.....	252 00	.....	.....	.....	.....
.....	100 00	.....	.....	.....	.....
.....	100 00	.....	.....	.....	.....
Polish National Alliance Gift.....	707 00	.....	.....	.....	707 00
Conduct of Examinations.....	1,424 92	.....	1,424 92	.....
Debating Societies.....	395 99	.....	.....	.....
Diplomas.....	1,400 00	.....	1,400 00	.....
Lectures.....	2,789 22	.....	2,789 22	.....
President's Emergency Fund.....	2,706 22	.....	1,781 22	.....	925 00
President's Fund.....	4,074 85	.....	2,438 02	.....	1,636 83
Printing; Kennedy Fund.....	9,500 00	.....	9,500 00	.....
.....	1 00	.....	.....	1 00	
Public Ceremonies.....	2,481 71	.....	2,481 71	.....
Sexennial Catalogue (1912).....	658 28	.....	658 28	.....
University Quarterly.....	1,250 00	.....	1,250 00	.....
Alumni Secretary; Postal Assistance.....	800 00	.....	.....	.....	150 00
Alumni Secretary; Postage, Printing and Miscellaneous.....	2,174 68	.....	850 00	.....	1,324 68
Committee on Employment for Students; Postage, Print- ing and Miscellaneous.....	512 92	.....	512 92	.....
Committee on Appointment of Graduates to Positions.....	133 59	.....	133 59	.....
Graduate Manager; Columbia University Athletic Asso- ciation; Salary.....	333 23	.....	333 33	.....
Committee on Undergraduate Admissions; Postage, Printing and Miscellaneous.....	1,000 00	.....	.....	.....	1,000 00
University of Berlin; Roosevelt Professor.....	.....	96,738 98	.....	.....
.....	.....	2,000 00	.....	2,000 00	
AGRICULTURAL EDUCATION					
Expenses.....	.....	856 85	.....	.....	856 85

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$219,350 77	\$173,519 16	\$18,027 73	\$27,803 88
CIVIL ENGINEERING					
Salaries.....	15,454 10		15,454 10		
Departmental Appropriation.....	542 83			542 83	
Laboratory Fees.....	175 00		175 00		
Testing Laboratory.....	2,824 01				2,824 01
Camp Columbia: Summer Course: Assistants.....	2,500 00		2,500 00		
General Expenses.....	500 00		500 00		
Instruments and Repairs.....	868 37	22,804 31		868 37	
COMPARATIVE LITERATURE					
Salaries.....	6,000 00		6,000 00		
Departmental Appropriation.....	50 00	6,050 00	50 00		
ECONOMICS					
Salaries.....	20,500 00		13,000 00		7,500 00
Departmental Appropriation.....	338 35	20,838 35	338 35		
ELECTRICAL ENGINEERING					
Salaries.....	8,500 00		8,500 00		
Testing Electric Meters for New York City.....	1,500 00				1,500 00
Payments in 1908-9 for account of 1909-10.....					
Laboratory Mechanic.....	936 00		936 00		
Departmental Appropriation.....	1,514 65		14 65	1,500 00	
Special Equipment.....	1,735 55	14,186 20			1,735 55
ENGINEERING DRAUGHTING					
Salaries.....	6,800 00		6,800 00		
Drawing Appropriation.....	200 00	7,000 00		200 00	
ENGLISH					
Salaries.....	43,108 28		21,200 00	5,000 00	16,908 28
Special Lectures.....	700 00		700 00		
Publication of Lectures.....	850 00				850 00
Departmental Appropriation.....	149 78		149 78		
Special Equipment and Cataloging of the George R. Carpenter Memorial Library.....	421 14	45,229 20			421 14

GEOLOGY									
Salaries.....	12,800 00	.....	.....	.....	6,845 00	.....	4,455 00	.....	1,500 00
Departmental Appropriation.....	499 79	.....	.....	.....	.....	.....	499 79	.....	.....
Summer Course.....	200 00	.....	.....	.....	200 00	.....	.....	.....	.....
		13,499 79							
GERMANIC LANGUAGES									
Salaries.....	24,500 00	.....	.....	.....	17,100 00	.....	800 00	.....	6,600 00
Departmental Appropriation.....	50 00	.....	.....	.....	50 00	.....	.....	.....	.....
Lecture Fund.....	26 93	.....	.....	.....	.....	.....	26 93	.....	.....
Illustrative Photography.....	10 00	.....	.....	.....	.....	.....	.....	.....	10 00
		24,586 93							
GREEK									
Salaries.....	18,300 00	.....	.....	.....	15,500 00	.....	.....	.....	2,800 00
Departmental Appropriation.....	43 80	.....	.....	.....	43 80	.....	.....	.....	.....
American School at Athens.....	250 00	.....	.....	.....	250 00	.....	.....	.....	.....
		18,593 80							
HISTORY									
Salaries.....	31,774 99	.....	.....	.....	23,900 05	.....	.....	.....	7,874 94
Departmental Appropriation.....	99 42	.....	.....	.....	99 42	.....	.....	.....	.....
Special Equipment.....	134 75	.....	.....	.....	.....	.....	.....	.....	134 75
		32,009 16							
HUMANE EDUCATION:									
Bergh Fund.....	.....	.....	.....	.....	1,293 38	.....	.....	.....	.....
INDO-IRANIAN LANGUAGES									
Salaries.....	6,675 00	.....	.....	.....	5,000 00	.....	675 00	.....	1,000 00
Departmental Appropriation.....	50 00	.....	.....	.....	50 00	.....	.....	.....	.....
		6,725 00							
LATIN									
Salaries.....	23,624 94	.....	.....	.....	17,500 00	.....	.....	.....	6,124 94
Departmental Appropriation.....	10 15	.....	.....	.....	10 15	.....	.....	.....	.....
American School at Rome.....	250 00	.....	.....	.....	250 00	.....	.....	.....	.....
		23,885 09							
MATHEMATICS									
Salaries.....	37,074 94	.....	.....	.....	30,700 00	.....	.....	.....	6,374 94
Departmental Appropriation.....	66 48	.....	.....	.....	66 48	.....	.....	.....	50 00
Transactions of the American Mathematical Society.....	50 00	.....	.....	.....	.....	.....	.....	.....	391 70
Equipment of Laboratory.....	391 70	.....	.....	.....	.....	.....	.....	.....	.....
		37,583 12							
Carried forward.....	.....	\$493,755 10			\$367,461 94		\$33,889 03		\$92,404 13

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$493,755 10	\$367,461 94	\$33,889 03	\$92,404 13
MECHANICAL ENGINEERING					
Salaries.....	\$13,687 47		13,437 47		250 00
Laboratory Machinist.....	1,200 00		1,200 00		
Laboratory Helper.....	720 00		720 00		
Laboratory Laborer.....	520 00		520 00		
Departmental Appropriation.....	2,494 18		694 18	1,800 00	
Use of Teachers College Shops	5,600 00		5,600 00		
Special Lectures.....	82 15	24,303 80			82 15
METALLURGY					
Salaries.....	10,700 00		9,700 00		1,000 00
Departmental Appropriation.....	899 60		149 60	750 00	
Laboratory Fees.....	10 00		10 00		
Summer Course.....	399 95		399 95		
Special Fund.....	712 94				712 94
		12,722 49			
MINERALOGY					
Salaries.....	7,900 00		7,900 00		
Departmental Appropriation.....	400 00			400 00	
		8,300 00			
MINING					
Salaries.....	12,700 00		12,700 00		
Laboratory Mechanic.....	936 00		936 00		
Departmental Appropriation.....	2,000 00			2,000 00	
Special Fund.....	1,220 10				1,220 10
		16,856 10			
MUSIC					
Salaries.....	9,000 00			7,000 00	
Departmental Appropriation.....	1,000 00			1,000 00	
		10,000 00			
PHILOSOPHY AND PSYCHOLOGY					
Philosophy: Salaries.....	29,649 94		21,600 00		8,049 94
Departmental Appropriation.....	39 82		39 82		
Psychology: Salaries.....	11,900 00		7,300 00	3,600 00	1,000 00
Instrument Maker.....	500 00			500 00	
Laboratory Helper.....	200 00			200 00	
Departmental Appropriation.....	489 86		199 86	300 00	
		42,789 62			

PHYSICAL EDUCATION								
Salaries.....	9,488 65	.....	7,738 65	.....	1,750 00	.....	
Supplies and Repairs.....	390 51	.....	590 51	.....			
Care of Swimming Pool.....	1,218 50	.....	1,218 50	.....			
		11,297 66						
PHYSICS (EXPERIMENTAL)								
Salaries.....	20,100 00	.....	20,100 00	.....			
Laboratory Helpers.....	1,599 60	.....	1,000 00	599 60				
Departmental Appropriation.....	1,000 00	.....	1,000 00	.....			
For New Equipment.....	2,800 39	.....	2,800 39	.....			
Equipment (Fire Loss).....	50 00	.....	50 00	.....			
Special Apparatus.....	2 15	.....	2 15	.....			
		25,552 14						
PHYSICS (MATHEMATICAL)								
Salaries.....	14,800 00	.....	11,600 00	.....	3,200 00	.....	
Laboratory Helper.....	500 00	.....	500 00	.....			
Departmental Appropriation.....	75 00	.....	75 00	.....			
Apparatus.....	250 00	.....	250 00	.....			
Special Equipment.....	1 90	.....	1 90	.....			
		15,626 90						
PUBLIC LAW AND JURISPRUDENCE								
Salaries.....	24,450 00	.....	17,350 00	7,100 00				
Departmental Appropriation.....	25 88	.....	25 88	.....			
Blumenthal Fund.....	1,502 45	.....	1,502 45	.....			
		25,978 33						
ROMANCE LANGUAGES								
Salaries.....	28,100 00	.....	19,900 00	.....	8,200 00	.....	
Departmental Appropriation.....	95 11	.....	95 11	.....			
French Lecture Fund.....	120 00	.....	120 00	.....			
Support of Journal of Romance Philology.....	250 00	.....	250 00	.....			
		28,565 11						
SEMITIC LANGUAGES								
Salaries.....	6,400 00	.....	6,000 00	400 00				
SOCIAL SCIENCE								
Salaries.....	13,300 00	.....	10,300 00	3,000 00				
Departmental Appropriation.....	149 93	.....	149 93	.....			
		13,449 93						
ZOOLOGY								
Salaries.....	29,324 94	.....	17,150 00	4,800 00	7,374 94	.....	
Departmental Appropriation.....	2,700 00	.....	2,700 00	.....			
Marine Table, Wood's Holl.....	300 00	.....	300 00	.....			
		\$32,324 94						
Carried forward.....	\$735,597 18		\$554,062 40	\$83,191 47				\$130,668 25

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$32,324 94	\$735,597 18	\$554,062 40	\$83,191 47	\$130,668 25
ZOOLOGY—Continued					
Naples Zoological Station (Columbia Table).....	500 00	.....	.....	250 00	250 00
Dyckman Fund.....	400 00	.....	.....	400 00	.....
Microscopes.....	566 65	.....	.....	.....	566 65
Senff Zoological Expedition.....	213 54	.....	.....	.....	213 54
		34,005 13	.....	.....	.....
LAW SCHOOL					
Salaries.....	38,650 00	.....	38,650 00	.....	.....
Departmental Appropriation.....	260 58	.....	260 58	.....	.....
Carpenter (Gas. S.) Fund.....	2,326 72	.....	.....	2,326 72	.....
		41,237 30	.....	.....	.....
SUMMER SESSION					
Administration and Instruction:					
Morningside.....	\$50,266 53	.....	.....	.....	.....
Advances in 1908-9 against Appropriation					
for 1909-10.....	3,211 08	.....	53,477 61	.....	.....
College of Physicians and Surgeons.....	475 50	.....	.....	.....	.....
Advanced in 1908-9 against Appropriation					
for 1909-10.....	220 10	.....	695 60	.....	.....
		54,173 21	.....	.....	.....
		112,915 00	.....	.....	112,915 00
TEACHERS COLLEGE					
Salaries.....	.....	.....	.....	.....	.....
	
COLLEGE OF PHYSICIANS AND SURGEONS					
ADMINISTRATION					
Salaries.....	8,400 00	.....	7,640 00	.....	.....
Alcohol.....	606 07	.....	.....	606 07	.....
Office Supplies and Sundries.....	699 95	.....	.....	699 95	.....
Printing and Distribution of Announcement.....	1,133 99	.....	1,133 99	.....	.....
Hospital Bureau of Standards and Supplies.....	500 00	.....	500 00	.....	.....
Post Graduate Course.....	281 99	.....	281 99	.....	.....
		11,622 00	.....	.....	.....
ANATOMY					
Salaries.....	24,100 00	.....	23,900 00	.....	200 00
Supplies.....	3,120 00	.....	3,120 00	.....	.....
Departmental Appropriation.....	965 00	.....	965 00	.....	.....
Supplies in Histology and Embryology.....	499 73	.....	499 73	.....	.....

ANATOMY—Continued									
Equipment (Fire Loss).....	2,056 14	.....	.....	.....	.....	.....	.....	.....	2,056 14
Additional Equipment.....	1,056 00	.....	.....	.....	.....	.....	.....	.....	1,056 00
Microscopes.....	1,295 00	.....	.....	.....	.....	.....	.....	.....	1,295 00
		33,091 87							
BACTERIOLOGY									
Salaries.....	7,000 00	.....	.....	.....	.....	.....	.....	.....	7,000 00
Departmental Appropriation.....	1,994 35	.....	.....	.....	.....	.....	.....	.....	1,994 35
BIOLOGICAL CHEMISTRY									
Salaries.....	7,230 00	.....	.....	.....	.....	.....	.....	.....	7,230 00
Departmental Appropriation.....	2,668 67	.....	.....	.....	.....	.....	.....	.....	2,668 67
CLINICAL PATHOLOGY									
Salaries.....	7,400 00	.....	.....	.....	.....	.....	.....	.....	7,400 00
Departmental Appropriation.....	1,000 00	.....	.....	.....	.....	.....	.....	.....	1,000 00
Special Fund.....	13 29	.....	.....	.....	.....	.....	.....	.....	13 29
DISEASES OF CHILDREN									
Salaries.....	8,413 29	.....	.....	.....	.....	.....	.....	.....	8,413 29
GYNECOLOGY									
Salaries.....	3,600 00	.....	.....	.....	.....	.....	.....	.....	3,600 00
Departmental Appropriation.....		.....	.....	.....	.....	.....	.....	.....
MATERNAL MEDICA AND THERAPEUTICS									
Salaries.....	3,100 00	.....	.....	.....	.....	.....	.....	.....	3,100 00
Departmental Appropriation.....	50 00	.....	.....	.....	.....	.....	.....	.....	50 00
MATERNAL MEDICA AND THERAPEUTICS									
Salaries.....	6,700 00	.....	.....	.....	.....	.....	.....	.....	6,700 00
Pharmacology: Departmental Appropriation.....	858 00	.....	.....	.....	.....	.....	.....	.....	858 00
Pharmaceuticals: Departmental Appropriation.....	678 70	.....	.....	.....	.....	.....	.....	.....	678 70
Hydrotherapeutics Department in Vanderbilt Clinic.....	307 00	.....	.....	.....	.....	.....	.....	.....	307 00
NEUROLOGY									
Salaries.....	8,543 70	.....	.....	.....	.....	.....	.....	.....	8,543 70
OBSTETRICS									
Salaries.....	2,300 00	.....	.....	.....	.....	.....	.....	.....	2,300 00
Departmental Appropriation.....		.....	.....	.....	.....	.....	.....	.....
OBSTETRICS									
Salaries.....	4,500 00	.....	.....	.....	.....	.....	.....	.....	4,500 00
Departmental Appropriation.....	50 00	.....	.....	.....	.....	.....	.....	.....	50 00
For Pathological Work.....	500 00	.....	.....	.....	.....	.....	.....	.....	500 00
PATHOLOGY									
Salaries.....	15,528 32	.....	.....	.....	.....	.....	.....	.....	15,528 32
Supplies.....	2,498 58	.....	.....	.....	.....	.....	.....	.....	2,498 58
Apparatus.....	198 00	.....	.....	.....	.....	.....	.....	.....	198 00
Carried forward.....		\$1,091,316 60				\$747,022 54		\$92,753 19	\$251,540 87

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$1,091,316 60	\$747,022 54	\$92,753 19	\$251,540 87
PHYSIOLOGY					
Salaries.....	7,100 00		7,100 00		
Laboratory Mechanic.....	1,500 00		1,500 00		
Departmental Appropriation.....	1,257 26	9,857 26	1,257 26		
PRACTICE OF MEDICINE					
Salaries.....	13,683 34		13,683 34		
Departmental Appropriation.....	349 95		349 95		
Medical Nursing Fund.....	466 00	14,499 29	420 00		46 00
SURGERY					
Salaries.....	14,799 98		14,799 98		164 64
Departmental Appropriation.....	2,388 35		2,423 71		28 00
Surgical Nursing Fund.....	448 00		420 00		12 82
Surgical Research Laboratory.....	12 82				
Laboratory Equipment; Pathological Surgery.....	5,093 87	22,943 02			5,093 87
CLINICAL INSTRUCTION					
Salaries.....		6,050 00	6,050 00		
HOSPITAL INSTRUCTION					
Salaries.....		1,900 00	1,900 00		
SLOANE MATERNITY HOSPITAL					
Salaries.....		23,500 00		23,500 00	
VANDERBILT CLINIC					
Salaries.....		5,650 00		5,650 00	
MISCELLANEOUS					
RETIRING ALLOWANCES.....		23,666 66	7,360 56		16,306 10
WIDOWS' ALLOWANCES.....		4,200 00	500 00		3,700 00
DISABILITY ALLOWANCES.....		9,170 00	500 00		8,670 00
CHAPEL					
Chaplain.....	3,500 00		3,500 00		
Chapel Services.....	2,000 00		2,000 00		
Emergencies.....	1,400 19	6,900 19	1,400 19		

FELLOWSHIPS

Adams	1,250 00	.....	.....	1,250 00
Adams Publication Fund.....	631 53	.....	.....	631 53
Barnard.....	412 50	.....	.....	412 50
Class of '70	500 00	.....	500 00	.....
Columbia	535 00	.....	.....	535 00
Drisler	650 00	.....	650 00	.....
Garth.....	650 00	.....	.....	650 00
Goldschmidt.....	650 00	.....	.....	650 00
Gottschberger.....	779 00	.....	.....	779 00
McKim.....	825 00	.....	.....	825 00
Mitchell.....	412 50	.....	.....	412 50
Perkins.....	8 50	.....	.....	8 50
Proudit (Letters).....	615 00	.....	.....	615 00
Poulson.....	650 00	.....	.....	650 00
Schiff.....	615 00	.....	.....	615 00
Schnitz.....	825 00	.....	.....	825 00
Special (Anthropology).....	600 00	.....	.....	600 00
Tyndall.....	648 00	.....	.....	648 00
University.....	7,800 00	.....	7,800 00	.....
		19,057 03		

SCHOLARSHIPS

Alumni Association (College).....	900 00	.....	.....	.....
Alumni Competitive (College).....	600 00	.....	600 00	.....
Beck	150 00	.....	.....	104 50
Benefactors.....	12,075 00	.....	12,075 00	.....
Brooklyn	1,800 00	.....	.....	.....
Brooklyn (Barnard College).....	1,800 00	.....	1,800 00	.....
Butler.....	200 00	.....	.....	200 00
Campbell.....	300 00	.....	.....	300 00
Class of '48.....	600 00	.....	600 00	.....
Curtis.....	600 00	.....	600 00	.....
Daly.....	1,000 00	.....	.....	1,000 00
Duffie.....	125 00	.....	.....	125 00
Faculty.....	4,450 00	.....	4,450 00	.....
Harper.....	300 00	.....	300 00	.....
Hewitt.....	300 00	.....	300 00	.....
Huyler.....	75 00	.....	.....	75 00
Jones.....	200 00	.....	.....	200 00
Lawrence.....	250 00	.....	.....	250 00
McClymonds.....	1,300 00	.....	.....	1,300 00
Modat.....	300 00	.....	.....	.....
President's University.....	1,200 00	.....	1,200 00	104 50
Carried forward.....	\$28,525 00	\$1,238,710 05	\$844,911 53	\$132,061 22
				\$290,262 30

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$28,525 00	\$1,238,710 05	\$844,911 53	\$132,061 22	\$290,262 30
SCHOLARSHIPS—Continued					
Puffizer.....	405 00			405 00	
Schermerhorn.....	750 00		488 75	261 25	
Special (Chemistry).....	150 00				150 00
Special (English).....	750 00				750 00
Special (Schermerhorn).....	150 00				150 00
Special (School of Applied Science).....	500 00				500 00
Special (School of Mines).....	250 00				250 00
Special (School of Pure Science).....	50 00				50 00
Special (Weill Gift).....	75 00				75 00
Smart.....	300 00			300 00	
University.....	3,000 00	35,055 00	3,000 00		
PRIZES AND MEDALS					
Annual Association Prize (College).....	50 00				50 00
Barnard Medal.....	47 33				47 33
Beck Prize.....	247 50			247 50	
Bellows-Hedres Prizes.....	60 00				60 00
Bonnet Prize.....	40 00			40 00	
Banner Medal.....	40 00			40 00	
Chandler Prize.....	41 25			41 25	
Cartis Medals.....	35 00			35 00	
Darling Prize.....	40 00			40 00	
Earle Prize.....	50 00			50 00	
Ellig Medals.....	120 00			120 00	
Philolexian Prize.....	56 73			56 73	
Rolker Prize.....	24 00			24 00	
Squires Prize.....	210 00			210 00	
Toppau Prize.....	165 00			165 00	
		1,226 87			
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES					
COLLEGE OF PHYSICIANS AND SURGEONS					
Alumni Association Fellowships.....	1,000 00				1,000 00
Clark Scholarship.....	575 00			575 00	
Faculty Scholarships.....	1,000 00		1,000 00		
Hansen Scholarships.....	1,250 00			1,250 00	

FELLOWSHIPS, SCHOLARSHIPS AND PRIZES, COLLEGE OF PHYSICIANS AND SURGEONS—Continued

Proudfit Fellowships.....	615 00	.....	.....	.....	615 00	.....	.....
Special Scholarships.....	2,500 00	.....	.....	.....	.....	.....	2,500 00
Vanderbilt Scholarships.....	1,000 00	.....	.....	.....	1,000 00	.....	.....
		7,940 00					
		\$1,282,931 92			\$850,400 28		\$295,994 63

PART B—BUILDINGS AND GROUNDS

MORNINGSIDE HEIGHTS

Salaries.....	\$9,250 00	.....	.....	.....	\$7,750 00	.....	\$1,500 00
Brick Walk in Front of Chapel.....	47 60	.....	.....	.....	47 60	.....	484 70
Care of Boat House.....	2,459 70	.....	.....	.....	1,975 00	.....	.....
Cleaning.....	2,750 00	.....	.....	.....	2,750 00	.....	.....
Fuel.....	18,345 20	.....	.....	.....	18,345 20	.....	.....
Furniture and Fixtures.....	750 00	.....	.....	.....	750 00	.....	.....
Gas and Electricity.....	3,720 64	.....	.....	.....	3,720 64	.....	.....
McKim Memorial Tablets.....	25 00	.....	.....	.....	25 00	.....	.....
Maintenance of Residence Halls.....	31,353 01	.....	.....	.....	31,353 01	.....	.....
Maintenance of South Field.....	1,750 00	.....	.....	.....	1,750 00	.....	.....
Planting.....	417 13	.....	.....	.....	417 13	.....	.....
Special Planting.....	841 39	.....	.....	.....	841 39	.....	.....
Post Office.....	1,214 39	.....	.....	.....	939 39	.....	275 00
Power House and Janitorial Service: Wages.....	40,205 76	.....	.....	.....	40,205 76	.....	.....
Repairs.....	11,579 29	.....	.....	.....	11,579 29	.....	.....
Repairs (Fire Loss).....	209 50	.....	.....	.....	.....	.....	209 50
Superintendent's Supplies.....	4,000 00	.....	.....	.....	4,000 00	.....	.....
Telephone Service.....	5,714 67	.....	.....	.....	5,714 67	.....	.....
Uniforms.....	470 78	.....	.....	.....	470 78	.....	.....
University Commons.....	64,602 74	.....	.....	.....	64,602 74	.....	.....
Water Rates.....	5,733 53	.....	.....	.....	5,733 53	.....	.....
Chaplain's Residence: Water Rates and Insurance.....	62 73	.....	.....	.....	62 73	.....	.....
Nos. 413 and 415 West 117th St., N. Y.: Expenses.....	58 65	.....	.....	.....	58 65	.....	.....
		205,621 71					
		\$205,621 71			\$235,374 74		\$2,469 20

COLLEGE OF PHYSICIANS AND SURGEONS

Cleaning.....	998 46	.....	.....	.....	998 46	.....	.....
Departmental Assistance.....	7,680 57	.....	.....	.....	7,680 57	.....	.....
Fuel.....	6,999 74	.....	.....	.....	6,999 74	.....	.....
Furniture and Fixtures.....	495 96	.....	.....	.....	495 96	.....	.....
Gas and Electricity.....	1,690 09	.....	.....	.....	1,690 09	.....	.....
Power House and Janitorial Service: Wages.....	11,858 59	.....	.....	.....	11,858 59	.....	.....
Repairs.....	2,398 82	.....	.....	.....	2,398 82	.....	.....
		205,621 71					
		\$205,621 71			\$235,374 74		\$2,469 20

Carried forward.....

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$32,122 23	\$205,621 71	\$235,274 74	.....	2,469 20
COLLEGE OF PHYSICIANS AND SURGEONS—Continued					
Repairs (Fire Loss).....	185 00	.....	.....	.....	185 00
Superintendent's Supplies.....	1,885 57	.....	1,885 57	.....	.....
Water Rates.....	1,715 80	.....	1,715 80	.....	.....
Interior Alterations—Departments of Pathology, Clinical Pathology and Anatomy.....	4,620 66	.....	.....	.....	4,620 66
Laboratory Construction for Surgical Pathology.....	3,000 00	.....	.....	.....	3,000 00
Special Equipment Fund, 1909.....	8,312 25	51,841 51	.....	.....	8,312 25
GYMNASIUM					
Janitorial Service.....	1,799 53	.....	1,799 53	.....	.....
Laundry Service.....	1,659 32	.....	1,659 32	.....	.....
CAMP COLUMBIA (MORRIS, CONN.)					
General Expenses.....	850 00	.....	850 00	.....	.....
Insurance at Farm.....	203 13	.....	203 13	.....	.....
Janitor.....	323 79	.....	323 79	.....	.....
Taxes at Farm.....	333 84	.....	333 84	.....	.....
Tents and Improvements.....	200 00	.....	200 00	.....	.....
Supplies at Farm.....	9 33	.....	9 33	.....	.....
.....	.....	1,920 09	.....	.....	.....
CLASSES OF ALLIANCE FRANÇAISE					
Heat, Light and Janitorial Service.....	.....	375 00	375 00	.....	.....
.....	.....	\$283,217 16	\$244,630 05	.....	\$18,587 11
PART C—LIBRARY					
Salaries.....	41,615 79	.....	41,615 79	.....	.....
Emergencies.....	462 49	.....	462 49	.....	.....
Books and Binding.....	9,271 53	.....	9,271 53	.....	.....
Incidentals.....	2,453 34	.....	2,300 00	.....	153 34
PURCHASES FROM SPECIAL FUNDS					
Avery Architectural Library Fund.....	1,316 22	.....	.....	1,316 22	.....
Harvard Library Funds.....	2,321 40	.....	.....	2,321 40	.....
Cothcal Fund.....	254 84	.....	.....	254 84	.....
Carrier Fund.....	909 18	.....	.....	909 18	.....
Driscor Fund.....	299 24	.....	.....	299 24	.....
Schurz Library Fund.....	515 88	53,803 15	.....	515 88	.....
.....
.....	.....	5,616 76	.....	.....	.....

	267 68	267 68	267 68
COLLEGE STUDY			
PURCHASES FROM OTHER FUNDS			
Anonymous Fund.....	7,240 91		7,240 91
Books on Phonetics.....	18 03		18 03
De Witt (George G.) Fund.....	46 37		46 37
Lewisohn Dissertation Fund.....	5 17		5 17
Loeb (James) Fund.....	228 90		228 90
Low (William G.) Fund.....	367 35		367 35
	7,906 73		
LAW SCHOOL LIBRARY			
Salaries.....	2,400 00	2,400 00	
Books and Binding.....	1,370 00	1,153 44	216 56
Incidentals.....	50 00	50 00	
	3,820 00		
	952 29	952 29	
	\$72,366 01	\$58,473 22	\$8,833 32
			\$8,060 07
MEDICAL SCHOOL LIBRARY			
Salaries, Books and Binding.....			
PART D—BUSINESS ADMINISTRATION			
Salaries.....	\$19,010 73		\$18,860 73
Clerk's Office, Sundries.....	1,483 69		1,483 69
Treasurer's Office, Sundries.....	409 64		409 64
Contingent Expenses.....	3,026 92		3,026 92
Office Rent.....	1,100 00		1,100 00
Insurance.....			
Advanced in 1908-9 for account of 1909-10.....	\$6,139 94		
Auditing Books of Students' Organizations.....	250 00		250 00
Arbitration Expenses in Renewal of Leases.....	1,409 80		1,409 80
Commissions to Agents on Renewal of Leases.....	1,400 00		1,400 00
Kennedy Endowment Fund; Interest to December 31, 1910 on securities received from the Estate of John Stewart Kennedy, deceased, discounted.....	44,612 45		44,612 45
Machines for Bureau of Printing.....	1,487 25		1,487 25
Legal Expenses: Phoenix Legacy.....	350 00		350 00
Overdrafts in Income of R. S. Carpenter Fund, \$958.68, and Miller Fund, \$267.19, as of December 31, 1909, charged to Income of the Corporation by order of Finance Committee.....	1,225 87		1,225 87
	82,928 54		
	\$82,928 54	\$37,816 09	\$44,962 45
			\$150 00

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART E—ANNUITIES					
Begh Fund.....	\$4,000 00	.....	.....	\$4,000 00	
Carpentier (E. R.) Fund.....	4,000 00	.....	.....	4,000 00	
Carpentier (James S.) Fund.....	2,000 00	.....	.....	2,000 00	
Dean Lung Fund.....	4,000 00	.....	.....	4,000 00	
Journalism Fund.....	37,440 00	.....	.....	37,440 00	
Mrs. Anton Seidl (Seidl Fund).....	480 00	.....	.....	480 00	
Mrs. William P. Trowbridge (Trowbridge Fund).....	500 00	.....	.....	500 00	
Mrs. George E. Waring (Waring Fund).....	2,000 00	.....	.....	2,000 00	
Miss Ethie Blunt Waring (Waring Fund).....	2,000 00	.....	.....	2,000 00	
		\$56,420 00			
		\$56,420 00		\$56,420 00	

SUMMARY OF SCHEDULE 7

	From General Income	From Income of Special Funds	From Receipts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$850,400 28	\$136,537 01	\$295,994 63	\$1,282,931 92
Part B.—Buildings and Grounds.....	244,630 05	.....	18,587 11	263,217 16
Part C.—Library.....	58,473 22	5,833 32	8,060 07	72,366 61
Part D.—Business Administration.....	37,816 09	44,962 45	150 00	82,928 54
Part E.—Annuities.....	.....	56,420 00	.....	56,420 00
	\$1,191,319 64	\$243,752 78	\$322,791 81	\$1,757,864 23
Advance payments in 1908-9, etc.....				6,252 55
Payments made in 1909-10 for Current Expenses.....				\$1,751,611 68

MISCELLANEOUS PAYMENTS

CHARGEABLE TO PRINCIPAL OF PHOENIX
LEGACY:

One-third share in purchase of un- expired term of lease and buildings, First Avenue, near Sixth Street, New York.....	\$100 00
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INVESTMENTS IN PERSONAL SECURITIES:

Special Funds:

26 Shares Delaware, Lackawanna & Western Coal Co's. stock (stock dividend).....	\$1,300 00
16 Shares Delaware, Lackawanna & Western R. R. Co's stock (stock dividend).....	937 50
100 Shares International Nickel Co's stock received from George Blu- menthal, as an investment of the George Blumenthal, Jr., Scholar- ship Fund.....	13,000 00

Received from William A. Du Bois,
Matthew B. Du Bois and Katharine
Du Bois, as an investment of the
Doctor Abram Du Bois Memorial
Fund:

\$12,000 Texas and Pacific Railway Co's 5% First Mortgage Bonds.....	\$12,000 00	
\$6,000 Southern Railway Co's (Mem- phis Division) 5% First Mortgage Bonds.....	6,000 00	18,000 00

Received from Estate of John Stewart
Kennedy, deceased, as an invest-
ment of the John Stewart Kennedy
Endowment Fund:

\$100,000 Wabash R. R. Co's 5% Second Mortgage Bonds.....	103,500 00	
\$36,000 New York Central and Hudson River R. R. Co's 3½% Bonds.....	32,940 00	
\$200,000 Northern Pacific R. R. Co's 3% (General Lien) Bonds.....	147,000 00	
\$252,000 St. Paul, Minneapolis and Manitoba R. R. Co's 6% Consoli- dated Mortgage Bonds.....	322,560 00	
\$100,000 Montana Central Railway Co's 6% First Mortgage Bonds.....	129,000 00	735,000 00
Bond and Mortgage on 29-33 Park Place, New York, at 4½%.....	225,000 00	
Bond and Mortgage on 206 West 110th Street, New York, at 4%.....	77,500 00	
Bond and Mortgage on 237 West 110th Street, New York, at 4%.....	77,500 00	

Carried forward.....	\$380,000 00	\$768,237 50	\$100 00
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Brought forward.....	\$380,000 00	\$768,237 50	\$100 00
Bond and Mortgage on 223-5 West 109th Street, New York, at 4½%...	52,000 00		
Bond and Mortgage on Southeast cor- ner 117th Street and Lenox Avenue, New York, at 4%.....	200,000 00		
Bond and Mortgage on 136-8 Riving- ton Street, New York, at 4½%.....	50,000 00		
Bond and Mortgage on 419-21 East 153d Street, New York, at 4½%....	30,000 00	712,000 00	
General Funds:			
One-fifth interest in Bond and Mort- gage at Wakefield, New York, at 5%	35,000 00		
Received from Anonymous Donor of the Philosophy Building Fund, \$200,000 Interborough-Metropoli- tan Co's 4½% Collateral Trust Gold Bonds.....	160,000 00	195,000 00	1,675,237 50
UNIVERSITY, MORNINGSIDE:			
LAND, BUILDINGS AND EQUIPMENT:			
Changes in Library Building.....		1,141 69	
Grading South Field.....		1,520 75	
Hamilton Hall, Construction.....		1,756 76	
Hartley Hall, Equipment.....		243 10	
Kent Hall, Construction.....		263,697 88	
Livingston Hall, Equipment.....		243 10	
Livingston Memorial Window.....		1,124 00	
Philosophy Building, Construction....		12,354 22	
South Field Development.....		107 68	282,189 18
COLLEGE OF PHYSICIANS AND SURGEONS:			
Additions and Alterations: Roof Laboratory.....			14,938 07
NEW MEDICAL SITE, 116th STREET AND AMSTERDAM AVENUE, NEW YORK:			
Cost of Land.....	545,000 00		
Commissions.....	791 67		
Search, etc.....	1,283 40		
Legal Expenses.....	1,126 50		548,201 57
Nos. 413-15 WEST 117th STREET, NEW YORK:			
Cost of Land and Buildings.....	46,500 00		
Search.....	244 10		
Legal Expenses.....	101 00		46,845 10
CIVIL ENGINEERING SCHOOL—MORRIS, CONN.:			
Improvements.....			4,465 65
Advanced for General Expenses, 1910-11.....	409 37		
Advanced for Tents and Improve- ments, 1910-11.....	95 00		504 37
Carried forward.....			\$2,572,481 44

Brought forward.....		\$2,572,481 44
MORTGAGES PAID:		
On Chaplain's Residence, 528 West 114th Street, New York.....	16,000 00	
On 413 West 117th Street, New York.	<u>16,000 00</u>	32,000 00
SHOEMAKER FUND:		
Advanced to Students on their notes..		295 00
STUDENTS' LOAN FUND:		
Advanced to Students on their notes		1,947 00
ELEVATED RAILWAY LITIGATION:		
Legal Expenses.....		50,023 81
DEPOSITS FOR APPARATUS.....		50,053 77
DEPOSITS FOR KEYS.....		1,015 90
INSURANCE, 1910-1911.....		2,280 03
INSURANCE, 1911-1912.....		2,280 03
INSURANCE, 1912-1913.....		1,385 95
METER TESTS, DEPARTMENT OF ELECTRICAL ENGINEERING:		
Advanced Payments on 1910 Contract.		164 95
MOSENTHAL FELLOWSHIP:		
Advanced Payment, 1910-11.....		300 00
SUMMER SESSION, 1910:		
Morningside.....		<u>4,389 28</u>
		<u>\$2,718,617 16</u>

**FUNDS FOR DESIGNATED PURPOSES, RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING
JUNE 30, 1910**

ACCOUNTS	Credit Balances, June 30, 1909	Receipts, 1909-1910	Total Credits	Payments, 1909-1910	Credit Balances, June 30, 1910
EDUCATIONAL ADMINISTRATION:					
Salaries.....				\$4,210 00	
American School of Archeology in Palestine.....			(1)(4)(7)\$4,210 00	100 00	
Blind Students.....	\$100 00		100 00	1,191 90	\$8 10
Bureau of Supplies.....	1,200 00		(1) 171 70	171 70	
Completion of Course by Certain Specified Students: Anonymous Gift.....		255 00	255 00	255 00	
Cranford Gift.....	\$ 658 00		658 00	(9) 252 00	356 00
Morgan Gift.....	100 00	100 00	100 00	100 00	
Polish National Alliance Gift.....	100 00	100 00	100 00	100 00	
President's Emergency Fund.....	180 00	100 00	(1) 925 00	925 00	
President's Fund.....			(1) 1,636 83	1,636 83	
Alumni Secretary: Clerical Assistance.....			(1) 150 00	150 00	
Alumni Secretary: Postage, Printing and Miscellaneous.....		1,331 56	(1) 1,477 56	1,324 68	152 88
Committee on Undergraduate Admissions: Postage Printing and Miscellaneous.....	4,000 00		4,000 00	(7) 1,000 00	15,913 65
Agricultural Education Fund.....		16,770 50	16,770 50	856 85	
DEPARTMENTAL:					
Anthropology: Salaries.....	520 00	1,450 00	(2) 2,970 00	2,000 00	970 00
Anthropology: Research on the Indians of British Columbia.....	672 15	1,545 00	2,217 15	1,105 50	1,110 65
Astronomy: Catherine Wolfe Bruce Fund.....	4,433 46	370 28	4,803 74	724 38	4,079 36
Astronomy: Publication of Work on Variation of Latitude.....	38 77		38 77		38 77
Botany: Salaries.....			(2) 6,874 94	6,874 94	
Analytical Chemistry and Assaying: Salaries.....			(4) 600 00	600 00	
Chemistry at Barnard: Salaries.....			(2) 4,000 00	4,000 00	
Chemistry: Additional Equipment.....	196 10		196 10	178 85	17 25
Chemistry: Chemical Laboratory for College Students.....	706 04	22 80	728 84	45 25	1,000 00
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	1,406 85	2,427 76	3,834 61	2,824 01	683 59
Civil Engineering: Testing Laboratory.....			(2) 7,500 00	7,500 00	1,010 60
Economics: Salaries.....			(1) 500 00		500 00
Economics: Special Fund.....		1,500 00	1,500 00	1,500 00	
Electrical Engineering: Meter Tests.....		5,000 00	5,000 00	1,735 55	3,264 45
Electrical Engineering: Special Equipment.....	2,000 00		(2) 16,908 28	16,908 28	
English: Salaries.....			(1) 850 00	850 00	
English: Publication of Lectures.....			(1) 500 00		78 86
English: Special Equipment and Cataloguing the George R. Carpenter Memorial Library.....			(2) 1,500 00	1,500 00	
Geology: Salaries.....		2,400 00	(2) 7,800 00	6,600 00	1,200 00
Germanic Languages: Salaries.....		702 00	702 00		702 00
Germanic Languages: Equipment Fund.....					15 00
Germanic Languages: Illustrative Photography.....		25 00	25 00		

ACCOUNTS	Credit Balances, June 30, 1909	Receipts, 1909-1910	Total Credits	Payments, 1909-1910	Credit Balances, June 30, 1910
Brought forward	\$31,599 00	\$47,563 12	.....	\$251,233 87	\$45,361 70
SCHOOL OF MEDICINE—Continued					
Materia Medica and Therapeutics: Hydrotherapeutic Department in Vanderbilt Clinic: Construction and Maintenance	523 65	.....	523 65	307 00	216 65
Research Laboratory Equipment	600 00	.....	600 00	.....	600 00
Pathology: Salaries	4 15	2,500 00	2,500 00	.....	2,500 00
Pathology: Supplies in Embryology .....	.....	46 00	46 00	.....	4 15
Practice of Medicine: Medical Nursing Fund .....	.....	1,000 00	1,000 00	.....	46 00
Practice of Medicine: Special Equipment Fund .....	.....	.....	(1) 1,000 00	.....	1,000 00
Surgery: Salaries .....	.....	164 64	164 64	.....	1,000 00
Surgery: Departmental Appropriation .....	.....	28 00	28 00	.....	.....
Surgery: Surgical Nursing Fund	138 65	.....	138 65	.....	138 65
Surgery: Purchase of Instruments	266 34	.....	266 34	.....	253 52
Surgery: Research Laboratory .....	.....	5,875 00	5,875 00	.....	781 13
Pathological Surgery: Laboratory Equipment Fund .....	.....	.....	(3) 16,306 10	.....	.....
RETIRING ALLOWANCES .....	.....	.....	(2) 3,700 00	.....	.....
WIDOWS' ALLOWANCES .....	.....	.....	(3) 8,670 00	.....	.....
DISABILITY ALLOWANCES .....	.....	.....	.....	.....	.....
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:					
Poulson Fellowship	650 00	.....	650 00	650 00	.....
Special Fellowship in Anthropology .....	.....	600 00	600 00	600 00	.....
Special Fellowship in Mathematics .....	.....	.....	(1) 500 00	.....	500 00
Special Fellowship in Romance Philology .....	.....	.....	(1) 500 00	.....	500 00
Alumni Association Scholarships (College) .....	.....	.....	(1) 300 00	.....	.....
Daily Scholarship .....	.....	1,000 00	1,000 00	1,000 00	.....
Duffie Scholarship .....	.....	875 00	875 00	125 00	750 00
Faculty Scholarship: Fine Arts	200 00	.....	200 00	200 00	.....
Huyler Scholarship .....	.....	75 00	75 00	75 00	.....
Jones Scholarship .....	.....	200 00	200 00	200 00	.....
Lawrence Scholarship .....	.....	250 00	250 00	.....	.....
McClymonds Scholarship .....	.....	1,300 00	1,300 00	1,300 00	.....
Special Scholarship in Architecture .....	.....	600 00	(2) 650 00	.....	650 00
Special Graduate Scholarship in Chemistry	150 00	.....	150 00	.....	.....
Special Scholarship in English	750 00	.....	750 00	750 00	.....
Special Schermerhorn Scholarship .....	.....	150 00	150 00	.....	.....
Special Scholarships, Schools of Applied Science	250 00	.....	(1) 250 00	.....	.....
Special Scholarships, School of Mines .....	.....	250 00	250 00	250 00	.....
Special Scholarships, Schools of Pure Science .....	.....	.....	(1) 50 00	.....	.....

(1) Transferred from Anonymous Gift for Current Needs: To

Educational Administration: Salaries.....	\$960 00
Educational Administration: Bureau of Supplies.....	171 70
Educational Administration: President's Emergency Fund.....	645 00
Educational Administration: President's Fund.....	1,636 83
Alumni Secretary: Clerical Assistance.....	150 00
Alumni Secretary: Postage, Printing and Miscellaneous.....	146 00
Economics: Special Fund.....	500 00
English: Publication of Lectures.....	850 00
English: Special Equipment and Cataloging the George R. Carpenter Memorial Library.....	500 00
History: Special Equipment.....	200 00
Latin: Salaries.....	250 00
Mechanical Engineering: Salaries.....	250 00
Romance Languages: Salaries.....	1,400 00
Romance Languages: Support of Journal of Romance Philology.....	250 00
Anatomy: Additional Equipment.....	1,056 00
Anatomy: Microscopes.....	1,295 00
Biological Chemistry: Special Printing.....	650 00
Surgery: Salaries.....	1,000 00
Special Fellowship in Mathematics.....	500 00
Special Fellowship in Romance Philology.....	500 00
Alumni Association Scholarships (College).....	300 00
Special Scholarships: Schools of Applied Science.....	250 00
Special Scholarship (for Wheeler).....	50 00
University Scholarships in English.....	75 00
University Scholarships in Political Science.....	900 00
Buildings and Grounds: Grading South Field.....	600 00
Library: Anonymous Fund for Purchase of Books.....	1,500 00
Library: Books on Phonetics.....	7,500 00
Library: Special Purchase for Advance Study and Research in the Field of Romance Philology.....	200 00
Business Administration: Salaries.....	1,000 00
	150 00
	\$25,435 53

(2) Salaries, a/c Barnard College: Charged to following Departments:

Anthropology.....	1,000 00
Botany.....	6,874 94
Chemistry.....	4,000 00
Economics.....	7,500 00
English.....	14,908 28
Geology.....	1,500 00
Germanic Languages.....	5,400 00
Greek.....	2,800 00
History.....	7,874 94
Latin.....	5,874 94
Mathematics.....	6,374 94
Philosophy and Psychology.....	4,674 94
Physics.....	3,200 00
Romance Languages.....	6,700 00
Social Science.....	2,000 00
Zoology.....	7,374 94
Buildings and Grounds.....	1,000 00
	\$89,057 92

(3) Credited to		
Retiring Allowances.....	16,306 10	
Widows' Allowances.....	3,700 00	
Disability Allowances.....	8,670 00	28,676 10
<hr/>		
(4) Salaries, s/c Teachers College: Charged to following Departments:		
Educational Administration.....	250 00	
Analytical Chemistry and Assaying.....	600 00	
Philosophy and Psychology.....	1,500 00	
Physical Education.....	1,750 00	
Romance Languages.....	1,000 00	
Teachers College.....	112,915 00	
Biological Chemistry.....	500 00	
Buildings and Grounds.....	500 00	119,015 00
<hr/>		
(5) Transferred from Mining and Metallurgy: Special Fund, to Mining: Special Fund.....		1,000 00
(6) Transferred from Income of Loubat Fund.....		365 74
(7) Transferred to Educational Administration: Salaries.....		3,000 00
(8) Transferred from Cranford Gift to Special Scholarship in Architecture.....		50 00
(9) Barnard Medal: Transferred from Balance Sheet of June 30, 1909, \$200, and from Income of Barnard Library Fund, 1909-10, \$97.33.....		297 33
(10) \$47.60 Originally assigned from Anonymous Gift for Current Needs for Brick Walk around Chapel, turned back.		
(11) Transferred from Personal Estate to Anonymous Gift for Current Needs: Receipt in 1908-9 from Sale of Publications—"The Currency Problem," \$150.03, and Lecture Pamphlets, \$285.01.....		435 04

INTEREST ACCOUNT

INTEREST PAID:

On Columbia College 4% Mortgage Gold Bonds.....	\$125,017 00
On Loubat Annuity Mortgage.....	17,920 00
On Chaplain's Residence Mortgage.....	744 50
On No. 413 West 117th Street Mortgage.....	142 75
Allowed on Special Funds.....	1,027 19
	\$144,851 44

Interest paid in 1908-09 for account of 1909-10:

On Bloomingdale Site Mortgage.....	22,500 00
	\$167,351 44

DEDUCT INTEREST APPORTIONED to Special Real Estate Account, as follows:

Gaillard-Loubat Library Endowment Fund.....	23,308 38
	\$144,043 06

SPECIAL REAL ESTATE INCOME AND EXPENSE ACCOUNT

	Expenses, 1909-1910	Interest Apportion- ment	Total Debits	Receipts, 1909-1910	Balances, June 30, 1910
WILLIAMSBRIDGE PROPERTY:					
Taxes and Water Rates	\$4,496 32				
Assessment, Woodlawn Road Opening.....	3,656 35				
Assessment, Perry Avenue Opening.....	4,521 86				
Insurance.....	17 42				
Caretaker.....	650 00				
Sundries.....	14 15				
	\$13,356 10		\$13,356 10	\$1,925 00	Debit \$12,131 10
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:					
Taxes.....	\$14,548 60				
Agents' Commissions.....	1,397 33				
Improvements and Repairs.....	4,203 84				
Annuity to Joseph F. Loubat.....	60,000 00				
Insurance.....	139 10				
	\$80,288 87				
Interest on Mortgage.....		\$17,920 00			
Interest on Advances.....		5,388 38			
		\$23,308 38	103,597 25		
Rents.....				55,893 30	Credit
New York Life Insurance & Trust Co. Annuity.....				60,000 00	\$12,293 05
	\$93,644 97	\$23,308 38	\$116,953 35	\$115,893 30	

SPECIAL REAL ESTATE ACCOUNT

WILLIAMSBRIDGE PROPERTY:

June 30, 1909—To Balance	Dr.	\$172,123 15	
June 30, 1910—To Deficit Income.....	Dr.	12,131 10	
	To Balance, Dr.....		\$184,254 25

LOUBAT PROPERTY—503-11 BROADWAY:

June 30, 1909—To Balance	Dr.	\$600,511 62	
June 30, 1910—By Surplus Income	Cr.	12,296 05	
	To Balance, Dr.....		\$588,215 57

SUMMARY

EDUCATIONAL EXPENSES AND ADMINISTRATION:

Current Expenses chargeable against General Income of the Corporation for 1909-10 (Sum- mary of Schedule 7, first column, page 36)...	\$1,191,319 64	
Interest Account: Debit balance (Schedule 10, page 46).....	144,043 06	
Proceeds from sale of "The Currency Problem" and Lecture Pamphlets erroneously credited in 1908-9 to General Income, transferred to credit of Anonymous Gift for Current Needs, 1909-10.....	435 04	\$1,335,797 74
General Income for 1909-10, (Schedule 3, page 11)	1,247,684 42	
Special Maintenance Fund (Schedule 4, first item, page 13).....	20,000 00	1,267,684 42
Deficit, 1909-10.....		<u>\$68,113 32</u>

PRINCIPAL OF SPECIAL FUNDS

ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:	
Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904.....	\$50,000 00
EVERY 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.....	30,000 00
BARNARD FELLOWSHIP FUND:	
Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889	10,000 00
BARNARD LIBRARY FUND:	
The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1915. Established 1889	59,501 64
BARNARD (MARGARET) FUND:	
The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband." Established 1892.....	16,231 67
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
Carried forward.....	\$175,733 31

Brought forward.....	\$175,733 31
BEER (JULIUS) LECTURE FUND:	
Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903...	10,000 00
BENNETT PRIZE FUND:	
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00
BERGH (HENRY) FUND:	
Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907.....	100,000 00
BLUMENTHAL ENDOWMENT FUND:	
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....	100,075 00
BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:	
Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.....	13,000 00
BUNNER PRIZE FUND:	
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American Literature. Established 1896..	1,000 00
BUTLER (RICHARD) SCHOLARSHIP FUND:	
Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.....	5,000 00
CAMPBELL SCHOLARSHIP FUND:	
Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.....	6,000 00
CARPENTIER (EDWARD R.) FUND:	
Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906.....	250,000 00
CARPENTIER (JAMES S.) FUND:	
Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903.....	300,000 00
Carried forward.....	\$961,808 31

Brought forward.....	\$961,808 31
CARPENTIER (R. S.) FUND:	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
CENTER FUND:	
Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.....	178,046 50
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
CLARK SCHOLARSHIP FUND:	
Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,000 00
CLASS OF 1848 SCHOLARSHIP FUND:	
Gift of an anonymous friend, 1902.....	10,000 00
CLASS OF 1885, SCHOOL OF MINES, FUND:	
Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	7,000 00
COLUMBIA FELLOWSHIP FUND:	
Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn, of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889.....	13,000 00
COLUMBIA HUDSON-FULTON PRIZE FUND:	
Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909.....	1,000 00
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
Carried forward.....	<u>\$1,286,854 81</u>

Brought forward.....	\$1,286,854 81
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..	6,000 00
CURRIER (NATHANIEL) FUND:	
Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....	50,000 00
CURTIS FELLOWSHIP FUND:	
Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....	10,000 00
CURTIS (GEORGE WILLIAM) MEDALS FUND:	
Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,300 00
DaCOSTA PROFESSORSHIP FUND:	
The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576 83
DARLING (EDWARD A.) PRIZE FUND:	
Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903	1,000 00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND:	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	225,000 00
DRISLER CLASSICAL FUND:	
Gift of Seth Low, formerly President of the University, for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000 00
Carried forward.....	<u>\$1,676,731 64</u>

Brought forward.....	\$1,676,731 64
DU BOIS (DOCTOR ABRAM) MEMORIAL FUND:	
Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000 00
DYCKMAN FUND:	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899.....	10,000 00
EARLE PRIZE FUND:	
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	907 87
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
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
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
GERMAN LECTURE FUND:	
Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000 00
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND:	
Gift of George B. Goldschmidt, to establish this fund, in memory of Samuel Anthony Goldschmidt, of the Class of 1868, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908.....	16,250 00
GOTTHEIL (GUSTAV) LECTURESHIP FUND:	
Gift from Temple Emanu-El to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000 00
Carried forward.....	<u>\$1,869,139 51</u>

Brought forward.....	\$1,869,139 51
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:	
Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heenev Gottsberger. Established 1904.....	9,500 00
HARRIMAN (REVEREND ORLANDO) FUND:	
Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	102,500 00
HARSEN SCHOLARSHIP FUND:	
Founded by the late Jacob Harsen, M.D., in 1839, 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
ILLIG FUND:	
Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.....	2,000 00
INDO-IRANIAN FUND:	
Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	15,000 00
JACOBI WARD FUND:	
Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi.....	50,000 00
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
KENNEDY (JOHN STEWART) ENDOWMENT FUND:	
On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1909. Received 1910..	1,000,000 00
LAW BOOK TRUST FUND:	
Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole's 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 Payne Law Gift (\$1,000).....	5,250 00
Carried forward.....	<u>\$3,184,503 61</u>

Brought forward.....	\$3,184,503 61
LOUBAT FUND:	
Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000 00
LOUBAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903.....	100,000 00
MATHEMATICAL PRIZE FUND:	
Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash van Buren, Jr., of the Class of 1905. Established 1906	5,000 00
McKIM FELLOWSHIP FUND:	
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889.....	20,000 00
MEMBER OF CLASS OF '85 FUND:	
Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050 00
MILLER (GUY B.) FUND:	
Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904.....	10,000 00
MITCHELL (WILLIAM) FELLOWSHIP FUND:	
Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.....	10,000 00
MOFFAT SCHOLARSHIP FUND:	
Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
ORDRONAUX (JOHN) FUND:	
Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909	3,000 00
Carried forward.....	<u>\$3,350,053 61</u>

Brought forward.....	\$3,350,053 61
PERKINS FELLOWSHIP FUND:	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1914.....	5,700 00
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:	
Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902...	1,000 00
PHILOLEXIAN PRIZE FUND:	
From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4.....	1,376 80
PHOENIX LEGACY:	
On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.....	209,281 15
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.....	15,000 00
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE:	
Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the "Maria McLean Proudfit Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying this fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:	
Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903.....	1,036,562 50
PULITZER SCHOLARSHIP FUND:	
Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893.....	50,448 75
Carried forward.....	<u>\$4,684,422 81</u>

Brought forward.....	\$4,684,422 81
ROLKER (CHARLES M., JR.) PRIZE FUND:	
Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909	1,000 00
ROOSEVELT (THEODORE) PROFESSORSHIP FUND:	
Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.....	50,000 00
SCHERMERHORN SCHOLARSHIP FUND:	
Bequest of John J. Schermerhorn, of the Class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877.....	5,000 00
SCHIFF FELLOWSHIP FUND:	
Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000 00
SCHIFF PROFESSORSHIP 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
SCHURZ (CARL) FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
SCHURZ (CARL) LIBRARY FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000 00
SEIDL FUND:	
The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.".....	12,000 00
Carried forward.....	\$4,887,422 81

Brought forward.....	\$4,887,422 81
SHOEMAKER (WILLIAM BROCK) FUND:	
Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908.....	10,000 00
SLOANE MATERNITY HOSPITAL FUND:	
Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Maternity Hospital, to make all its beds free in perpetuity. Established in 1889.....	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.....	2,337 81
STEVENS PRIZE FUND, SCHOOL OF MEDICINE:	
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. To be next awarded in June, 1912.....	1,899 88
STUART SCHOLARSHIP FUND:	
The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Bareulo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895.....	6,000 00
TOPPAN PRIZE FUND:	
Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,000 00
TROWBRIDGE FELLOWSHIP FUND:	
Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893.....	10,000 00
TRUST FUND FOR PSYCHOLOGY:	
Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....	100,000 00
TYNDALL FELLOWSHIP FUND:	
Gift of the late Professor John Tyndall, of London, the income to be applied to the support of "American pupils who may have shown decided talent in Physics, etc." Established 1885.....	10,945 50
Carried forward.....	<u>\$5,507,606 00</u>

Brought forward.....		\$5,507,606 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. Established 1896.....		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 said College may direct."		
For Mrs. Waring.....	\$50,000 00	
For Miss Waring.....	50,000 00	100,000 00
WHEELOCK (GEORGE G.) FUND:		
Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish, in memory of the late Dr. George G. Wheelock, the George G. Wheelock Fund, the income to be used to meet the needs of the Department of Physiology. Established 1907..		5,000 00
		<u>\$5,727,606 00</u>

**INVESTMENT OF SPECIAL AND GENERAL FUNDS IN
PERSONAL SECURITIES**

I—Special Funds

BONDS

\$4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	\$4,574 00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Gold Bonds, due 1937	17,940 32
5,000 Canada Southern R. R. Co's 5 per cent. Second Mortgage Bonds, due 1913.....	5,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Gold Bonds, due 1925.....	49,625 00
20,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	20,000 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000 00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Gold Bond, due 1940 (Craig Valley Branch)	1,000 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933	250,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67
10,000 Lehigh & Hudson River R. R. Co's 6 per cent. (reduced to 5 per cent.) First Mortgage Gold Bonds, due 1911.....	10,000 00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Gold Bonds, due 1941.....	10,000 00
29,000 Manhattan Railway Co's 4 per cent. Consoli- dated Bonds, due 1990.....	27,948 75
Carried forward.....	\$592,911 24

Brought forward	\$592,911 24	
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00	
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00	
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948	50,000 00	
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932	22,500 00	
170,000 Northern Pacific Railway Co's (General Lien Railway & Land Grant) 3 per cent. Gold Bonds, due 2047.....	*124,915 00	
95,000 Northern Pacific Railway Co's (Prior Lien Railway & Land Grant) 4 per cent. Gold Bonds, due 1997	95,750 00	
211,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	200,000 00	
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Gold Bonds, due 1946..	56,112 50	
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Gold Bonds, due 1950.....	5,000 00	
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000 00	
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Gold Bonds, due 1989.....	50,000 00	
6,000 Southern Railway Co's (Memphis Division) 5 per cent. First Mortgage Bonds, due 1996.....	6,000 00	
12,000 Texas & Pacific Railway Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000 00	
50,000 Union Pacific R. R. Co's 4 per cent. Twenty Year Convertible Gold Bonds, due 1927.....	50,000 00	
32,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361.....	31,945 50	
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Gold Bonds, due 1949	45,750 00	\$1,620,884 24

STOCKS

16 shares Albany & Susquehanna R. R. Co.....	\$2,000 00	
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50	
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475 00	
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
2,000 City of New York Corporate Stock, for replenishing the Fund for Street and Park Opening, due 1929.....	2,043 00	
Carried forward.....	\$55,855 50	\$1,620,884 24

*Overcharge in 1908-9 of \$85 in cost of \$100,000 Northern Pacific 3% Bonds credited to Investment Account of Special Funds in 1909-10.

Brought forward.....	\$55,855 50	\$1,620,884 24
15,000 City of New York Corporate Stock, due 1957	15,000 00	
15,000 City of New York Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212 50	
5 shares Consolidated Gas Co. of New York.....	193 53	
122 shares Delaware & Hudson Co.....	12,639 34	
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300 00	
119 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	5,842 50	
262 shares Illinois Central R. R. Co.....	30,367 40	
400 shares International Harvester Co., preferred	50,450 00	
100 shares International Nickel Co.....	13,000 00	
500 shares Manhattan Railway Co.....	70,500 00	
13 shares National Bank of Commerce in New York.....	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co.....	11,002 50	
10,000 shares Pennsylvania R. R. Co. (\$50 par value)	625,000 00	
33 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.....	4,125 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
155 shares United New Jersey R. R. & Canal Co...	28,894 88	\$942,816 56

BONDS AND MORTGAGES

On northwest corner of Avenue "A" and East 13th Street, New York, at 4½ per cent., due 1914.....	\$85,000 00	
On 90-92 Avenue "B," New York, at 4½ per cent., due 1913.....	62,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000 00	
On 212 Grand Street, New York, at 5 per cent., due 1909.....	33,000 00	
On southeast corner of Lenox Avenue and 117th Street, New York, at 4 per cent., due 1914.....	200,000 00	
On 136 Monroe Street, New York, at 4½ per cent., due 1903.....	15,000 00	
On 57 Morton Street, New York, at 5 per cent., due 1909.....	28,000 00	
On 93 Park Row, New York, at 4 per cent., due 1915.	15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 4 per cent., due 1914.....	67,500 00	
On 136-138 Rivington Street, New York, at 4½ per cent., due 1914.....	50,000 00	
Carried forward.....	\$655,500 00	\$2,563,700 80

Brought forward	\$655,500 00	\$2,563,700 80
On 592 Fifth Avenue, New York, at $4\frac{1}{2}$ per cent., due 1913.....	168,000 00	
On northwest corner of 12th Street and Second Avenue, New York, at $4\frac{1}{2}$ per cent., due 1913..	100,000 00	
On 238 East 15th Street, New York, at $4\frac{1}{2}$ per cent., due 1910	17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1900	15,000 00	
On 17 West 47th Street, New York, at $4\frac{1}{4}$ per cent., due 1912	43,500 00	
On 33 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1907.....	49,500 00	
On 35 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1912.....	50,000 00	
On 41 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1909	60,500 00	
On 47 West 47th Street, New York, at 5 per cent., due 1913	38,500 00	
On 67 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1912	42,100 00	
On 69 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1912	41,375 00	
On 12 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1910	77,500 00	
On 30 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1907	30,000 00	
On 34 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1908	50,500 00	
On 38 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1910	35,750 00	
On 40 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1910	36,350 00	
On 44 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1912	10,000 00	
On 56 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1907	36,500 00	
On 58 West 48th Street, New York, at 4 per cent., due 1907	35,000 00	
On 66 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1912	41,550 00	
On 223-225 West 109th Street, New York, at 4 per cent., due 1914.....	52,000 00	
On 229-233 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 235-237 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
Carried forward.....	<u>\$1,841,125 00</u>	<u>\$2,563,700 80</u>

Brought forward.....	\$1,841,125 00	\$2,563,700 80
On north side of 129th Street, 315 feet east of Fourth Avenue, New York, at $4\frac{1}{4}$ per cent., due 1909....	15,000 00	
On 419-421 East 153d Street, New York, at $4\frac{1}{4}$ per cent., due 1915.....	30,000 00	
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1899.....	5,000 00	
On 163-173 Sterling Place, Brooklyn, at $4\frac{1}{4}$ per cent., due 1913.....	35,000 00	1,026,125 00

MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent.....		20 25
		<u>\$1,489,846 05</u>

JOHN STEWART KENNEDY FUND INVESTMENTS:

100,000 Montana Central Railway Co's 6 per cent. First Mortgage Bonds, due 1937.....	\$129,000 00	
36,000 New York Central & Hudson River R. R. Co's $3\frac{1}{4}$ per cent. Mortgage Bonds, due 1997.....	32,940 00	
200,000 Northern Pacific Railway Co's 3 per cent. (General Lien Railway and Land Grant) Gold Bonds, due 2047.....	147,000 00	
252,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	322,560 00	
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500 00	
225,000 Mortgage on 29-33 Park Place, New York, at $4\frac{1}{4}$ per cent., due 1913.....	225,000 00	\$960,000 00

II—General Funds

BONDS AND STOCKS

160 shares Consolidation Coal Co. of Maryland, (par \$100)	\$12,000 00	
200,000 Interborough-Metropolitan Co's Collateral Trust $4\frac{1}{2}$ per cent. Gold Bonds, due 1956.....	160,000 00	
80,000 Manhattan Railway Co.'s 4 per cent. Consolidated Mortgage Gold Bonds, due 1990.....	80,000 00	

BONDS AND MORTGAGES

On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00	
On 14 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1908.....	75,600 00	
On 52 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1911.....	35,250 00	
On 62 West 48th Street, New York, at $4\frac{1}{4}$ per cent., due 1911.....	36,750 00	469,600 00
		<u>\$5,919,446 05</u>

ARREARS OF RENT, JUNE 30, 1910

Arrears of Rent, 1907-1908.....	\$5,100 00	
Collected in 1909-1910.....	5,100 00	
	<u> </u>	
Arrears of Rent, 1908-1909.....	\$12,546 50	
Rents Receivable on leases expired in 1908-1909, adjusted in 1909-1910.....	1,234 00	
	<u> </u>	
	\$13,780 50	
Collected in 1909-1910.....	11,230 50	\$2,550 00
	<u> </u>	
Arrears of Rent, 1909-1910:		
Rents Receivable from Upper and Lower Estates, 1909-1910.....	\$474,878 65	
Collected in 1909-1910.....	466,511 99	8,366 66
Total Arrears, June 30, 1910.....		<u> </u>
		<u> </u>
210 Barclay Street, 6 months' rent to February 1, 1910.....		\$600 00
200 and 200a Barclay Street and Park Place, 18 months' rent to May 1, 1910.....		3,900 00
201 and 201a Barclay Street and Park Place, 18 months' rent to May 1, 1910.....		3,750 00
65 West 48th Street, 6 months' rent to May 1, 1910.....		849 00
47 West 49th Street, 6 months' rent to May 1, 1910.....		371 50
65 West 49th Street, 6 months' rent to May 1, 1910.....		278 50
44 West 50th Street, 6 months' rent to May 1, 1910.....		380 00
33 West 50th Street, 4 months' rent to March 1, 1910.....		240 66
51 West 50th Street, 12 months' rent to May 1, 1910.....		547 00
		<u> </u>
		<u> </u>
		\$10,916 66
New York, June 30, 1910		

JOHN McL. NASH
Treasurer

ARTHUR W. TEELE, C. P. A.
JOHN WHITMORE
HAMILTON S. CORWIN, C. P. A.
HAROLD F. LEEMING, C. A.

F. R. C. STEELE, C. A., BOSTON

PATTERSON, TEELE & DENNIS
CERTIFIED PUBLIC ACCOUNTANTS
NEW YORK AND BOSTON

CABLE ADDRESS
"DIGNUS"

30 BROAD STREET

NEW YORK, SEPTEMBER 2, 1910

We have audited the accounts of the Treasurer of Columbia College, for the year ending June 30, 1910, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds (see Schedule 15) have been produced to us; that all other income shown by the books of the College 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 condition of the funds of the College at the close of business on June 30, 1910, and are in accordance with the books.

PATTERSON, TEELE & DENNIS
Certified Public Accountants

BARNARD COLLEGE—FINANCIAL STATEMENT, 1909-1910

RECEIPTS	DISBURSEMENTS
Schedule I.	
Balance : New York Trust Company	General Purposes :
Dividends	Educational Administration
Miscellaneous Sources (including Loans)	Buildings and Grounds
Fees	Ella Weed Library
Gifts for General Funds	Business Administration
Gifts for Designated Purposes	Brooks Hall
	\$151,515.66
	Fees Returned to Students
	Annuities
	Loans Repaid
	Miscellaneous
	Balance : New York Trust Company
	\$240,246.16
	\$240,246.16

TEACHERS COLLEGE

FINANCIAL STATEMENT 1909-1910

Having audited the Accounts of Teachers College for the year ended June 30th, 1910, we hereby certify that the Balance Sheet and Revenue Account, with the accompanying Schedules, show the true financial condition of the Corporation at June 30th, 1910. The Securities representing the Investments have been verified by actual inspection.

New York, 346 Broadway. _____
 LESLIE & COMPANY, Chartered Accountants,
 Auditors.

Balance Sheet as at June 30th, 1910

ASSETS

CASH ON HAND:		
Consisting of:		
Principal Uninvested	\$30,905.45	
Surplus Income.....	79,773.98	\$110,679.43
INVESTMENT OF PRINCIPAL OF:		
Endowed Funds for General Purposes:		
College Property.....	\$3,280,468.07	
Productive Investments (Subject to Mortgage).....	1,657,692.38	
Endowed Funds for Special Purposes.....		5,397,410.84
STUDENTS' LOANS:		
Due by Students	14,217.19	
Less: Reserve to Provide for Loans Considered Irrecoverable.....	3,549.25	
ACCOUNTS RECEIVABLE.....		8,667.94
INSURANCE PREMIUMS UNEXPIRED.....		3,948.01
FUEL AND SUPPLIES ON HAND.....		8,466.27
		<u>2,363.00</u>
		<u>\$5,537,635.49</u>

LIABILITIES, FUNDS, AND SURPLUS

ACCOUNTS PAYABLE		\$10,619.96
ACCRUED CHARGES		5,574.70
MORTGAGES:		
Whittier Hall Property		
College Park and Playground		
		<u>\$550,000.00</u>
		<u>82,500.00</u>
		632,500.00
		<u>648,694.66</u>
TOTAL LIABILITIES		
PRINCIPAL OF:		
Endowed Funds for General Purposes:		
For College Property (non-productive)	\$3,172,376.95	
For Investments (productive)	<u>1,140,657.49</u>	
Endowed Funds for Special Purposes		
		<u>4,313,034.44</u>
		<u>485,012.66</u>
		4,798,047.10
PRINCIPAL OF STUDENT LOAN FUNDS		14,391.23
UNEXPENDED GIFTS FOR DESIGNATED PURPOSES		1,595.15
RESERVE ACCOUNT		17,060.58
SURPLUS INCOME:		
From Funds for General Purposes:		
Balance, July 1st, 1909	57,050.09	
Donations received during year to meet anticipated Deficiency of Income from Ordinary Sources, as per Detailed List	<u>20,660.00</u>	
		<u>77,710.09</u>
<i>Deduct:</i>		
Deficiency of Income for Year, as per Revenue Account	\$23,637.02	
Bad Debts Uncollectible	<u>887.73</u>	
		24,524.75
		53,185.34
From Funds for Special Purposes:		
Balance, July 1st, 1909	2,809.10	
Surplus Income for Year, as per Revenue Account	<u>1,753.33</u>	
		<u>4,561.43</u>
		57,746.77
		<u>\$5,537,535.49</u>

Revenue Account for Year Ended June 30th, 1910

INCOME

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
TUITION FEES	\$383,339.02			\$383,339.02
COLUMBIA UNIVERSITY	5,600.00			5,600.00
INCOME:				
From Investments of Stocks and Bonds	34,016.62			34,016.62
From Whittier Hall	10,000.00			10,000.00
From Scholarship and Other Funds		\$15,505.49	\$1,473.81	13,979.30
Bank Interest	5,211.56			5,211.56
SPECIAL FUND FOR PUBLICATION		8,087.95		8,087.95
COMMEMORATION FEES, SALE OF PUBLICATIONS AND SUPPLIES TO STUDENTS, AND OTHER RECEIPTS				
SPECIAL GIFTS	10,169.27			10,169.27
			500.00	500.00
Total Income	\$448,336.47	\$23,593.41	\$1,973.81	\$476,903.72
DEFICIENCY OF INCOME FOR YEAR FROM ORDINARY SOURCES, provided for by Special Donations to meet anticipated Deficiency carried to Surplus Account, as per Balance Sheet	21,637.02	*1,752.33	*999.91	20,884.78
	\$471,973.49	\$21,841.11	\$3,973.90	\$497,788.50

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION	\$398,184.20	\$11,752.96	\$3,723.63	\$413,660.79
MAINTENANCE OF BUILDINGS AND GROUNDS	57,280.39			57,280.39
LIBRARY AND EDUCATIONAL MUSEUM	6,375.84	3,960.00	250.27	10,586.11
BUSINESS ADMINISTRATION	10,133.06			10,133.06
SPECIAL FUND FOR PUBLICATION		6,128.15		6,128.15
SPECIAL GIFTS				
	\$471,973.49	\$21,841.11	\$3,973.90	\$497,788.50

* Surplus.

COLLEGE OF PHARMACY—FINANCIAL STATEMENT

July 1, 1909, to June 30, 1910

RECEIPTS

Balance from 79th session.....	\$ 376.01
Loan.....	4,000.00
Balance Reserve Fund.....	10.47
Full Course.....	32,021.75
Breakage Deposit.....	1,482.78
Summer Course.....	545.00
All other courses.....	1,153.00
Membership.....	870.00
Examination Fees.....	3,000.00
Materia Medica Dept., for drugs.....	109.40
Gift, Food and Drug Course.....	150.00
Receipts from other sources.....	95.19
	\$43,713.60

DISBURSEMENTS

Interest.....	\$ 4,551.11
Loan.....	4,000.00
Salaries.....	22,337.00
Dean's Expenses, Conventions.....	150.00
Office Expenses.....	566.13
Printing and Advertising.....	931.90
Dues American Conference of Pharmaceutical Faculties.....	20.00
Faculty, Summer Course.....	445.00
Faculty, University Course.....	800.00
Membership.....	200.39
Diplomas.....	187.50
Library, Books, Binding, Incidentals.....	310.45
Gas and Electricity.....	551.36
Supplies.....	417.34
Water Rates.....	117.30
Repairs.....	520.86
Fuel.....	554.60
Breakage Refunds.....	816.30
Dept. Pharmacy.....	696.96
Dept. Chemistry.....	379.95
Dept. Anal. Chemistry.....	615.93
Dept. Materia Medica.....	715.98
Dept. Bacteriology.....	30.60
Insurance.....	908.80
Examination Committee.....	1,076.99
Treasurer.....	60.30
Auditing.....	75.00
Trustees' Fees.....	400.00
Incidental Disbursements.....	99.40
	\$43,136.25
Balance on hand June 30th, Garfield National Bank.....	565.03
Lincoln Trust Co.....	12.32
	\$43,713.60

