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ANNUAL REPORTS


1918



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Columbia University
Bulletin of Information

ANNUAL REPORTS
OF THE
PRESIDENT AND TREASURER
TO THE
TRUSTEES
WITH ACCOMPANYING DOCUMENTS
FOR THE YEAR ENDING
JUNE 30, 1918

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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

Agreeably to the provisions of the Statutes, the President submits herewith the Annual Report of the work of the University for the year ending June 30, 1918. As has been pointed out in earlier reports, it is no longer possible, or even desirable, to attempt to discuss in the Annual Report every form and aspect of the University's many-sided activity. A selection must be made of those topics which at the moment seem of particular importance or interest. The attached reports of the various Deans, Directors, and other chief administrative officers are submitted as parts of the President's Annual Report for the careful consideration of the Trustees and their appropriate committees.

The last Annual Report described in some detail the conditions that prevailed in the University at the time of the entry of the United States into the war and immediately thereafter. During the year 1917-1918, the effects of the war have been felt on every hand, so much so that the normal development of the University's life and work has been to all intents and purposes suspended. We would not have had it otherwise. Columbia University, as a great public service institution with an unbroken record of patriotic devotion to the highest public interest, could have no end or purpose of its own to serve that would for a moment compare with its duty to assist the Government in the prosecution of the war to a victorious conclusion. Students by the hundred and prospective students by the thousand entered the military, naval, or civil service of the United States;

teachers and administrative officers to the number of nearly four hundred sought and obtained leaves of absence or resigned their posts in order to enter the service of the Government; courses of instruction were modified or abandoned; habitual modes of procedure were altered; the whole University went upon a war footing.

Obviously, the financial effects of these changed circumstances must be far-reaching and extremely serious. As was shown in the Annual Report for 1917 (page 57), 42.4 per cent of the University's total income is received from students' fees, and as was shown in the same report (page 58), 75.4 per cent of the University's total disbursements is made for educational administration and instruction. Any marked decrease in the income from students' fees must result in wholly disarranging the University's budget arrangements and forecasts, since it is quite impossible to effect any corresponding reduction in expenditures without breaking up the University's entire organization and turning adrift faithful and accomplished teachers and University servants.

The Treasurer's Report for the year ending June 30, 1917, showed that after meeting all the University's expenses and providing \$100,000 for the redemption of the bonded debt, there remained a small surplus of income, namely, \$30,547.37. In drafting the Budget estimates for the year ending June 30, 1918, the several Committees of the Trustees, acting on the basis of years of experience, estimated a net increase in income from students' fees of \$195,845.00, and made appropriations accordingly. This Budget for the year 1917-1918 showed an estimated deficiency for the year of \$42,124.96, which under normal conditions would doubtless have been entirely wiped out, partly by savings in appropriations and partly by collections of income in excess of the estimates. As a result of war conditions, however, the enrollment in the University

fell off by 3,217 as compared with the year preceding, and the income from students' fees was not only \$159,864.31 less than the Budget estimates, but \$197,230.94 less than the actual income from this source during the preceding year. Economies were effected wherever practicable in the appropriations for educational administration and instruction, and substantial sums were saved under this head. On the other hand, largely increased payments were required during the year for everything which affected the material side of the University's administration. Wages were advanced and the cost of supplies of every kind increased rapidly. For coal alone the University's expenditures for the year ending June 30, 1918, were \$30,466 in excess of the Budget appropriation. As a result, for the year ended on June 30, 1918, there was a deficiency, as shown by the Treasurer's Report, of \$211,106.77. The amount of this deficiency has been borrowed at current rates of interest on corporation notes. Unless these notes can be promptly discharged, the University will be gravely embarrassed. For this reason a particular appeal is made to the friends of the University everywhere, and to the organized alumni of all its schools, to undertake in systematic fashion the quick raising of a sum at least sufficient to meet the amount of the deficit for the year 1917-1918 and to enable the University to reduce its current borrowings by that amount. This is the most pressing question of the moment, and it is one whose answer must be neither shirked nor delayed. The alumni of the University are so numerous and so influential that through united effort and in contributions of relatively small amounts this entire sum could be raised by them. It is in this way that other American colleges and universities have already dealt with a similar situation.

It is not possible, nor is it at this time appropriate, to attempt to forecast the financial conditions that will result

from the experiences of the years 1918-1919 and following. It may be sufficient to say that there is every reason to believe that during these years the normal income of the University from students' fees will be markedly reduced and that the financial problem which the Trustees have to face will be one of the utmost gravity.

Another and wholly natural effect of war conditions, with greatly increased taxation and multiplied business uncertainties, has been a sharp falling off in the number and amount of the gifts made to the University during the year. Leaving out of account the sum of \$275,509.13, which was the total of the gifts made for the construction of the Columbia War Hospital at Gun Hill Road but which gifts did not pass through the hands of the Treasurer, the total amount received during the year was \$282,462.50. Of this amount, gifts of \$85,105.00 were made in order to provide the necessary accommodations at the Medical School for the admission of women students. During the last ten years, the average annual income of the University from gifts has been more than \$1,300,000, and only three times in the last decade has the amount fallen below \$1,000,000. These facts indicate with startling clearness how largely the welfare and progress of the University are dependent upon conditions in the business and political world.

The most important gifts of the year were those of \$50,000 by Mr. George W. Brackenridge, of San Antonio, Texas, for additions to the Medical School; \$45,331.75 by several donors for the endowment of a chair of Social and Political Ethics; \$14,323.45 by 278 donors for the support of the Columbia Service Bureau in Paris; \$10,000 by Mr. James McLean and \$5,000 by Mrs. Samuel W. Bridgham, for the general purposes of the University; and \$4,000 by Mrs. Charles H. Senff for military training work at Camp Columbia. Mention should be made of the fact

that a group of alumni under the leadership of Mr. H. E. Montgomery, of the Class of 1888, raised and contributed no less than \$45,000 to meet the cost of putting a Columbia University Ambulance Unit at the front with the French Army in the autumn of 1917. The work of the alumni in so quickly raising this amount and the amounts contributed by them for the support of the Columbia Service Bureau in Paris are an example of what is easily possible by united effort under vigorous leadership.

For the purpose of comparison with previous Reports, there follows the usual summary of gifts in money received during the past year by the several corporations included in the University. In this table full account is taken of the gifts made for the construction of the Columbia War Hospital:

GIFTS

Purpose	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
General Endowment	.....	\$31,852.95	\$15,863.74	.....	\$47,716.68
Special Funds	\$48,021.67	5,300.00	954.00	\$1,150.00	55,425.67
Buildings and Grounds	106,829.60	207,433.96	.....	.....	314,263.56
Immediate Use	403,120.36	17,625.54	44,090.95	25.00	464,861.85
<i>Totals</i>	<i>\$557,971.63</i>	<i>\$262,212.44</i>	<i>\$60,908.69</i>	<i>\$1,175.00</i>	<i>\$882,267.76</i>

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

1890-1901	.....	\$5,459,902.82
1901-1917	.....	26,547,285.64
1917-1918	.....	882,267.76
<i>Total</i>		<i>\$32,889,456.22</i>

In common with many other types of public service institution, the universities have come into close relations with the national government as an incident to the organization of the nation for war. In some cases this relationship has brought about changes that can only be described as revolutionary, but it is not at all certain that many of them are not beneficial and worthy of continuance in some form. For instance, the war has brought back to the American people, and in some degree to the schools and colleges, the spirit of discipline which had been almost lost. The sentimental imitations of philosophy which have been spread out before teachers for a generation past have decried discipline as something unnatural, abhorrent, and to be avoided. With an innocence which is hardly pardonable so long after Rousseau lived and wrote, the natural longings and instincts of the infant have been exalted as the sole guide for his development of mind and character. The world of human experience was to be put aside and a world of the ego substituted for it. In the easy-going days of peace, when the nation was called upon for no particular effort, the evil effects of this lackadaisical theory were not generally understood, and indeed might not have been fully apparent for years to come. The moment that the nation was called upon to make an effort, however, to adjust itself to a new and grave responsibility, and to summon all its powers in order to give adequate support to its ideals, then it appeared that discipline must be sought out in its hiding places and quickly installed in a place of honor. The good effect was instantaneous, and those who were disciplined themselves realize the benefit of their new experience and are loath to surrender it.

In the next place, the methods of college and university life and teaching had often been casual and easy-going in the extreme. Lectures on French literature might be offered

on alternate Monday afternoons and lectures on politics on Wednesday mornings. Teacher and taught alike were often without concentration, intensive effort, or sustained interest in the field of study. In many instances, these conditions have been ruthlessly swept away, and it is to be hoped that they will never return or be restored. A subject that is worth the attention of an ambitious youth and the effort of an accomplished teacher surely deserves to be pursued with a continuity, an intensiveness, and a persistence which alone can lead to anything approaching either mastery or the development of a real interest. At the Summer Session of Columbia University, it has been customary from its establishment to carry on instruction in this intensive fashion. The results have been wholly admirable. When to the long experience of the Summer Session is now added the experience of instruction reorganized in response to national needs, it would seem to be nothing short of a calamity ever to permit a return to the old and unhappy conditions of diffusion and discursiveness.

For many years past the international relations and influence of Columbia University have been of steadily increasing significance and importance. Not only have the reputation and distinction of the University's teachers and scholars drawn many students from foreign countries and led their own published writings to be translated into many languages, but the University itself has diligently sought to establish intimate relations with the academic and intellectual life of other peoples in Europe, in Central and South America, and in the Orient. This steadily pursued policy has been based upon the belief that scholarship and science are essentially above international boundaries and limitations, and that as the universities become increasingly interdependent

The University
as a Center of
International
Influence

and familiar with each other's organization and work, so the peoples which they serve and represent will grow in interdependence and in mutual understanding. While the war has broken the relations that existed between Columbia University and the intellectual life of Germany and Austria-Hungary, it has greatly strengthened those relations with the universities of Great Britain, of France, and of Italy, and has pointed the way to more intimate intellectual commerce with the peoples of Central and South America and of Japan and China.

Unless all signs fail, among the most important University subjects of study in the immediate future are to be international relations, including international law, and public law, both constitutional and administrative, particularly in its comparative aspects. The new international movement, so far as it is healthy and sound, is founded upon a common respect for law and justice, a common interest in the steady improvement of the lot of human beings and the promotion of their satisfaction and happiness, and upon an earnest purpose to unite the forces of reason and righteousness for the removal of causes of international war and for the suppression of international war itself. That the universities are to play a powerful part in carrying forward these movements can hardly be doubted. In many lands the universities have already shown themselves to be the active centers of interest in international life and international relations. The danger to be guarded against is lest a shallow and superficial sentimentalism shall usurp the place which belongs to reasonableness and to straight thinking. The world will not be made either wise or happy in a day, nor will its wisdom and happiness be assured by judicial decree, legislative enactment or international agreement, however judicious and well-supported these may seem to be. The world's wisdom and happiness are a growth, and often a

very slow growth; but the experiences of a war that has involved the whole world have proved a persuasive and influential teacher of public opinion. It may now well be that within the next generation greater progress in advancing international cooperation and international understanding will be made than has been recorded in all the centuries of preceding history.

For participation in this work trained men and women will be needed in no inconsiderable number. The study of international law, of international relations, and of comparative constitutional and administrative law, under guidance that has vision as well as scholarship, imagination as well as learning, sympathy as well as knowledge, is therefore to be promoted in all possible ways. An increasing number of students should be drawn into these fields, and still larger opportunities for study and to gain experience in affairs should be offered them by the University.

Closely allied to the study of international relations is the study of ways and means how best to train adult aliens to become well informed and appreciative citizens of the United States. This is what Americanization is widely known as the problem of Americanization. For those immigrants who come from foreign lands in early childhood, the public schools are the natural and necessary instruments in preparing them for full and sympathetic participation in the rights and duties of American citizens. For those who come from foreign lands after the age of adolescence is past, different agencies and instrumentalities must be provided. Columbia University has been at work upon this problem for some time past, especially through Extension Teaching, and has recently taken steps better to organize its work in this regard and more effectively to prosecute it.

The building given to the University in 1910 by Mr. Edward D. Adams, called the Deutsches Haus, to serve

as a center for the work of the University in the study of German history and civilization, has, with the full approval and consent of Mr. Adams, been turned into a center for work in connection with the Americanization of adult aliens, and given the name Columbia House. A group of University teachers and alumni who have particular interest in the problems of Americanization are at work upon the formulation of plans to accomplish the end in view without duplicating the work of other institutions and agencies, but rather in cooperation with such. Professor W. A. Braun has been placed in direction of the undertaking. It is confidently anticipated that before the close of the present academic year, a thoroughly practicable scheme of work will be agreed upon and the necessary financial support for it obtained.

The task of Americanization involves something more than mere instruction. It involves getting the viewpoint of the adult alien who has taken the risk of seeking a new home in a strange land across a broad ocean, and of trying to understand the personal, economic, social, and political motives that have led him to this important step. When we understand *why* a given group of adult aliens has come to the United States, we shall be well on the road toward understanding how best to assist them to become American citizens in the fullest meaning of those words. It will then perhaps be found that questions of public health, of housing, of adequate wages, and of steady employment under proper conditions of health and safety are even more important factors in the making of a good citizen than text-book instruction in American history and American government.

The Dean of Columbia College, in discussing different types of college student, speaks in his report of those who

regard Columbia less as an Alma Mater than as a *Pater Efficiens*. This is a witty and illuminating distinction. It puts into a compact phrase the essence of contemporary educational debate. Not all the patient measurements of laboratory-trained schoolmasters or the insistent demand that a child be taught useful industry before he is given a chance to learn for what end he should be industrious, can bridge the wide gulf which separates education from special training. Those who deem themselves specially trained but who are conscious of having never been educated are not unnaturally eager to contend that no distinction between education and special training exists. The common sense of men has, however, settled this question long ago, and that settlement is in no wise shaken by irrelevant experiments which, through attempted measurement of the non-material, conclude that no one is, ever was, or ever can be educated but only given special and specific training. The proper point at which special training of any kind should begin is when a reasonable foundation of education has been laid. Under present-day conditions, for the great mass of the population this point will be found somewhere after the close of the elementary school period, and as economic and social conditions improve it will and should be pushed on well into the period of secondary school work. For those who are able to take advantage of the opportunities which the American college offers, this point is to be found not earlier than the close of the second year of undergraduate study. The modicum of training and knowledge which a youth can gain by that time is a modest enough foundation for professional study. These studies are themselves quite capable of being given a large educational significance, but too often they are carried on in so narrowly vocational a spirit that this possibility is lost. The many-sided metropolitan univer-

Education and
Efficiency

sity of the twentieth century will make provision for students of all types and kinds, and it will treat all alike with fairness and generosity; but it must not on that account either overlook, or assist in breaking down, the elementary principles of a sound educational philosophy. The more men and women who are being trained up to twenty or twenty-one years of age without any reference whatever to a particular vocation or occupation, the better for the citizenship, the intelligence, and the moral and spiritual life of the nation. It is but repeating what has often been said to point out that what modern civilization needs is not narrow men, but broad men sharpened to a point. Breadth is the result of good education; sharpened to a point is the result of sound special training. The broad man sharpened to a point has been given both an education and a special training. In education, as in the family, *Alma Mater* comes first and *Pater Efficiens* exerts his influence later on.

In the Annual Report for 1879 President Barnard convulsed the educational world of that day by strongly advocating the admission of women as undergraduates in Columbia College. The opening sentence of his discussion was this:

Women as
University
Students

The condition of the College is now such as to justify the suggestion of the question whether its advantages should not be open to young women as well as to young men.

President Barnard closed his notable treatment of this subject with these words:

Whatever may be the fate of the present suggestion, the undersigned cannot permit himself to doubt that the time will yet come when the propriety and the wisdom of this measure will be fully recognized; and as he believes that Columbia College is destined in the coming centuries to become so comprehensive in the scope of her teaching as to be able to furnish

to inquirers after truth the instruction they may desire in whatever branch of human knowledge, he believes also that she will become so catholic in her liberality as to open widely her doors to all inquirers, without distinction either of class or sex.

In the Annual Reports for 1880, 1881, and 1882, President Barnard returned to the subject of the higher education of women and discussed it from every point of view with great cogency and with illustrations drawn from the educational experience of various lands.

When President Barnard brought forward this highly contentious proposal, he was not a young and radical educational reformer, but a ripe scholar and highly seasoned educational administrator who had reached his seventieth year. What has now become Radcliffe College was founded one year before President Barnard's recommendation was made; Wellesley and Smith Colleges were then four years old; Girton College six; Vassar College fourteen; and Bryn Mawr College was on its way to establishment.

As a result of this proposal, and the violent controversy which ensued, a collegiate course for women was established in 1883, and a college for women bearing President Barnard's name came into existence in 1889 and was almost at once completely incorporated in the educational system of Columbia.

Today the old controversy is almost forgotten, for in the intervening years Columbia College, with its associated professional schools, has become the closely knit and well organized Columbia University, and its women students are numbered literally by the thousand. Much of the feeling aroused in antagonism to President Barnard's original recommendation was due to the fact that Columbia was then in a transition period, and that he had fixed his mind on the admission of women as undergraduates, rather than on the admission of women to the full privi-

leges of the college and university instruction given in Columbia's name. The solution of the problem that has been worked out in the course of years has proved a very satisfactory one. With the exception to be noted, co-education of men and women has now existed at Columbia University for more than thirty years, but without the co-instruction of undergraduate students, save in exceptional cases and for special reasons. Women, whether graduates or undergraduates, have exactly the same privileges and opportunities as men, and for them equal library, laboratory, and seminar equipment is provided. The separate instruction of men and women as undergraduates by Columbia College and by Barnard College respectively has proved an excellent method for meeting such real distinctions as exist between the sexes, and for strengthening the undergraduate spirit and the morale of both Columbia and Barnard undergraduates. In the Graduate Schools, however, and in the schools of Architecture, Business, Education, Journalism, Medicine, Pharmacy, and Practical Arts, as well as in Extension Teaching and in the Summer Session, co-instruction as well as co-education exists without exciting any more comment than does the travelling together of men and women in the same railway train. The difficulties and disasters that were predicted have not ensued. It may be doubted whether anywhere else in the world women students are more heartily welcomed or better provided for than at Columbia University.

The one exception is the School of Law, the Faculty of which has not thought it wise to permit the admission of women students. For several years past this matter has been much discussed in the University, and some pressure has been brought to bear on the Faculty of Law from outside to change the attitude which it has hitherto held. The arguments in favor of the admission of women to the

Law School are the usual arguments for the equal treatment of men and women in matters intellectual, together with the special argument that since women are admitted to the Bar in the State of New York, no obstacle should be put in the way of their obtaining the best possible training for that profession. In answer it is said that not very many women desire a legal education, and that for such sufficient opportunity is already provided elsewhere. It is urged, too, that women are not as well adapted for the study of Law as for the study of Architecture, Business, Education, Journalism, Medicine, Pharmacy, and Practical Arts, and that were women students to be admitted to the Law School at present, the highest type of male student would seek his legal education elsewhere. As the number of law schools which refuse to admit women grows less, the value of the argument last cited will naturally tend to diminish.

Each year a certain number of excellent members of the graduating class of Barnard College would like to enter the Law School; but up to the present time the judgment of the Faculty, which must take the initiative in the matter, has been that the arguments in favor of their admission are outweighed by the arguments in opposition.

Some time since it was pointed out in these Reports that there was grave danger lest the Faculties of the University should find themselves crushed between the powers of the departments of instruction on the one hand and the authority of the University Council on the other. It is becoming increasingly clear that this is precisely what will happen in the near future unless the Faculties take steps to avoid it. It is quite natural when a statement or motion is made in a Faculty meeting on behalf of a group of teachers who constitute a closely organized department, that it

Problems of
University
Organization

should be accepted and approved as a matter of course. When an administrative officer or an executive committee makes a strong recommendation or reports emergency action, it is equally appropriate that the Faculty should give prompt approval. All this is just as it should be, and indicates not that the University's business is being unwisely or improperly carried on, but that the developments of the past generation have left the Faculties in an anomalous position. The remedy is not to be found in devising new, complicated, and tedious methods of conducting the University, but rather in giving to the Faculties functions and duties that are peculiarly their own and that cannot be discharged by any committee or administrative officer. These functions are the discussion of educational policies and aims, and the modification, when necessary, of the University's organization and methods, so as better to accomplish those aims. In other words, the modern Faculty should be a forum for discussion, for the formulation of opinion and for the working out of large policies, and not a committee for the transaction of routine business. The administrative officers and the existing committees are quite competent to deal with the daily routine and with executive administration and policy, far better than any large Faculty could possibly do. But neither an administrative officer nor a committee can take the place of a Faculty in debating educational policies and in formulating University opinion in regard to them. Unless the Faculties are to become mere recording and approving machines for action taken in their name and by their authority, they must speedily enter upon the highly important task of careful discussion and debate. At all times, and more particularly at a time like the present, there are many subjects pressing for consideration with which a Faculty might helpfully deal. Almost every academic teacher of experience has some criticism to

make of existing University methods and policies, or some suggestion to offer for their improvement. The place to make these criticisms and to offer these suggestions is not in desultory private conversation, but at a formal meeting of the appropriate Faculty, where such criticisms and suggestions should be welcomed as material for enlightening discussion and debate. The function of the administrative officer in any particular begins when the function of the Faculty as to that particular has been completed.

The experience of the past ten years seems to point clearly to the fact that, general principles and policies having been agreed upon and established, Administrative Boards of say five or seven members each are much more efficient instrumentalities for the transaction of University business than are the large Faculties with from forty to sixty members. Such an Administrative Board is small enough for the minds of its several members to meet in intimate discussion about a table, and it can dispense with those time-consuming parliamentary formalities which appear to be necessary whenever any considerable number of Anglo-Saxons assemble for a common purpose. May not the time have come when we can face frankly the desirability and wisdom of casting off some of the old and outworn customs of University organization and life, in order to free ourselves to deal with the problems of today and tomorrow in the most efficient fashion possible? If so, is there not now opportunity and invitation to consider whether the entire teaching body of the University could not with advantage be reorganized and reconstituted, by the substitution for the hitherto existing Faculties of a new type of organization, wholly modern in character, which should emphasize, on the one hand, the essential unity of the University and the common interest of every University teacher in the problems and policies of the institution as a whole, and on the other hand, the desira-

bility of conducting modern University business in accordance with those methods which experience most completely justifies? Such an organization might perhaps consist of a Plenum, composed of all the teachers and administrative officers of the rank of Professor, Associate Professor, Assistant Professor, or Instructor; of Administrative Boards for Graduate Studies, for Columbia College, for Law, for Medicine, for Engineering, for Architecture, for Journalism, for Business, for Summer Session, and for Extension Teaching, leaving the Faculties of Barnard College and Teachers College (Education and Practical Arts) as they now are; and of the University Council, composed as now both of administrative officers and of elected representatives of the teaching staff.

It would be the function of the Plenum to discuss, in perhaps three or four meetings each year, the larger questions of University policy, and to give expression to the mind of the teaching staff in regard to these. It might be provided that the functions of the Plenum should be like those of the University Council, advisory as to certain specified matters and legislative as to certain other specified matters.

The Administrative Boards would be, like the present Administrative Boards, in effect executive committees, but they would also have some of the powers of the present Faculties, subject to the legislative authority of the Plenum and of the University Council.

The powers and duties of the University Council, which are very satisfactorily defined at present, should remain as they are, but the elected membership of the Council might be increased to say thirty, and the representatives be chosen by the Plenum for a three-year term and divided into classes, so that the terms of one-third of the elected membership would expire at the close of each academic year. For any action by the Plenum legislative in character the concurrence of the University Council

should be necessary, and the power of the Council in respect of the several Administrative Boards should be precisely what it is at present in respect of the several Faculties and Administrative Boards.

From such a reorganization two clear benefits might be expected to follow: There would be a forum which does not now exist in which any individual teacher might bring forward in the hearing of all his colleagues any proposition which seemed to him desirable in the interest of the University's usefulness; and no burdened teacher would be called upon to attend purely formal and perfunctory meetings at which the only business presented is that of approving something which has already been thoroughly well done or provided for by an executive committee or administrative officer.

It may be questioned whether the term 'graduate studies' is susceptible of sufficiently precise definition to be much longer useful for the purpose which it served for half a century. When the under-graduate program of study was narrowly confined to a few subjects and largely or wholly prescribed, the term 'graduate studies' had a reasonably definite meaning. Under existing conditions, however, it would be hard to define graduate studies in any other way than such studies as may be taken by a graduate student, one who has already gained a baccalaureate degree. Such studies may as a matter of fact be quite elementary, if it so happens that the particular student has not earlier pursued them. On the other hand, such studies may be fairly advanced in character, if they lie in a field where the student has already worked for three or four undergraduate years. A graduate student may be at one and the same time studying the elements of the Russian language, Russian history, and Russian literature, while carrying on

Graduate
Studies

advanced work in Romance philology. Perhaps the real significance of the rich provision which is made for the so-called graduate studies is that ambitious youth may follow the insistent advice of Mark Pattison to the undergraduates of Lincoln College—"For pity's sake, get to the bottom of something!"

The true graduate student is not one who in desultory fashion takes up the elementary study of subjects hitherto unfamiliar, but rather he who devotes himself to the intensive cultivation of a particular designated field of knowledge, for which task he has already prepared himself by a substantial training in its more elementary parts. What such a student should always have in view, of course, is not merely the acquisition of knowledge or cultivation of his own intellectual powers, but rather training in methods of inquiry and a stimulus to imagination that will lead him in turn to productive work of his own. This fruitful type of university study will be much advanced by relaxing to the greatest extent possible those technical and administrative rules which were originally instituted when American university education was in its formative period, in order to define and protect standards and to give precision to ideas which were then rather vaguely held. Forty years of experience should now make it possible to dispense with many of these formal restrictions which often bear heavily alike upon the University teacher and the University student.

Academic traditions and customs are hard to change and it is not desirable that they should be changed without sufficient reason. The present time, however, is the most opportune and the most inviting that has presented itself for several generations, to ask the most searching questions as to the wisdom and effectiveness of existing University organization and policies, and to ask frankly whether they cannot be substantially altered for the better.

One of the statutory powers of the University Council is to encourage original research. The Council is now a large body and in effect the upper legislative house or senate of the University. There is need of a much smaller and more compact group, not simply to encourage research but to guide its organization, to make suggestions concerning it, and to advise as to the allotment of funds for purposes of investigation. As a step toward the development of a body of this kind, the President appointed in June last a special Advisory Committee on Research constituted as follows: Dean Woodbridge, Chairman; Dean Stone, and Professors John Bassett Moore, Giddings, Shotwell, Baekeland, Pupin, Pegram, Rautenstrauch, and Raymond. This Committee will be asked to pass judgment upon proposals that are submitted to the President or Trustees for new investigations which require financial support. They will be asked also to suggest from time to time fields in which research may profitably be organized. It will be useful if through some such agency as this the entire research work of the University can be brought under surveillance and treated as a common interest. In the field of private law research should be stimulated, and in the field of medicine it should be correlated and organized as well as stimulated. There is much that such an Advisory Committee can do and there is much that will develop from year to year, and almost from month to month, as it continues its existence and deals with the specific matters that come before it. If in some such way as this the mind of the University can be fixed on the supreme importance of research, it will not be allowed to lag in any faculty or department.

Stimulus
to Research

Only little less important than the organization and stimulation of research is the adequate and appropriate publication of its results. It is the proper business of a university to support, or to cooperate in supporting,

scholarly publications which, just because of their scholarship, make appeal to but a very limited number of students and readers. The cost of conducting such journals should not be left to chance, still less to become a burden upon the private means of scholars themselves. It should be a matter of pride to a university to be the seat of publication of a large number of varied journals whose sole reason for existence would be the recording and publication of the results of scholarly investigation. A number of such journals have been conducted for many years under the direction of members of Columbia University, and have added greatly to its reputation as a seat of higher learning and free inquiry. Very few of these journals are self-sustaining. A number of others are only maintained by the generous sacrifice of those who have founded them in fulfilment of their own scholarly ambitions. It is important that the Trustees should have at their disposal a fund the income of which might be applied, as circumstances suggest or require, to the establishment and maintenance of scholarly publications under the direction of members of the teaching staff.

A university has three general functions to perform: It is to conserve knowledge; to advance knowledge; and to disseminate knowledge: it falls short of the full realization of its aim unless, having provided for the conservation and advancement of knowledge, it makes provision for its dissemination as well.

The American universities are pretty generally engaged in unlearning some of the lessons taught them by the German universities, but there is one German university institution which is worthy of adaptation under American conditions. The ranks of the German university professors have long been recruited from what

Docents

are called *Privat-docenten*, a specially selected and licensed body of university graduates who, having taken the degree of Doctor of Philosophy, wish to devote themselves to higher teaching and research in a chosen field. *Privat-docenten* are permitted to offer courses of instruction which university students may take, if they will, in preference to those offered in the same or similar subjects by the university professors or in supplement to such. As the only income which a *Privat-docent* receives from the university is a share in the fees paid by those students who follow his particular courses, each *Privat-docent* is dependent upon his own efforts for his university income and for establishing himself in such fashion as to make his advancement to a professorship likely. In our graduate faculties at Columbia there have been too many professors, associate professors, and assistant professors, and too many formal courses of instruction offered. Some departments have felt that it was a cause of reproach if they did not cover in announced courses every portion of some great field of knowledge. Ambitions like these have had unhappy and very costly effects. It is time closely to restrict appointments to professorships, greatly to reduce the number of formal courses of lectures offered to graduate students, and to multiply the opportunities for such students to carry on independent study and research under guidance and stimulus while making provision for a body of younger teachers with the status of Docents. Such Docents might be paid to the extent of receiving a fixed annual retainer of, say, \$500 or even \$1,000, and in addition given a definite portion of the fees paid by students who are enrolled in their several courses of instruction. In this way a training ground would be provided for future university professors in Columbia and elsewhere, and Docents might come and go as their taste or capacity indicated, without that disappointment and friction which

almost invariably accompany the severing of an academic tie for any cause whatsoever.

The recruiting of the ranks of university professors in the future is a matter that should not be overlooked. If the best type of man is to be drawn into academic work he must be given an early opportunity to test his powers and to show of what stuff he is made. It is probable that not very many men continue to grow in intellectual power after they have left the university; and in order to make sure that they are given opportunity and stimulus to grow, it is essential that they be not kept in posts of inconsequence and drudgery, but offered a chance to stretch their wings and fly. Many a man who had the making of a scholar at twenty-five has lost all chance of achieving that result at thirty-five, simply through lack of intellectual nourishment and academic opportunity. The older men can usually take care of themselves; it is for the younger men of promise, capacity, and ambition that the path to success should be made open and easy.

On the other hand, there is a real difficulty in recruiting the ranks of college and university teachers from young men who are without experience in life and in affairs. The mere fact that a young man has passed through an undergraduate course with credit and has then taken the degree of Doctor of Philosophy with distinction does not entitle him to sit in judgment upon society or to organize expeditions for the uprooting of all the results of human experience. He is a poor sort of human being who is not a bit radical in his youth and a bit conservative in his maturer years; but a university is a continuing institution with a heavy public responsibility, and in trying to make it easy for men to become scholars and teachers it must not increase thereby the dangers to which the foundations of civilization and public order are constantly exposed by the mere lapping of the waves of change. Good

judgment and sagacity are almost always marks of a mature mind, and only occasionally does a well-balanced genius have these traits in youth. This is why a certain modesty in examining, interpreting, and attacking human experience is a quality greatly to be praised in younger teachers of ambition and zeal.

Restlessness under conditions that have prevailed for many years as to school and college instruction in modern foreign languages is not of recent date. The teachers of these subjects have long insisted that they were not allotted sufficient time in which to accomplish the results that they desired, while the students themselves, their parents, and the teachers of other subjects have complained loudly that no matter what the reason, the fact was that very few American college students had anything approaching an easy familiarity with spoken or written French, German, Italian or Spanish. The new international interdependences that are a result of the war have put new emphasis upon these discontents, and it is high time that some way were discovered to meet and to allay them.

Modern
Foreign
Languages

It is probable that the root of the difficulty is to be found in the conditions under which the teaching of modern foreign languages was begun in American schools and colleges. This teaching was not at first accepted as a necessary and integral part of the school and college curriculum, but was treated as an extra, and in old days often paid for as such. When undertaken in this way and in this spirit it was hardly possible for the teaching of modern foreign languages to lead, save in exceptional cases, to any very large result. It is high time to consider whether this whole branch of instruction should not be radically reorganized and readjusted to meet conditions that are not only modern, but very real.

The American college is still far from realizing the goal of modern language teaching described by Henry Wadsworth Longfellow in his inaugural address when entering upon his work as Professor of Modern Languages in Bowdoin College, September 2, 1830. Nearly ninety years ago Mr. Longfellow was moved to say:

A knowledge of the principal languages of modern Europe forms in our day an essential part of a liberal education. . . . I cannot regard the study of a language as the pastime of a listless hour. To trace the progress of the human mind through the progressive development of language; to learn how other nations thought, and felt, and spake; to enrich the understanding by opening upon it new sources of knowledge; and by speaking many tongues to become a citizen of the world; these are objects worthy of the exertion their attainment demands at our hands.

The mere acquisition of a language is not the ultimate object: It is a means to be employed in the acquisition of something which lies beyond. I should therefore deem my duty but half performed were I to limit my exertions to the narrow bounds of grammatical rules: Nay, that I had done little for the intellectual culture of a pupil when I had merely put an instrument into his hands, without explaining to him its most important uses.

Mr. Longfellow goes on throughout this notable address to give a general outline of what he conceived to be his field of academic duty, and drew a picture as satisfying as it was inviting.

Except in rare cases it cannot be doubted that the study of modern foreign languages has been carried on quite apart from any study of the life, the institutions, the art, and the civilization of the peoples whose languages they are, save that opportunity is given to read, more or less haltingly, a few of the great literary masterpieces which a particular language enshrines. The very name of our

academic departments indicates a narrowness of view and purpose which we should now quickly strive to outgrow. Instead of a Department of Romance Languages and Literatures, for example, there should be, let us say, a Department of the Latin Peoples, in which might be assembled not only those teachers who give instruction in the Romance languages and literatures, but also those who give instruction in the history, the government, the art, and the architecture of those peoples that are of direct Latin descent. In similar fashion there might be Departments of the Teutonic or Germanic Peoples, of the Slavic Peoples and of the Oriental Peoples. The Department of Classical Philology is already appropriately named, since the broad interpretation of that term is inclusive of the history, the institutions, the art, and the life of the ancient peoples of Greece and Rome. The chief thing is to cease thinking of a language as something apart or as a mere tool for technical use, and to come to regard it as a pathway leading to new and inspiring regions of understanding and of appreciation. The chief purpose in studying French should be to gain an understanding and appreciation of France, and that cannot follow upon a mere study of the language as a form and instrument of literary expression alone, vitally important though that be.

It would not be easy to find anywhere in the world an institution of higher learning whose spirit is finer, more devoted, more self-sacrificing, more truly liberal, more progressive, and more in touch with actual facts and problems of life than Columbia University. This modern spirit has been forty years in the making, and it is the result of a continuing wisdom, open-mindedness, and breadth of view which have been shared and contributed to by thousands of men and women, including trustees, teachers, adminis-

The Spirit of
the University

trators, alumni, and students. At no seat of learning will there be found more diverse and more diversified views strongly held and energetically supported, and all maintaining themselves as best they can in the face of constant criticism, discussion, and experimentation. Nowhere is the scholar more free to choose his own tasks and to adjust his burdens to his own capacity to bear them. Nowhere is he more eagerly encouraged to produce, to inspire production in others, and to publish and record the results of his independent and original scholarship. Where Columbia University fails to achieve its ideals in any one of these regards, it is not because the spirit is wanting, but only because adequate means are not at hand for their accomplishment. He who cannot feel comfortable and at home in so free and so diversified a society of scholars as this, will find it difficult to choose a permanent resting place in any world inhabited by real men and women.

The interests and activities of the great body of students are maintained by the students themselves, and through agencies of their own selection. The old-fashioned discipline, meaning punishment, is so rare as to be approaching non-existence. At Columbia there is no temptation to loaf or to waste one's time, and little opportunity to do so. The vast body of students are either mature and self-supporting, or, if younger, are looking forward to self-support and are bent upon gaining that particular thing which they came to the University to seek.

Nothing is more characteristic of the modern University, and particularly of Columbia, than the close contact between the teachers and students on the one hand, and the practical problems of every-day life on the other. This is not only true of the student of law, of medicine, of engineering, of teaching, of pharmacy, of architecture, of business, and of journalism, but it is also true of the

advanced student in the fields of public law, economics, finance, and social science. The teachers and guides in these subjects are frequently the advisers of government agencies and officials and of great industrial and commercial undertakings. A new profession is growing up, that of economic adviser in banks and in manufacturing and trading corporations and business houses. Men of affairs are finding it necessary to have at their elbow a man trained in the theory and history as well as in the practice of their several callings, and they turn to the universities for men to give helpful assistance in conducting successfully their business undertakings. Just as the trained chemist is now to be found in a place of high influence in every important manufacturing establishment, so the trained economist will shortly be found in every important banking or commercial house. The men and women who are specially interested in social, economic, and political problems are brought and kept in closest touch with the real happenings that surround them on every side. The old-fashioned notion of a university as a cloister should by this time have been pretty effectually disposed of. The modern university, and particularly the metropolitan university, is a microcosm in which all the currents and interests and tendencies of the larger world display and disport themselves to the fullest extent.

One of the greatest difficulties in developing university opportunity and university freedom is to provide for the necessary administrative routine without making it either obtrusive or an undue burden upon teachers and scholars. This subject has frequently been referred to in earlier Annual Reports, and attention has been called to the fact that at Columbia a definite policy has been pursued by which every attempt is made to free teachers and scholars from responsibility for routine administrative work. Their true function is scholarship and general

university policy. They should not be called upon to give their precious time to administrative work that is essentially routine in character. It is precisely for this reason that at Columbia an effective administrative staff is building up, which as means are available will eventually make it unnecessary for any considerable number of teachers and scholars, unless by their own choice, to give time and energy to the prosecution of the University's routine business. It is true that many teachers are eager for participation in activities of this sort, but these are a minority and a steadily dwindling minority.

The need for administrative routine grows out of the necessity of defining and protecting academic standards. This is something which is often required by law as well as dictated by experience. It would be highly wasteful for the University to spend its time and effort upon students who are incompetent to profit by its instruction and its opportunity. Therefore there must be standards of admission, clearly stated and definitely enforced. It would be a fraud upon the public for a university to place its approval, by the bestowal of its honors and degrees, upon students who, having been admitted, had not profited by their opportunities or had not been able to make good use of their advantages. It is for this reason that there must be standards of graduation, clearly stated and definitely enforced. There are those who would sneer at university honors and degrees, and who would dispense with them as relics of an older and outworn day. The matter is not quite so simple, however. There is a great university tradition which it is the privilege and duty of the modern university to share, and according to this tradition, which has done its fructifying work for centuries, those who have become members of the university and have done their full duty as such, are thereafter distinguished by bearing its distinctions and degrees. This is as

it should be, and the life of the world would be poorer not richer, more destitute and not more free, if it were to throw away those customs and habits which have so long done good service in continuing and enriching the intellectual life among many peoples.

In the Annual Report for 1910 the President of the University and the Dean of the Medical School brought forward a series of recommendations as to ways and means by which the work of the Medical School might be strengthened and developed and the cause of medical education advanced. Subsequent Annual Reports, especially those for 1911, 1912, 1915, and 1916, have traced in detail the steps taken to carry out these recommendations, particularly in cooperation with the Presbyterian Hospital, in accordance with the terms of an agreement of affiliation between the University and the Hospital dated April 28, 1911.

Development
of the
Medical School

On June 3, 1918, the Trustees received a copy of resolutions unanimously adopted by a meeting of the Board of Managers of the Presbyterian Hospital held on May 15, 1918, together with copies of an accompanying report, requesting the University to join with the Hospital in taking such steps as might be necessary to terminate the agreement of affiliation between the two institutions. These resolutions and the accompanying report found their way into the newspapers in advance of their formal receipt by the Trustees of the University. The Trustees, on receiving this communication, formally and unanimously approved and confirmed the action of the several committees of the Board and of the President of the University in the correspondence and conferences with representatives of the Hospital, and referred the whole matter to a Special Committee for appropriate considera-

tion. On October 7, 1918, this Special Committee submitted a report of progress which set forth the following facts:

That a conference was held between a Sub-Committee of the Committee appointed by the University and a Committee of the Managers of the Presbyterian Hospital on July 17, 1918;

That at that meeting the question of the cancellation of the affiliation agreement of April 28, 1911, between the two institutions was fully and carefully discussed;

That as a result of allusions in the course of the discussion to the resumption of efforts for a new and enlarged basis of affiliation, the Committee representing the Hospital expressed their entire willingness to continue the discussion of affiliation provided the University wished to do so, and provided, further, that a reasonably early date be fixed after which, if no affiliation plan could be definitely agreed upon by the institutions, either the Hospital or the University could give notice of the cancellation of the agreement and the termination of the relations thereunder, to take effect at a subsequent date;

That, after discussion, July 1, 1920, was fixed as the date on which the existing relations between the two institutions should terminate in case no agreement could be reached before January 1, 1919;

That if negotiations should fail to result in the adoption of a plan of affiliation by both institutions prior to January 1, 1919, either the Hospital or the University might, by written notice given not later than July 1, 1919, terminate the affiliation agreement of April 28, 1911, to take effect upon July 1, 1920.

At the date of this Report negotiations between representatives of the University and the Hospital are still proceeding, the University being represented by a Sub-Committee consisting of Messrs. John G. Milburn and

Frederick Coykendall of the Trustees, and Dr. Samuel W. Lambert, Dean of the Medical Faculty.

All recent action on behalf of the University in regard to this matter has been taken in pursuance of the following resolution adopted by the Trustees on February 1, 1915:

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

It will be observed that in this resolution two conditions of action on behalf of the University are stated: First, that the terms of cooperation between the University and the Hospital be satisfactorily settled; and second, that funds which the Trustees consider adequate in amount be provided by gift on or before June 30, 1920. Up to the present time it has not been possible to make any considerable progress toward meeting either of these conditions.

The terms of cooperation to be settled include both a satisfactory agreement between the University and the Hospital for institutional cooperation, and also a satisfactory agreement as to how the University and the Hospital shall together act in regard to the purchase and development of the proposed site, and toward other institutions which may from time to time wish to become associated with them.

On October 9, 1916, an agreement was apparently reached between representatives of the University and the Hospital as to the lines along which a more satisfactory and less complicated instrument than the existing agreement of affiliation might be drawn, and immediately thereafter a proposed form of such agreement was submitted on behalf of the University to the representatives of the Hospital. Nothing, however, came of the matter.

Subsequently, under date of December 10, 1917, and again under date of May 2, 1918, the University proposed to the Hospital that the practical aspects of the problems involved in institutional cooperation and the purchase of the new site be taken up concretely for prompt consideration and settlement. It was suggested that these items would include a plan of corporate organization; the functions and administration of the Medical School and the Hospital in their relation to each other; a plan for the suitable reorganization of the Medical School; the essential features of a plan for new Medical School buildings; the essential features of a plan for new Hospital buildings; the location of clinics, dispensaries, and hospitals for special classes of cases; estimates of the cost of building a new Medical School, the cost of its maintenance, the present assets of the Medical School of Columbia University, and the amount of additional funds needed; estimates of the cost of building a Hospital of 1,000 beds, the cost of its maintenance, present assets of the Presbyterian Hospital, and the amount of additional funds needed; and finally, available sites and their relative advantages, it being understood by the University that the option upon the site at Broadway and 165th Street taken by the Hospital in 1915 having expired, that site might or might not now be available.

To these suggestions on behalf of the University the representatives of the Hospital replied on December 13, 1917, that they did not believe the procedure suggested

would be the best way to approach the problem. To the renewed suggestion of May 2, 1918, no response was received from the Hospital.

It has seemed to the representatives of the University that until agreement was had as to how to deal with the very definite and practical matters just cited, the path to progress was completely blocked.

In the matter of securing funds adequate to this great undertaking very little has been accomplished, despite most energetic and patient efforts extending over nearly ten years. Undoubtedly war conditions have of late had much to do with lack of success in this regard, but it has been made evident that some possible donors have looked upon the plan as too ambitious, too highly centralized and involving too great an outlay for construction and maintenance to justify them in coming to its support. The representatives of the University have felt, however, that if it were possible to answer the definite questions as to how the undertaking was to be organized and maintained, and just what provision must be made in order to carry out different parts of the entire plan, it would be much easier to secure even the large sums which present costs undoubtedly make necessary if the project is to be carried through to early completion. In 1915 it was estimated that no less than \$7,500,000 must be raised by Columbia University in order worthily to bear its share in this undertaking, and as costs of labor and material have advanced so greatly since 1915, it is obvious that a considerably larger amount would be required now. If, however, a satisfactory working arrangement can be effected between the University and the Hospital, the task of finding the funds necessary may be undertaken with renewed zeal.

So soon as funds are provided the University would greatly like to place upon the same basis of full-time service as other Professors in the University, as many as

possible of its Professors and Instructors in the Departments of Medicine, Surgery, Diseases of Children, Neurology and Obstetrics and Gynecology, so that these teachers may withdraw from private practice in the usual sense of the term, in order to give the same undivided attention to medical teaching and medical research as is given by teachers in other departments of the University to their several subjects. Full-time service at Columbia University is controlled by the provisions of the University Statutes (Section 65) as follows:

No officer of instruction shall be employed in any occupation which interferes with the thorough, efficient, and earnest performance of the duties of his office.

The experience of the University for nearly half a century demonstrates that this regulation defining full-time service is practical, effective, and in entire accord with University traditions. The University would under no circumstances be willing to differentiate in this respect between teachers of medicine on the one hand, and teachers of law, engineering, architecture, chemistry or English literature on the other. Nor would the University be willing to make any regulation that would require a University Professor who faithfully complied with this provision of the Statutes, to divide with the University, or to pay over to the University, such income as he might receive from incidental professional, scientific or other service. The University realizes that direct contact between its teachers and the practical affairs of the world greatly adds to the reputation of the University, extends its influence, and increases the academic effectiveness of the teachers themselves.

It has long been the aim of the University, not only in the Medical School but in its every part, to unite scholarship with service. The University would not be doing

its duty to the public were it to transform the Medical School into an institute for laboratory and clinical research alone, while neglecting the training of men and women to be skillful and kindly medical practitioners for the service of the public. The human side of the work of the Medical School is quite as important as its research side, and both can be, and should be, maintained in mutual helpfulness and strength.

The addition of a fifth year to the undergraduate Medical School curriculum, such year to be passed entirely in hospital study and service under Faculty control, together with existing plans to multiply opportunities for graduate study and research in medicine, and to bring into existence a diagnostic clinic for still larger service to the public, all mark the spirit of advance which is characteristic of the policies of Columbia University.

In the Annual Report for 1917 (pages 38 to 41) there was some discussion of the policy of Columbia University in matters of student discipline, and of the provisions of law relating thereto. During the past year the question of academic discipline has been again reviewed by the courts, and it is appropriate to record the following decision rendered in the Supreme Court of the State of New York at the September term, 1918, by Mr. Justice Finch, in an action brought by Leon Samson against the Trustees of Columbia University. In this decision the Court points out under what circumstances the discretion of University authorities is not reviewable, and what are the legal limitations upon freedom of speech in peace and in war. The text of the decision is as follows:

Academic
Discipline

This is an action brought by the plaintiff, an expelled student from the defendant, to compel the trustees of Columbia University to reinstate him.

The facts material to a decision are as follows: In September, 1916, the plaintiff matriculated as a student at Columbia University, having been transferred from the College of the City of New York, and he entered the upper division of the sophomore year. He continued a student until June 14, 1917, when he received the following letter:

"June 13, 1917

Mr. Leon Samson,
1493 Fifth Avenue, New York.

DEAR SIR:

Inasmuch as you were admitted on special probation at the request of the City College of New York, and also inasmuch as your activities at this time in opposition to the government are not such as can meet the approval of the authorities of Columbia University, I wish to inform you that your continued attendance upon Columbia College will not be acceptable hereafter.

Very truly yours,

HERBERT LORD,
Acting Dean."

Subsequently the plaintiff telephoned to the defendant requesting a certificate of honorable discharge, which was refused on the ground that he was an expelled student. The reason for the letter dated June 13, 1917, set forth above, was a reported speech of the plaintiff at an alleged "Emma Goldman meeting," held on the evening of June 11, 1917, at which plaintiff was alleged to have said in substance, referring to the President of the United States, that as much as we hate the German Kaiser, we hate still more the American Kaiser, and after referring to the draft riots in the Civil War, predicted and counseled, at least by indirection, a draft revolution, this being the climax of a long harangue all in a similar vein. This address was made in a building some distance from the college grounds.

At the trial before me the defendant called witnesses to prove facts the purport of which was substantially as above,

and while the plaintiff testified, as I recall, that the language attributed to him was not accurate, he admitted making the speech, but called no other witnesses in his behalf, and made no attempt to directly deny the allegations. It is clear that the plaintiff spoke in purport substantially as above noted.

The plaintiff urges his reinstatement upon the ground that he was not accorded a hearing before he was expelled, and that the nature of the offense charged was not such as justified his expulsion.

Considering, first, the nature of the offense charged, the plaintiff urges that at most it did not involve moral turpitude, and was political in its nature in that it voiced objection solely to a governmental policy. Plaintiff loses sight of a potent fact, namely, that time and occasion form a part of spoken words. That which is nothing but free speech in time of peace may be treasonable in time of war, and demonstrates a total lack of right conduct and character in the person speaking. To oppose going to war by speech before war is declared is free speech and not illegal, but the same words spoken after war is declared cease to be free speech and become illegal. The plaintiff contends that his matriculation was for a degree and not for the academic year. From this it follows that the plaintiff was a member of the college at the time of the utterances, although the academic year was then over.

The revised charter of the University (chap. 85, Laws of 1810), entitled "An Act Relative to Columbia College in the City of New York," contains the following provisions:

"II. And be it further enacted that the said trustees and their successors shall forever hereafter have full power and authority to direct and prescribe the study and the discipline to be observed in the said college."

"VIII. And be it further enacted that the said trustees and their successors shall have full power and authority to make all ordinances and by-laws which to them seem expedient for carrying into effect the designs of their institution; provided always that such ordinances or by-laws shall not make the religious tenets of any person a condition of admission to any privilege

or office in the said college, nor be inconsistent with the constitution and laws of this state, nor with the constitution and laws of the United States."

The University statutes (chap. 1, sec. 2, folio 27), adopted by the trustees under the authority of the charter, empowered the President "to administer discipline in such cases as he deems proper and to empower the deans of the several faculties and the directors of the several administrative boards to administer discipline in such manner and under such regulations as he shall prescribe."

In the Annual Catalogue of the University, which contains official announcement of the terms upon which students are admitted to the University, and upon which they are permitted to remain, it is expressly stated that "every student is admitted subject to the disciplinary powers of the University authorities."

The plaintiff having matriculated, the relation between him and the defendant was contractual (*Goldstein v. N. Y. University*, 76 A. D., 82; *People ex rel. Cecil v. Bellevue Hospital*, 60 Hun, 107, aff'd upon opinion at the General Term, 128 N. Y., 621). The maintenance of proper discipline among students attending a university must necessarily rest in the sound discretion of the university authorities, and when there are facts justifying the exercise of such discretion the decision of these authorities is not reviewable (*People ex rel. Thomas C. O'Sullivan v. N. Y. Law School*, 68 Hun, 121). Otherwise the court would be in effect substituting its management of the university for that of those to whom such management has been duly committed. To the university authorities is committed the responsibility not only for the teaching of learning but for the upbuilding of character. Character building includes loyalty to the country and to its ideals, and one of its ideals is that changes of governmental policy may be sought in any one of the duly constituted ways in which a majority of the people if they so desire may bring about such change in a peaceable and orderly way and not by revolution. Upon the facts shown in this record it was well within the discretion intrusted to the University authorities to determine that the

plaintiff was at least so lacking in character and good conduct as to warrant his expulsion.

Considering the further objection raised by the plaintiff that he has not had a trial or hearing, it is to be noted, first, that the plaintiff had apparently never made any demand therefor until after the trial of this cause had commenced. His only demand appears to have been for an honorable discharge. In addition, it appears, as herein noted, that there were facts sufficient to justify the University authorities in exercising their discretion in expelling the plaintiff. Since it also appears that the plaintiff has entered practically no denial of the acts for which he was expelled, it follows that no benefit could accrue to plaintiff from a hearing, and, where no substantial benefit will accrue, a court of equity will not invoke its powers to decree a futile thing. Furthermore, it is a familiar doctrine that before a court of equity will act in behalf of a plaintiff, he must show himself innocent of wrongdoing, or, in other words, that he must come into equity with clean hands (*Unckless v. Colgate*, 148 N. Y., 529). This the plaintiff has failed to do.

In addition, before plaintiff can recover under his contract with the defendant he must show that he had duly performed the contract on his part. It was a part of the contract that the plaintiff should not be guilty of such misconduct as would be subversive of the good order and discipline of the College (*Goldstein v. N. Y. University*, *supra*). Concededly the plaintiff failed to show his compliance with this term of the contract.

It is to be noted also that while this action is in the form of a prayer for an injunction by the plaintiff to prevent the dropping of his name from the roll of students of the University until his graduation, it is in reality an action to compel specific performance, to wit., the teaching of the plaintiff, which involves personal service requiring continuous and successive acts of detail accompanied by a like exercise of judgment and discretion. Because of the reasons heretofore given it becomes unnecessary to determine whether in any event specific performance of a contract of this character would be decreed.

On October 1, 1917, the Trustees, acting upon the recommendation of the President, terminated the academic service of Professor Cattell of the Department of Psychology, and of Assistant Professor Dana of the Department of English and Comparative Literature. Professor Dana was given opportunity to resign from the service of the University, and upon his declining to do so his service was terminated by the Trustees.

This most exceptional action was due to the conviction, widely held throughout the membership of the University and by the public, that both men had been guilty of conduct prejudicial to the influence and good name of the University. In neither case did the action taken have anything whatever to do with the academic teaching of the persons concerned or with their opinions; it had to do solely with their public conduct as it affected the reputation of the University to which they belonged.

It is a matter of common knowledge that before the entry of the United States into the war wide differences of opinion as to the proper policies for the Government to adopt found expression throughout the country. These differences were reflected in the membership and life of Columbia University as in those of many other universities and associations of men and women. However unwise or harmful some of these opinions were thought to be, the right to hold and to express them was nevertheless a part of that civil liberty which it is the glory of the American people to have defined and protected. When the United States entered the war, however, conditions sharply changed, and in the interest of the public safety what had been tolerated before became intolerable then. At the formal suggestion of a representative group of University teachers, the President took occasion clearly to define the attitude of the University in this regard when

speaking to the alumni on Commencement Day, June 6, 1917. He then used the following language:

So long as national policies were in debate, we gave complete freedom, as is our wont and as becomes a university, freedom of assembly, freedom of speech, and freedom of publication to all members of the University who in lawful and decent ways might wish to inform and to guide public policy. Wrong-headedness and folly we might deplore, but we are bound to tolerate. So soon, however, as the nation spoke by the Congress and by the President, declaring that it would volunteer as one man for the protection and defense of civil liberty and self-government, conditions sharply changed. What had been tolerated before became intolerable now. What had been wrongheadedness was now sedition. What had been folly was now treason. In your presence, I speak by authority for the whole University—for my colleagues of the trustees and for my colleagues of the faculties—when I say, with all possible emphasis, that there is and will be no place in Columbia University, either on the rolls of its faculties or on the rolls of its students, for any person who opposes or who counsels opposition to the effective enforcement of the laws of the United States, or who acts, speaks or writes treason. The separation of any such person from Columbia University will be as speedy as the discovery of his offense. This is the University's last and only word of warning to any among us, if such there be, who are not with whole heart and mind and strength committed to fight with us to make the world safe for democracy.

Subsequently, under date of September 19, 1917, the President received a formal communication signed by eight of the most important and distinguished Professors in the University, stating that they were

very much distressed at the discredit which has been brought to the fair name of Columbia University and of those engaged in its service, through the action of Professor J. M. Cattell and Dr. H. W. Dana. The newspaper reports of the activities

of these men have occasioned us much embarrassment and lessened the power of our work and our influence in this national crisis.

In our opinion Columbia has been placed before the country in a false position by these men, and loyal members of its staff have been humiliated. For years to come the opinion in the public mind which these men have created will cause us to suffer.

We are also anxious that our students shall be surrounded by those influences which, while encouraging vigorous independent thought, at the same time develop unquestioned loyalty to our country.

We pray, therefore, for immediate relief and the safeguarding of our name as members of the Faculty of Columbia University.

Inquiry developed the fact that the newspaper reports to which these petitioners referred were correct in substance, and therefore, having direct reference to his public declaration on June 6 preceding, the President made to the Trustees the only recommendation that was possible in the premises unless the emphatic declaration of Commencement Day was to be treated as *vox et praeterea nihil*.

That the action by the Trustees just recorded, most necessary for the preservation of the University's integrity and reputation, would be misrepresented and unjustly attacked, was easy to foresee. These misrepresentations gave occasion, however, for a report to the Trustees on the real facts as to the relations between the Trustees of Columbia University and the teaching staff, made by a special committee under date of February 4, 1918, which is so illuminating and convincing as to justify its reproduction here:

For some time past there has been evidence that serious misapprehension exists, both within and without the Univer-

Relations between
Teachers and Trustees

sity, concerning the actual facts of its organization and administration. There has been gross misrepresentation of the methods and policies of the Trustees and of the relation which exists between the Trustees and the teaching staff. Numerous misstatements regarding these policies and these relations have found currency. Your Committee are of the opinion that the University cannot, in justice to itself, to its teachers, or to its alumni, allow such misrepresentations and misstatements to pass uncontradicted. It is therefore appropriate to review at this time the facts concerning the educational administration of the University as shown by the official records.

EDUCATIONAL ADMINISTRATION

The present policy of the University in regard to matters of educational administration was determined upon in 1887. After long and careful study of the problems involved, the Trustees in that year adopted a report which recommended placing in the hands of the teaching staff the responsibility for the conduct of the College and the several Schools which then comprised the University, subject only to the reserved power of control by the Trustees. The acceptance of this report was followed by the adoption of amended statutes putting this policy into effect, which became University law on July 1, 1887. Subsequently, in 1890, the University Council was established as an advisory body, and in 1892 it was enlarged and reorganized with clearly defined and extensive powers. A few years later the University statutes were farther amended so as to confer upon the Council more specific and still more extensive powers over the educational administration of the University, and to provide that such exercise of power should be final unless it were disapproved by the Trustees at the meeting at which it was reported, or at the next succeeding meeting. No such action by the Council has ever been disapproved by the Trustees, and in but a single instance since 1892 have the Trustees declined to act favorably upon recommendations of the Council. That one instance related to a

proposal, made in 1911, to establish in the University the new degree of Doctor Juris.

APPOINTMENTS

In twenty-five years the Trustees have made no appointments to the teaching staff—save in two instances where the donors of new endowments requested a particular appointment and submitted satisfactory evidence as to the competence of the persons named—except upon the recommendation of members of the Departments immediately concerned and best qualified to judge as to the relative fitness of candidates. No appointment or promotion has been made, and none withheld (if funds were available), save for reasons of scholarship and teaching power. Appointments to all academic grades below that of assistant professor are made by the Faculties, subject to formal confirmation by the Trustees. In no case has any such appointment by a Faculty failed of confirmation, although these appointments number several hundred annually. In only one case has the Committee on Education indicated its unwillingness to recommend the confirmation of a junior teaching officer whose term was about to expire, should the Faculty reappoint him. The Committee reached this conclusion after an interview with the person affected.

THE BUDGET

In preparing the recommendations for the annual Budget, involving as they do increases of compensation, establishment of new teaching positions, additions to or changes in departmental appropriations, and other similar matters, the Committee on Education uniformly act on the written recommendations of the various Departments of instruction and those of the Committees on Instruction of the several Faculties. In addition, representatives of the teaching staff—sometimes as many as forty or fifty in a single year—meet in more or less prolonged conference with the Committee on Education, in order to discuss proposals affecting the Budget in which they are particularly interested, or of which they have special

knowledge. For many years past it has been the aim and the policy of the Committee on Education to approve as many of the recommendations submitted to them by the Departments of instruction and by the Committees on Instruction of the several Faculties as the funds at the disposal of the Trustees would justify.

DISMISSALS

In the whole history of the University dismissals from the University of a member of the teaching staff have been but six in number; and the record shows that in all of these cases but one the judgment and opinion of representative members of the teaching staff were before the Trustees as an important element in affecting their action. In the one exceptional case the reasons for action had no reference to the academic work or relations of the person concerned.

The power of removal has been exercised by the Trustees only in these very rare instances, and then only after full investigation and (save in the one case above mentioned) consultation with members of the Faculties. In each case there had been a state of facts which in the judgment of the Trustees rendered such action imperative.

In view of these facts there can be no ground for apprehension on the part of anyone that the charter powers of the Trustees will be arbitrarily exercised.

RELATION BETWEEN TRUSTEES AND TEACHERS

In respect to the mutual relation existing between the Trustees and the teaching staff, the Trustees have always recognized that the relation between Trustees and teachers is not the usual one of employer and employee, but one of cooperation in a common cause, which cooperation rests on mutual confidence. In the case of all appointments, but more particularly in appointments to professorships where members of the Faculties have had communication with the appointee, and so have established personal relations with him, the action of the Trustees in making the appointment is based upon the belief that the person is worthy of the confidence which is

reposed in him. This belief presupposes that the appointee is a gentleman and a man of character; that he is competent to teach his subject or to direct research in it; that he will teach that particular subject to the best of his ability and in his teaching not deal with matters wholly unrelated to that subject; and, finally, that he will recognize his fealty to the University, and will make his duty to the University a first consideration in all his action. While no pledge is asked or desired of new appointees, we regard the obligation of the appointee to meet these conditions and to live up to them as no less real or imperative than if he were formally bound. The relationship thus created becomes one of mutual confidence, and relying upon this the Trustees place the reputation of the University to no inconsiderable degree in the hands of each new appointee to the teaching staff. A relation of this kind must necessarily terminate when this mutual confidence ceases to exist, or when the conduct or utterances of any academic officer, either within or without the University, imperil its influence or reputation or are inconsistent with his implied pledge in accepting appointment. That this obligation does not involve any restraint upon the freedom of the teacher to carry on his investigations or to teach his subject as he chooses, and freely to express his own individual views in regard thereto, is evidenced by the fact that in the whole history of Columbia University there is no instance where the Trustees have ever subjected any teacher to restraint or discipline by reason of his class-room teaching. The Trustees have more than once been urged by other members of the University, by alumni, by parents of students, and by the public press, to take action of this character, but they have never done so. Yet ultimate decision as to whether the influence of a given teacher is injurious to private morals or dangerous to public order and security, is one which the Trustees may neither shirk nor share nor delegate. We fully concur in the opinion expressed by the President in his Annual Report for 1910 that academic freedom imposes academic responsibility, and that there are distinct limitations upon academic freedom which should be self-imposed, namely, "the limitations imposed by common

morality, common sense, common loyalty, and a decent respect for the opinions of mankind."

The records of the past are equally conclusive as to the respect which has been shown by the Trustees for the security of the tenure of office of academic teachers. In no university in the world has such tenure been more fully assured than at Columbia. It has only been when acts of disloyalty, immorality, or neglect or refusal in performance of duty, have compelled action, that such tenure has been terminated without the consent of the officer affected. The fact that instances of such action have been so few proves that the confidence which the Trustees have placed in the Faculties has been amply justified. Your Committees are of opinion that in regard to the very rare cases of removal from office, as well as in regard to all new appointments, the views of those members of the teaching staff who are most competent to form a judgment in any given case should continue to be secured, and followed whenever possible.

At the same time, and as a result of a number of conferences between a Committee of the Trustees and representatives of the teaching staff, the Trustees took important action to make more formal and more representative the agency for consultation on behalf of the teaching staff with the Trustees or any of their committees. The following extract from the Report made to the Trustees on February 4, 1918, by their special committee on this subject, will show precisely what was done and the reason for it:

The greatly increased size of the University and the complexity of its organization have made it desirable to create a new instrument or agency for cooperation on the part of the teaching staff, to the end that every member of the University may be constantly impressed with a sense of his responsibility as an individual, not merely for the care of a particular school or department, but for the welfare and efficiency of the University as a whole.

In order to effect this purpose and to carry out this policy it is now proposed:

1. To enlarge the advisory powers of the Council by adding to Chapter 2, Section 13, of the Statutes, a new paragraph as follows:
 - c.* To consider any question that may arise as to the conduct or efficiency of any officer of administration or instruction, and to report thereon to the Trustees through the President.

Under the existing provisions of the Statutes, Section 13*b*, the Council has very large powers of which it has in the past made very little use. The authority conferred by the proposed new paragraph *c* would, taken in connection with the powers already possessed by the Council, give that body specific authority to initiate action regarding the conduct or efficiency of any officer of administration or instruction.

2. To recommend to the Council that the Committee constituted by it be given authority to represent the Council, and when desirable to act for it, in all matters covered by the provisions of the Statutes, Section 13, paragraphs *b* and (as proposed) *c*.
3. To recommend that the Trustees request the Committee on Education, whenever it shall have under consideration any action terminating the service of a member of the teaching staff of the University of professorial grade, to confer with the Committee appointed by the University Council before recommending action by the Trustees.

The aim of the conferences provided for in the above recommendations would always be not merely to consider appropriate action in regard to some specific policy or incident, but also to unite the Faculties and the Trustees in the closest and most effective cooperation for the advancement of the University's usefulness and for the protection of its influence and good name.

So soon as these recommendations became effective, the University Council elected a Committee of Conference,

consisting of the President of the University and six members of the teaching staff, to act for the Council and to represent the teaching staff in the manner and for the purposes above described. In this way the Trustees continued and extended, as a definite part of the University's administrative policy, modes of procedure which had been informally established for a generation past. There is every reason to believe that the Committee of Conference which since its appointment has stood in closest relations to the work of the Trustees' Committee on Education, will be a useful and fortunate addition to the University's administrative system.

For the carrying on of the administrative work of the University, and for the care of its libraries, laboratories, buildings, and grounds, the cooperation is needed of many hundreds of men and women who are academic servants without being academic officers in the ordinary

The University
as a Model
Employer

sense. The work of some of these servants is relatively simple and unskilled, while the work of others is highly responsible and involves no inconsiderable technical knowledge and training. In the case of all such persons experience and long service are of marked value to the University and contribute greatly to the comfort and convenience of those who carry on its strictly educational work. It has been the aim and the wish of the University to treat these University servants who are not University officers with the consideration which they so fully deserve; but the financial limitations that have pressed so hardly upon the Trustees, particularly in recent years, have made it impossible to put into effect some policies which have long since approved themselves to the general judgment. So soon as it can possibly be done, these academic servants should be formally placed upon a wage scale which, as in

the case of instructors, stands in direct relationship to the length of their successful service. Either under a group system of insurance or otherwise, they should be provided by the University with financial protection against disability and old age. The hours and conditions of their labor should be, as they now almost always are, the most favorable that circumstances will permit. Some such servants have been on the rolls of the University for considerably more than a quarter of a century, and their pride in the University's reputation and accomplishment is often quite as keen as that of those who guide and carry on the University's educational work. It binds this staff of servants to the University by hooks of steel to make them feel that their work and their loyalty are fully appreciated, and that the University extends to them, as a necessary part of its great and complex organization, the fullest consideration and every possible protection.

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

Deaths of
University
Officers On November 26, 1917, Franklin Matthews, A.B., Associate Professor of Journalism, in the sixtieth year of his age.

On December 13, 1917, George W. Botsford, Ph. D., Professor of History, in the fifty-sixth year of his age.

On December 29, 1917, Helen Kinne, Professor of Household Arts Education in Teachers College, in the fifty-seventh year of her age.

On January 31, 1918, Gen. Horace W. Carpentier, A.B., a Trustee of the University since 1906, and one of its most munificent benefactors, in the ninety-fourth year of his age.

On February 9, 1918, James R. Wheeler, LL.D., Professor of Greek Archæology and Art, in the fifty-ninth year of his age.

On March 1, 1918, Arthur H. Elliott, Ph.D., a Trustee of the College of Pharmacy and Professor Emeritus of Chemistry and Physics in the College of Pharmacy, in the sixty-seventh year of his age.

On May 14, 1918, Frederick R. Hutton, Sc.D., Emeritus Professor of Mechanical Engineering, in the sixty-fifth year of his age.

On June 2, 1918, Charles C. Trowbridge, Sc.D., Assistant Professor of Physics, in the forty-ninth year of his age.

On June 12, 1918, Silas B. Brownell, LL.D., a Trustee of Barnard College since 1889 and Chairman of the Board since 1904, in the eighty-eighth year of his age.

On September 11, 1918, Herbert L. Osgood, LL.D., Professor of History, in the sixty-fourth year of his age.

On October 16, 1918, Charles P. Warren, A.M., Assistant Professor of Architecture, in the fiftieth year of his age.

On October 19, 1918, Walter Franklin Chappell, M.D., Professor of Clinical Laryngology, in the sixty-third year of his age.

On October 22, 1918, Edwin B. Cragin, M.D., Professor of Obstetrics and Gynecology, in the fifty-ninth year of his age.

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

THE SITE

	Square Feet	Acres
A. 1. At Morningside Heights		
Green and Quadrangle	734,183.08	16.85
South Field	359,341.15	8.25
East Field	90,824.85	2.08
Deutsches Haus	1,809.50	.0414
Maison Française	1,809.50	.0414
Residence of the Dean of the College	1,809.50	.0414
Residence of the Chaplain	1,809.50	.0414
	1,191,587.08	27.3456
2. At West 59th Street	75,312.38	1.73
	1,266,899.46	29.0756
B. Barnard College	177,466.60	4.07
C. Teachers College		
1. At 120th Street	153,898.00	3.53
2. At Speyer School	4,916.66	.112
3. At Van Cortlandt Park	575,843.40	13.22
	734,658.06	16.862
D. College of Pharmacy	7,515.62	.172
<i>Grand Total in New York City</i>	2,186,539.74	50.1796
E. Camp Columbia, Morris, Conn.		585.3
<i>Total</i>		635.4796

TEACHING STAFF

Teaching Staff	Columbia University	Barnard College	Teachers College ¹	College of Pharmacy	Total ²	
					1917	1918
Professors	179	21	24	5	180	179
Associate Professors	55	13	8	3	56	55
Assistant Professors	116	5	29	..	113	116
Clinical Professors	25	..	..	..	26	25
Associates	53	5	10	..	58	63
Instructors	229	17	82	6	280	317
Curators	2	..	..	..	3	2
Lecturers	40	13	27	..	72	67
Assistants	78	9	35	4	128	117
Clinical Assistants	106	..	..	..	108	106
<i>Total</i>	883	83	215	18	1,024	1,047
Administrative officers, not enumerated above as teachers	36	11	18	3	50	51
Emeritus and retired officers	30	..	2	2	27	30
<i>Total</i>	949	94	235	23	1101	1128

¹ Excluding the Horace Mann School.

² Excluding duplicates. Extension Teaching officers not included.

The total enrolment of students at the Winter, Spring, and Summer Sessions, as compared with that for the year 1916-1917, was as follows:

STUDENT BODY

				<i>Gain</i>	<i>Loss</i>
Columbia College	1,315				138
Mines, Engineering and Chemistry	81				195
Law	219				255
Medicine	554			103	
Political Science, Philosophy and Pure Science	1,052				306
Architecture	39				51
Journalism	76				79
Business	77			16	99
Unclassified University Students	107				
Summer Session (1916)	6,144				1,879
<i>Total (excluding 538 duplicates)</i>	9,126			119	3,002
Barnard College	697				37
Teachers College:					
Education	1,078				
Practical Arts	<u>1,307</u>				
	2,385				59
College of Pharmacy	524			96	
	12,732			215	3,098
Less Double Registration	390				
<i>Net Total</i>	12,342				2,883
Extension Teaching (excluding 1,454 duplicates)	5,262				106
Special Classes (brief courses be- stowing no general University privileges and carrying no aca- demic credit)		2,057			228
<i>Grand Net Total receiving in- struction from the University</i>	17,604	2,057	19,661		3,217

DEGREES CONFERRED

During the academic year 1917-1918, 1,625 degrees and 479 diplomas were conferred, as follows:

COLUMBIA COLLEGE:		SCHOOL OF JOURNALISM:	
Bachelor of Arts	136	Bachelor of Literature . . .	<u>19</u>
Bachelor of Science	76		19
Bachelor of Arts Certificate for Academic Record and National Service	<u>58</u>	SCHOOL OF BUSINESS:	
	270	Bachelor of Science	4
		Master of Science	<u>7</u>
			11
BARNARD COLLEGE:		COLLEGE OF PHARMACY:	
Bachelor of Arts	142	Pharmaceutical Chemist . .	6
Bachelor of Science	<u>15</u>	Bachelor of Science	<u>0</u>
	157		6
FACULTY OF LAW:		FACULTIES OF POLITICAL SCI- ENCE, PHILOSOPHY AND PURE SCIENCE:	
Bachelor of Laws	54	Master of Arts	281
Master of Laws	<u>3</u>	Doctor of Philosophy	<u>83</u>
	57		364
FACULTY OF MEDICINE:		FACULTY OF TEACHERS COLLEGE:	
Doctor of Medicine	<u>118</u>	Master of Arts	306
	118	Bachelor of Science	345
FACULTY OF APPLIED SCIENCE:		Master of Science	4
Engineer of Mines	9	Bachelor's Diploma	226
Metallurgical Engineer . . .	1	Master's Diploma	187
Civil Engineer	8	Doctor's Diploma	<u>7</u>
Electrical Engineer	3		1,075
Mechanical Engineer	0	<i>Total Degrees and Diplomas</i>	
Chemical Engineer	3	<i>granted</i>	2,104
Chemist	0	<i>Number of individuals re-</i>	
Master of Science	<u>1</u>	<i>ceiving them</i>	1,702
	25	COLLEGE OF PHARMACY:	
SCHOOL OF ARCHITECTURE:		Graduate in Pharmacy . . .	<u>120</u>
Bachelor of Architecture . .	1		120
Master of Science	0	HONORARY DEGREES:	
Certificate of Proficiency in Architecture	<u>1</u>		10
	2		10

NICHOLAS MURRAY BUTLER

President

November 4, 1918

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor to present the following report as Acting Dean of Columbia College for the academic year 1917-1918.

Throughout the year which has just closed the relation of the College work to the national need has dominated every problem and situation having to do with Columbia College. The College opened in September, 1917, with 1185 students, or 8.4 per cent fewer than at the corresponding time the previous year. Of these 139 withdrew during the first session, at least 90 of whom have since gone into some branch of national service. The February registration of new students was 130 as against 159 of last year, making the total registration 9.5 per cent lower than for the academic year of 1916-1917. During the second session 170 men withdrew, at least 125 of whom have entered some form of service.

Students who interrupt their course in Columbia College to enter National Service either under enlistment or selective draft, receive a leave of absence from College for a year, at the expiration of which they are urged to ask for a renewal if their service continues. In case the time comes when a man normally would have graduated before he is discharged from service, he is eligible for a Bachelor of Arts Certificate by reason of academic credit and national service, which automatically enrolls him with his class among the graduates of the College, bestows on him all the rights and privileges of a graduate except those which depend upon the successful completion of some specific course of study. By this procedure all the honor which it is

possible for the College truthfully to confer on its students who go into service is bestowed upon them. It would be unwise in the extreme to give the regular degree to a student who, for example, is looking forward to engineering, thus certifying to him and to the world that he has reached a certain stage in his scholarly preparation for his professional work which in truth he is far from having attained. If the College degree were merely a matter of sentiment there would be no reason for withholding it from men who leave college for the war. Since such is not the fact, it is believed that the usage inaugurated at Columbia gives honor abundantly where honor is due, and academic credit where it has been earned.

Certain departments of instruction have suffered severely through the loss of instructors who have left to enter service. The Department of History, of Philosophy, and of English have been particularly affected, having lost three, three, and five men respectively. Three out of four assistants to the Dean have left to take up work either in France or in this country.

Military training for College students has been in progress during the entire year, 295 students having availed themselves of the opportunity for such work. This training, which has consisted for the most part of open order drill supplemented by practice with dummy rifles, Military
Training has served several very excellent purposes. In the first place, it has given a quota of our students necessary training on the basis of which they have been admitted to the Reserve Officers' Training Camp at Camp Meade, and has been of material assistance to many others who are about to go into service. Furthermore, our experience of this year has indicated clearly the steps that must follow so that Columbia College may improve to the full the opportunity that is before her in the national emergency.

Between 500 and 600 of the students of Columbia College this year are looking forward to the profession of medicine or engineering and consequently are, in reality, training for national service in their chosen professions. The obligation is clear, to give the academic training which prepares these men

for their professional work in the most direct and expeditious manner consistent with thoroughness. To divert them to immediate military or naval service would be most unfortunate.

At the same time, if these men are to take their place in the arduous service for which they are preparing, a certain amount of physical and military training is one of the most important features of their work. Hence some plan for military training in the College which is not limited in scope to men preparing for the fighting branches of service is clearly indicated.

For men below draft age who look forward to enlistment in the Army or Navy, but who wish to use a year or more before being inducted into service, as complete a course of military practice and training must be provided as is practicable in the heart of New York City. This work should prepare them to enter upon the intensive training in the Reserve Officer's Training Camp which prepares men to take commissions.

These considerations point to a different method of organizing the military and naval work at Columbia from the one adopted by many colleges. Instead of a vertical division of the student body which practically segregates those taking the Arts course from those taking a course leading to national service, it has been deemed wise to adopt a horizontal section which for the academic year of 1918-1919 requires of every student who comes up to a certain physical standing, six hours of military training a week. Every man in College who is physically fit will be in uniform and under military discipline, and will take courses in Military Theory and Practice.

On the side of physical training, the experience of the European nations at war, especially the French, in replacing the old-time calisthenics and exercises which developed muscular strength, by games and exercises which also encourage alertness, speed, and ability to use the body effectively, will afford principles on which the work will be planned.

It is expected that as a result of this training, about twenty-five per cent of the student body which would not at the beginning of the course be able to pass the physical examination required by the army, will be so improved physically that

they will be able to qualify at the end of the year. Hence it is hoped that Columbia will not only be preparing men for service but will actually be increasing the number of eligibles.

The military training will be under the charge of Colonel John P. Finley, who has been designated as Commandant of the Student Army Training Corps at Columbia.

It has been the explicit aim of the Committee on Instruction to propose a plan which will not only prepare men for the best service of which they are capable during the war, but to preserve the fabric and structure of the College in order that such service as Columbia can perform both now and in the future, she may be prepared to enter upon effectively. It would be very easy to devise plans for the immediate training of our students which would so derange the organization and administration of the College as to render it very difficult to resume the normal functions of the institution when it might become necessary to do so. Although the seriousness of the emergency may render such a course imperative at a later time, a careful study of the situation as it faces us now indicates that Columbia College will fulfil its immediate as well as its more remote responsibility more fully by carrying out the plan indicated.

Entirely apart from the aspects of the foregoing proposal which have to do with the national emergency, it should be observed that an opportunity will be afforded to watch the effect of required military discipline and physical training on the students of Columbia College. The results will be awaited with the keenest interest and it is not impossible that they may be of permanent significance.

It is interesting to note that since the close of the academic year, 1917-1918, the Department of War has authorized the organization of the Student Army Training Corps for the preliminary training of men for the Medical and Engineering services, and of officers for all arms of the service. It is very fortunate that this organization is based on the same principles, and requires almost exactly the same kind and amount of instruction that had been provided for Columbia College, thus making any serious change in our plan unnecessary.

It is expected that the very effective work in naval training and practice carried on during 1917-1918 on the U.S.S. *Newport*, will be continued and considerably enlarged during the coming year. The men who elect this work devote three full days a week to it, the balance of their time being given to regular college courses. It is a pleasure to report that those who completed the course during the year 1917-1918 and who went forward to the examination for ensign, were uniformly successful.

During the month of March, a War Activities Board was organized in Columbia, consisting partly of students and partly of members of the staff. Under the active leadership of Professor E. E. Agger, about 125 positions for the summer have been found in farming, ship-building, machine shops, areoplane factories, and many other occupations. Most of the students taking positions expect to return to College in the fall. In addition, at least 200 students engaged in voluntary patriotic work during the Spring Session, many of whom were placed by the War Activities Board.

At the earnest solicitation of the Municipal Committee on the Third Liberty Loan, the formidable task of preparing a card catalogue of all residents of Manhattan Island between the ages of eighteen and fifty for the use of the Committee, was undertaken. Thanks to the cordial and enthusiastic support of Barnard College, the Department of Extension Teaching, and students of Furnald Hall, over 1,300,000 cards were prepared, of which the students of Columbia College copied 600,000. I have learned that this file was of material assistance to the Committee in conducting the drive last Spring and will be of great service to similar committees in subsequent Liberty Bond campaigns.

In comparison with problems having direct bearing on the war, questions of college policy and academic adjustment seem trivial. At the same time, the year has not been without its significant accomplishment in this direction. With the growth in the number and diversity of aim of the professional schools of the University, a situation of great complexity and

difficulty has for some years faced the College. The arrangements with the Schools of Law and of Medicine have for some years been in stable equilibrium although the varieties of professional option, especially for students looking forward to medicine, have been so complicated that all of the ramifications of the rules governing them are probably thoroughly familiar to no more than two or three officers of the University.

With the Schools of Mines, Engineering, and Chemistry, there has been no policy of a combined course since they became graduate schools. The original plan which involved the completion of the entire requirement for the college degree and for admission to these schools in three years has been given a thorough trial and although a fair number of students have been able to accomplish the task, it has become evident that the severe character of the work, demanded from the student body a combination of ability, zeal, and freedom from financial pressure which does not exist in sufficient quantities to furnish material for a flourishing graduate school in applied science. A series of conferences between the Committees on Instruction of the College and the School of Applied Science held some months ago has resulted in the formulation of a combined course in which the order of certain pre-engineering subjects has been modified slightly and certain requirements for admission to the Schools of Mines, Engineering, and Chemistry have been waived, so that a student can now pursue a reasonable program for three years, at the end of which he is ready to take up his professional engineering studies and look forward to the award of a college degree at the expiration of his first year of professional study.

Combined courses have also been worked out with the co-operation of the Schools of Architecture, Journalism, and Business, resulting in a policy of professional option which is, at the same time, simple of statement and without complication in administration. This policy is stated as follows:

A student who has received ninety-four points in Columbia College, including all work prescribed for the degree, and who has satisfied the requirements for admission to a professional school, may enter that school and receive his degree from the

College on the satisfactory completion of one year of professional study.

Under no other circumstances can a student taking a combined course receive a degree from Columbia College. If, however, a student has completed a specified amount of College work which varies slightly for the different professional schools, and can satisfy the requirements for admission, he may enter certain of them and receive a baccalaureate degree from the professional school of his choice at the end of two years.

This clarification of the relations between the College and the Professional Schools, together with the appointment of a special faculty advisor for each of the various groups of students looking forward to these schools, renders the problem of preparing men for the professions much simpler both for student and for the teaching staff.

The study of the relation of Columbia College to the professional schools is not far removed from that of the relation of the College to the public in the city and the nation. In the old days the boy of serious purpose who went to college usually did so because he expected to enter one of the learned professions. More recently many young men of scholarly temperament have been attracted by a college education, who wish to cultivate their natural interest in things of the mind without any specific plan for future work. This latter class is the joy of the college teacher, for whom nothing is more worth while than to assist a good mind in discovering and orienting itself. A college made up largely of these types of students is a relatively simple group and presents the problems of the traditional American college which have been worked out by a hundred institutions each in its own way. During recent years it has become increasingly clear that Columbia College, although it contains, and it is hoped will always contain, a large body of the traditional college material, faces conditions which most colleges do not meet. We cannot shut our eyes to the fact that Columbia College is not surrounded by green fields and mountains, as are many of the colleges of the country, but is in the midst of the metropolis, and, if she lives up to her oppor-

tunity will attempt to assist in the intellectual training of men for a diversity of callings and a variety of demands which founders of the traditional college never contemplated.

There is an increasing number of young men of good mind, serious purpose, and definite ambition who enter Columbia, not as an institution at which they may live and develop and after a few years of the maturing process take up the work for which they may by that time be fitted, but who come to Morningside Heights at nine o'clock in the morning determined to progress one day further toward some specific goal which never leaves their horizon. They have no use for college affairs and regard Columbia less as an Alma Mater than as a *Efficiens Pater*.

As a group, these men have no time or interest to devote to the extra-curricular activities of the College and for them college spirit is a thing to be observed rather than experienced. Not only is this type of student loosely attached to the College by physical ties, but he is likely to be irregular in a variety of ways. He is of the kind who wishes to complete his college residence in the shortest possible time, and makes use of the Summer Session and Extension Teaching in order to get on more rapidly. In addition, the variety of ambitions and plans for future work which are found among members of this group renders it quite unhomogeneous.

That the foregoing class of men should be able to find opportunity to advance toward their goal through work at Columbia, and that they should receive academic recognition for a sufficient amount and quality of accomplishment in the form of an appropriate degree seems clear. It is, however, a very grave question whether they can be taken care of in Columbia College without annihilating the spirit and coherence of the College as we have known it.

It is my belief that the time has come when it is imperative to bring about a separation of the undergraduates into two colleges, one of which shall retain the name, the traditions, and the aims of Columbia College. This group should consist of men who propose to continue their College residence

Residence College and
University College

at least three years, and who form a compact and homogeneous body of students who can live, eat, and think together with all of the advantages that come from such an experience. The other group consisting of men who plan to remain in college only two years or who enter in advance standing from other institutions and do not find it convenient to take the specific courses required for a degree in Columbia College, would constitute the nucleus of the new college which should have its own degree and so far as practicable, be distinct both physically and academically from Columbia College.

The question relating to this large problem has been under consideration by the Committee on Instruction during the entire year which has past and will probably furnish the chief topic for Committee and Faculty action during the coming year, unless the exigencies of the war absorb all of our energy.

During the past year the ordinary routine of College work has been marked by a strange combination of seriousness and detachment on the part of the students. Courage of the very highest type has been exercised by many a high spirited young man who would enlist without a moment's hesitation, if he were not convinced that his field of greatest service lay in continuing his preparation for engineering or medicine. On the whole, the academic work of the College has been good. Problems of discipline have been so few as to be negligible and the spirit of the college has been excellent notwithstanding the departure of many of the leaders of undergraduate affairs.

I cannot close this report without giving expression to my feeling of deep appreciation of the cordiality and spirit of cooperation which has been extended to me throughout the year by every one with whom I have come in contact and without which it would have been impossible for me to carry forward the duties of the office so unexpectedly placed upon me.

Respectfully submitted

HERBERT E. HAWKES

Dean

June 30, 1918

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor to present the Annual Report for the Law School for the academic year ending June 30, 1918.

Registration The registration for the year was as follows:

Candidates for the degree of Master of Laws	7
Third year—Class of 1918	56
Second year—Class of 1919	68
First year—Class of 1920	77
Non-matriculated students	32
	<hr/>
<i>Total</i>	240
Summer Session 1917	72
	<hr/>
	312
Less duplications	19
	<hr/>
<i>Grand Total</i>	293

The overshadowing influence in the Law School history for the year has been the world war which has claimed the service of the young manhood of the nation. Our graduating class on Commencement Day numbered only 54, and of these more than half had already entered the government service or had pledged themselves to enter it following their graduation. During the year our students have been steadily leaving, in response to the draft, or to enlist in the military or naval service of the United States. So far as possible a record has been kept of all students in the Law School who since the entry of the United States into the war have entered the service of the Government. There are no doubt a number of men in the service of

National
Service

whom we have no record, but the statistics which we have been able to verify indicate a participation in the war by our students which can but be most gratifying to all those who take pride in the loyalty of the school and its devotion to public duty.

Following are the statistics of war service for every class registered in the School since our entry into the war:

Class	Number in the Army	Number in the Navy	Number in Govern- ment Service Con- tributing Directly to the War	Total
1917	77	27	8	112
1918	72	17	11	100
1919	67	24	8	99
1920	19	10	3	32
Non-matriculants	16	3	1	20
<i>Total</i>	<u>251</u>	<u>81</u>	<u>31</u>	<u>363</u>

The smaller number of enlistments from the Class of 1920 is due to the fact that this class entered the School after the declaration of war, and consequently numbered only seventy-seven men at the opening of the academic year.

Of the 530 students registered in the school at the outbreak of the war, 64.5 per cent. are known to have entered the government service and thus to have made their direct contribution to our war effort. Four have given their lives in the service of their country, and their names are the first to appear on the roll of those who have won imperishable honor and the undying gratitude of their fellow countrymen.

Lieutenant Wilmer E. Herr of the Class of 1919 was killed in action in France on March 8, 1918.

Sergeant Gilroy Mulqueen of the Class of 1919 died in service at Camp Upton in December, 1917.

Spencer Williams of the Class of 1919 was killed in an airplane accident at San Antonio, Texas, in 1918.

Lieutenant J. Clovis Smith of the Class of 1918 died from the effects of a gas attack at Cantigny, France, on June 22, 1918.

All of these young men were of brilliant promise. First among those to respond to their country's call, they were the

first among them to make the supreme sacrifice to loyalty and duty.

Serious as are such inroads upon our student body, and regrettable as is the effect on the work of the School, one cannot but take a solemn pride in such a splendid record of service and pay the tribute of an increased respect to a system of intellectual training which inspires such a spontaneous response to the call to support national justice and right.

Significant as it is, this service record indicates but imperfectly the profound influence which the war is exerting on the intellectual life and work of the School. It is inevitable that the stress and anxieties caused by the war and the constant draft upon our numbers should affect adversely our educational work, but these influences have in no small measure been compensated for by the strengthened determination of students and faculty alike to make the most of our educational opportunities however adverse the conditions. It is the common experience for our students to continue with their daily work until the very day of their enlistment, and they take their departure with the announced intention of returning to complete their Law School course as soon as war conditions will permit. Our lectures have gone on without interruption, and more extra lectures have been given by the various instructors and fully attended by their classes than has been the case at any time in the previous history of the School.

There is perhaps no better indication of the spirit which has actuated our students than the record of the Columbia Law *Review* during the past year. In the fifteen months following our Declaration of War, four successive Editors-in-Chief of the *Review* and seventeen editors have resigned from their positions in order to enter the service of their country. Notwithstanding this continually recurring disorganization of the board, the *Review* has made its appearance with promptness and regularity, and its editorial work has at no time reflected greater credit on its editors and the School than it has during the past year.

Work of
the Year

Law Review

Unfortunately, the finances of the *Review* are not in satisfactory condition. War conditions have greatly diminished the subscription list both in and out of the School, while the cost of publication has mounted higher with each succeeding issue. Regrettable as would be such an outcome, the time is not far distant when the Trustees of the *Review* will have to contemplate suspending the publication for the period of the war unless ways and means can be found for increasing the financial resources. Certainly no University publication has done more to reflect the thoroughness and soundness of Columbia scholarship, or has brought greater credit to the University as a whole than the *Columbia Law Review*, and I cannot believe that with the facts known to our alumni and friends, adequate financial support will be long withheld from it.

With many law schools of the country suspending or very much curtailing their work, and with all suffering a serious loss in attendance, it is inevitable that there should be a lowering of standards and some loss in the great advance made in legal education during the last twenty years. The signs are not wanting that the educational world is already entering on a period characterized by entrance requirements and other standards which are not lived up to, and of paper programs not carried out. The obligation to maintain educational and professional standards is increased rather than diminished by the war, and the professional school especially should direct its efforts mainly toward holding fast to existing standards and thus maintain itself in a position to make its contribution to the work of reconstruction which will come with peace.

An immediate problem which has a bearing on the maintenance of standards is that of allowing credit for War Service in lieu of the successful completion of the prescribed course of law study. The New York Court of Appeals, by an order published May 10, 1918, authorized the Board of Bar Examiners to give not exceeding one year of credit for service in the armed forces of the United States, in lieu of a like period of the prescribed course of law study, to students in approved law schools, provided similar credit is given to them by their

respective schools in lieu of the work required for the award of the law degree.

Availing of this privilege, some schools in this state have given a full year of credit to their registered students entering the military or naval service of the United States, regardless of the actual proportion of the academic year spent in law study. It has seemed to the Faculty of Law, however, that the order should be availed of only so far as is needful to avoid unnecessary hardship and inconvenience to those who have entered the service, and not as a basis for certifying to attainments which the student does not actually possess.

The school has therefore consistently followed the policy established last year of giving credit without examination to students entering the military or naval service only in those cases where the student is in good standing without conditions, when he has substantially completed the work for which credit is claimed, and when he has previously spent a full academic year in the school or will be required hereafter to spend a full year in the school before receiving his degree. The advantage of this arrangement is that so far as possible it frees the student who is entering the service from unnecessary embarrassments, without, however, making the false assumption that any other kind of study or experience is in any sense equivalent to law study in fitting a man for the practice of law.

We are fortunate in being able to maintain our curriculum for another year without change except that the Course in Agency which was omitted during the past Curriculum year will be offered to Second Year students by Professor Underhill Moore during the academic year 1918-1919.

In my annual report for 1916 I outlined a program for expanding the scope of law study and legal research in the University, and at various times I have made suggestions which, if carried into effect would increase the educational influence and effectiveness of our School of Law, and enable it to render greater public service. After the War Unfortunately, these proposals can be carried out only by

the expenditure of funds which, because of war conditions, are not now available. Proposals for expansion and increased activity of the School which lie close to the hearts of its teachers must therefore be postponed until more fortunate times.

With the resumption and expansion of the pursuits of peace which will come with the ending of the war, as we confidently expect that it will be ended, there will be an increase in the number of young men choosing law as a profession, and undoubtedly many of our students who have entered the service will return to complete their law course. When that time comes the School must be prepared with an adequate staff and equipment to meet whatever demands may be made upon it. We should then add at least one, possibly two, to our corps of instructors, and we should then begin the research work in comparative law and legislation to which reference has just been made.

In the meantime it is still possible for this and the other law schools of the country to exert their influence in the direction of law improvement. A real menace to legal education growing out of the war is the danger of loss of the impetus to law reform which had made such progress in the years just preceding the outbreak of the world war. That impetus had its origin in criticisms of our legal system and of the courts which in many respects were not well founded or intelligently directed. Nevertheless, they stimulated law students and law teachers to a more searching examination of our law which promised to be most fruitful in results.

It is to be expected that the absorption of all our energies and resourcefulness in the prosecution of the war should at least retard this development, but the responsibility still rests on the law schools of the country of carrying forward the essential work of intelligent constructive criticism of our legal system. I cannot refrain, however, from repeating what I have taken occasion to say more than once in earlier reports, that even more important than the content of our law is the training and moral and intellectual fitness of those who administer it. For no system of law, however perfect, can long

remain superior to the standards of those who administer it, and it is well to remember that the maintenance of sound educational standards and the raising of the standards of admission to the bar must lie at the basis of any plan for the fundamental improvement of our legal system. It is, therefore, obviously the first duty of the law schools of the country to resist the tendency toward lower standards of legal education and of admission to the bar. In this they should receive the cordial support and cooperation of the bar.

It is a hopeful sign that the American Bar Association at the last annual meeting voted to establish a Council of Legal Education with authority to classify the law schools of the country with respect to their standards of efficiency and equipment, and with power to study and report upon the condition of legal education. Similar action taken several years ago by the American Medical Association has had an important and far-reaching influence in improving the conditions of medical education in the United States and has been most effective in eliminating the 'box office' medical schools which have done so much to degrade the standard of the medical profession.

It is not altogether creditable to the legal profession that it has been so tardy in taking up a matter of such vital importance to the public interest, to say nothing of its own future standing and influence. That it has now taken this step encourages the belief that substantial progress may be made toward establishing higher standards of legal education and of admission to the bar which will receive the recognition and approval of the legal profession as a whole.

From time to time in these reports attention has been directed to the fact that the annual appropriations in the University Budget were quite inadequate for the proper maintenance and development of the Law Library. In the academic year 1912-1913 systematic efforts were made to raise a special Law Library fund with which to supplement the University appropriations. Through the generosity of Alumni and friends, gifts were made exceeding \$13,000 which have been gradually expended in making judiciously selected additions to our Library. During the

past five years more than 13,000 volumes have been added to our collection. As the fund was exhausted it became apparent that the Library could not be adequately maintained, to say nothing of properly expanding it, without securing additional financial support. In order that the situation might receive thorough study and a definite program for the future development of our library be adopted, the Faculty of Law authorized the appointment of a special library committee consisting of Mr. Hicks, the Law Librarian, Professor Abbott, Professor Underhill Moore, and the Dean. This committee has devoted itself during the winter and spring to making a thorough survey of the Law Library, the final results of which, embodied in preliminary reports, have been submitted for the consideration of the University Librarian and of the President and Trustees of the University. Without at this time repeating in detail these preliminary reports it will be sufficient to point out that a substantial amount in addition to the annual appropriation will be required to provide for the more important current additions and for minimum binding requirements, to say nothing of filling gaps in our collection and increasing our collection of text-books and treatises.

For the coming year this need can be met in part by a contribution made from the Carpentier fund. This provision, however, is only a temporary expedient, and the University must contemplate a permanently increased scale of expenditure for the purchase of law books if the Law Library is to meet the needs of the Law School, and keep pace with the development of the other better law libraries of the country.

Through the thoughtful assistance of some of our graduates we have established a case book loan library for the benefit of undergraduate students. The cost of purchasing the case books for classroom use constitutes a substantial item of the student's expense. The purpose of the loan library is to save this expense by lending to the needy student the requisite case books for the duration of his course. Students and graduates who do not intend to retain their case books for personal use are invited to donate them to the Law Library for this purpose.

The School has been most fortunate in being able to carry on the work in these trying times without loss of instructors or serious omission of courses. In these respects it has been quite exceptional among the Law Schools of the country. I cannot speak too highly of the spirit of loyalty and cooperation which has pervaded the work of the School on the part of Faculty and students alike.

Respectfully submitted

HARLAN F. STONE

Dean

June 30, 1918

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I beg leave to report on the affairs of the College of Physicians and Surgeons during the year ending June 30, 1918.

The most striking innovation at this college was the admission of women in September last on a par with the men students. It is perhaps too soon to draw any conclusions from the experience of a single year.

Admission
of Women

Eleven women in a total enrolment of 214 new students were admitted in the entering class. It is confidently believed that the admission of women will prove a success in medical education at Columbia, for the standing and work of these students is fully equal to that of any other group in the school.

A more important question is involved in the possible arbitrary limitation of numbers. Every one will agree that the number of students should be limited to the facilities for instruction. But the limitation of the development of a school, especially of a school in a large city, so that it shall not receive more than 400 students, for instance, is an entirely different question. Students of Medicine have begun to concentrate in large centers and are now coming to New York City in increasing numbers. The plans of this college have visualized the possibilities of a future development which should care for its share of these students, not by swamping any one clinical department with an overwhelming enrolment, but by duplicating the teaching equipment with a parallel department in the same or in another hospital whenever the admission of an additional educational student-unit makes such action necessary. It does not seem logical or right for a metropolitan university like Columbia to limit its student body in any arbitrary way.

Limitation
of Students

The admission of women will in no way diminish the number of men applicants for admission, and it is estimated that this innovation will automatically increase the number of students at the College by at least ten per cent.

New
Building

The large class entering last September was probably abnormally increased by the rush of some to begin Medicine before the new and increased admission requirements went into effect, of others to get into Medicine so as to be useful as physicians in Military Service as early as possible, and as already pointed out by the desire of others to study in New York City, and by the admission of women. There was no corresponding increase in the number of medical students throughout the whole country. Through the generosity of a considerable number of friends of the University, and of the Education of Women, a new addition has been built to the College buildings. These new facilities will furnish additional space for the laboratories in all the science subjects of the first two years, either in new quarters or by freeing space in the older buildings. A new teaching laboratory for Clinical Pathology, and new laboratories for the Departments of Surgery and of Neurology will find a place in addition to enlarged space for Physiology, Pathology, Bacteriology, Biological Chemistry and Pharmacology.

The managers of the Vanderbilt Clinic have been able to arrange for an increase in the facilities of the Clinic and are building an addition in the courtyard which will be devoted to the Dental Infirmary Service of the Clinic. The building will consist of two stories and a half basement. It is expected that the instruction in dentistry in Columbia can be concentrated there in a laboratory and dental infirmary combined.

Dental
Infirmary

The dental school is still organized under Extension Teaching, and cannot be considered as an independent academic unit as yet. Its curriculum has proved too advanced to attract many students. This is in no sense a criticism. The present curriculum in dentistry is based upon the fundamental idea that dentistry is a specialty of medicine. The student who presents himself for this course in

Dental
School

Columbia must have the same pre-medical sciences as the student of medicine. After completing his first year in medicine in the College of Physicians and Surgeons he begins the four-year curriculum in dentistry. During the first two years of that course he finishes all the work in medical sciences which is taken by the medical student during his second year and fulfils also the requirements for training in dentistry which is demanded of those skilled in that exacting profession.

The internal administration of the school has been improved by a further development of the system of class faculties. Each class faculty is made up of instructors who are giving the courses to the class over which it has jurisdiction. Whatever may be the experience and customs in other countries it is certain that the medical student in America is not a reliable judge either of the subject matter or of the sequence of work most efficient to his education. Freedom of learning in this sense is not fitted to bring out the best results in a subject like medicine, with its infinite number of new facts and its multiple detail of co-related sciences. The student of medicine needs constant supervision in his work and the personal direction of the individual teacher. The entire question of standing in scholarship and the initiative in discipline has been given to these faculties who act through their chairmen in close contact with the Dean. Several of these faculties have taken a broad point of view of their duties and have undertaken careful investigations of the general curriculum of studies, and have planned out new methods of instruction which will be of great help to the growth and efficiency of the College.

This system has given to the junior instructors serving on these faculties an increasing sympathy with and influence in the school and a needed personal interest in the individual student. It fills every requirement for giving to all teachers a share in shaping the future, and in building up the traditions of their institution. The lack of these interests has been urged against the oligarchical principle of government which is a necessary incident to the existence of a comparatively small governing faculty such as the existing body in the College of

Physicians and Surgeons. It is believed that the advantages of both plans will be secured by the organization of class faculties. The consequent decentralization of authority will compel a division of labor and secure an attention to detail which could be attained with difficulty in any large faculty whose deliberations might easily degenerate into either the cut and dried proceedings or the riotous assembly of a New England town meeting. The future students of this College will be given more and more, as this system grows by a healthy evolution, all the benefits of the preceptor system of education, and retain at the same time the high ideals of the University association.

The College adopted in 1915 a more stringent plan to determine the qualifications for a student to advance from one class to the next. Conditions in all subjects must be removed before entering upon the work of the next year. Conditions in more than one subject debar a student from a re-examination, and if he is to continue in the College he must repeat his year's work, not only in the subjects in which he failed, but in all the subjects of the year including those which he passed successfully. Only one such annual repetition is allowed during the course in the school. These regulations have been in force during the past two years and have added materially to improve the scholarship of the students. They are quite in accord with the rules adopted during the past year by the office of the Surgeon-General to control the status of the students who are members of the enlisted reserve corps of the medical department of the Army.

Beginning with the class entering next fall the curriculum of the College will require a fifth hospital year before granting the student his M.D. degree. Columbia has placed itself by this action on record in support of the theorem that every educational training is a problem for university study and control, and not one for state regulation exclusively. The addition to the curriculum of the medical schools of a fifth year devoted to an hospital internship has been demanded by the medical laws of some sixteen

states but the universities have been very backward in recognizing this training as part of their function in medical education. This attitude has been persisted in in spite of the fact that over ninety per cent. of the medical graduates of the country have added this hospital training voluntarily to their university course. Up to the present time only six universities have added this latest advance in educational methods to their course in medicine. The successful carrying out of this plan will require for the College of Physicians and Surgeons by the spring of 1922 an arrangement with a number of hospitals to care for the students who will have finished at that time four years of their course. The College already has an affiliation with a sufficient number of hospitals to warrant the undertaking now entered into. It only remains to formulate the details of an arrangement by which both the University and the hospitals will be the gainers. This should be self-evident to all concerned for the principle is only a logical extension of the system of having clinical clerks in hospital wards which was successfully organized in the hospitals of this city under the lead of Columbia ten years ago. A corollary for the University will be the necessity of limiting its student body to correspond to the number of hospital beds available for interne services and not in accordance with the laboratory facilities of the College, which has been previously argued to be the controlling factor.

The regulations of the office of the Surgeon-General limiting the hospital training required of candidates for a lieutenant's commission to one year will be a great assistance in carrying out this newest advance in medical education: the addition of a fifth hospital year to the College curriculum.

In my dean's report for 1916 a plan for the development of a medical center was presented in considerable detail. It suggested a hospital group consisting of the Vanderbilt University Hospital as the dispensary, the Presbyterian Hospital as the ward services, a pavilion for private patients, a hospital for ward services in medical specialties, a group of observation wards and private rooms for diagnostic study, and the Sloane Hospital for Women to care for cases suitable to its

specialties. These six institutions were co-related together through a central institution called a diagnostic clinic. It was appreciated at that time that several of these functions might be exercised by one of the group suggested. The essential point which it was intended to emphasize was that the University hospital, so much needed by this College, should consist of the several elements mentioned. It was believed that the separation of this problem into its component parts would help to secure the financial support which has been the only thing lacking to permit the going forward with the plans for the development of a new college in close juxtaposition with the Presbyterian Hospital. During the past eight years these plans have been and still are the ideal for the College of Physicians and Surgeons. During this time the Presbyterian Hospital has become a real University hospital, in organizing medical education and in advancing scientific research. Its organization has been developing each year by a process of gradual evolution.

During the past year an earnest effort failed to secure funds to begin at once the new institution known as a diagnostic clinic at the present site of the College in Fifty-ninth Street in connection with the Vanderbilt Clinic. Plans to finance the larger proposals for a medical center have also been under discussion but as yet no adequate financial support can be assured, and it seems probably now, that all new projects must await the end of the world war.

The Alumni Association of the College has always taken an active interest in its welfare. This association holds funds, the income of which supplies instruments for the Department of Physiology, supports the library of the Department of Pathology and serves as a publication fund in several departments. In spite of this activity the association has a small membership compared to the number of graduates resident in and near New York. The welfare of every educational institution is in the hands of its alumni and it is hoped that a growing enrolment will soon show an increasing influence on the development of the College.

Alumni
Association

The world war has had a most marked influence on every phase of medicine, and medical education has labored under increasing difficulties as the strain has become more and more tense. The recruiting of an army has demanded a medical staff in the ratio of ten men to every thousand.

There are now enrolled more than 20,000 physicians and a total of 50,000 is likely to be needed before the military demands made on this country have been met in a satisfactory manner. Such a medical corps requires not only an immediate enlistment of a large number of physicians but also an elaboration of the educational system of the country to keep up a continual supply of young graduates to fill the annual wastage from resignation, illness and death. One of the important problems of the war, therefore, has been the continuing of the medical schools in full strength, both for efficiency in education and for the preparation of doctors of medicine in numbers at least equal to those graduating in normal times.

The question of holding the students of medicine in the schools has been in great measure accomplished by impressing on them that they are doing their full patriotic duty by sticking to their studies and by not volunteering in the strictly military and naval branches of this war business. Two factors have been of chief influence. One is the bringing home to these young men that their country needs young medical graduates, and that the United States must avoid the errors of England and France, both of which countries allowed their medical schools to close for lack of students. The second active impulse to stay at their work was given the students by the permission to enlist as privates in the Medical Reserve Corps of the Army. Practically every able-bodied medical student in Columbia is an enlisted man in the Army or Navy and furloughed to inactive duty for special training in the College of Physicians and Surgeons. A new law, exempting medical students from the provisions of the selective service act, emphasized still more the special need for fostering at present the special training given in the medical colleges. In spite of this

law it would seem wiser to continue the enlistment of the students of medicine as originally planned. This method of handling the medical student question has been very satisfactory. It has held the students to a strict account for their work by demanding a high standard of scholarship and by prescribing immediate active duty as orderlies in army hospital medical services of all those who fail to meet this. It has given them a mental contentment in their work as being a part of the Army or Navy organization. And it has added a patriotic incentive to thorough work additional to that which medicine alone has always claimed from its devotees.

The plans of the War Department have extended to include all education other than medicine which covers preparation for any industry or profession having a direct value for the prosecution of this war. A new Student Army Training Corps has been organized and it is proposed to enlist as privates in this Corps all students over eighteen years of age who are in College training in these lines of work. The medical students may eventually be placed in this new corps although the present system is working smoothly and with benefit to school, to student, and to the Army. A new law is being considered which will extend the age for military service to include those between eighteen and forty-five years. If this law is passed, as seems probable, its influence on the newly planned Student Army Training Corps will be to modify the original plan and check its full development or even prevent entirely its formation. Unless the wisest measures are adopted in the application of this new law, higher education will receive a serious setback even in those branches which have a direct influence in conducting and carrying to a successful termination the war itself. Education is a pyramid with a complicated structure which requires fixed conditions capable only of slow change to insure a strong and reliable growth. The new law will strike at the very foundations of this organization which will not accommodate itself to the new conditions within a series of years. The Student Training Corps of the Army was developed after one year's experience and hard work on the question to secure higher education for the youth of this

country. It was founded on the law which permitted enlistment of any one over eighteen years old, but did not require military service until the individual has reached the twenty-first anniversary of his birth. If the new law reduces the age of compulsory service to eighteen years, it will open again the whole question of satisfying the ardent patriotism of the youth of this country with a student's career while the obvious demand and the law itself require each one to enter active military service with the colors. The effect of present conditions on medical education has removed, at least temporarily, from this important study a large number of the young men who were best fitted for the profession of medicine. The new law will go further in this direction, and those with the highest spirits will not wait to train for service during the five years of a medical course but will rush from the pre-medical courses direct into the infantry, the artillery or the Navy as soon as they are eighteen years old. The problem of keeping the schools of medicine in a proper and sufficient activity will be reopened by this new law from an entirely different point of view. The supply of medical students is liable to be reduced to a minimum and possibly below the point equally dangerous to the supply of graduates for the demands of civil life and of commissioned medical officers in the Army and Navy services.

The curriculum in medical education should not be specifically changed to meet the new conditions of war. A doctor of medicine must still be trained in every branch of medical science and in every phase of the art of medicine. His education must still be founded on the proper premedical studies and no shortening or changes of the course can be permitted which involve a lowering of standards or a shortening of training. The addition to the curriculum of new facts and new methods incident to the military surgery, to the sanitation of armies and to the hygiene and victualing of the civil as well as the military population which this war has discovered and developed is a matter of detail for the several departments to formulate and present to the student body. The question of curtailing the medical course, by reducing the periods of vacation, presents a

Influence of
War on
Curriculum

rational method to graduate physicians after a shorter time of study, which however will include all the subjects and all the hours contained in the regular four-year course. Such a course can be formulated which will save a whole twelve months' time. Such a course would be illegal within the letter of the medical practice acts of most states which are modelled upon the basis of measuring education with a time yard-stick and not upon the exclusive basis of accomplishment and acquisition of knowledge. The inclusion of a year's interne service, in a hospital under university control, would meet all such technical objections and would put into practice the principle of the fifth hospital year which has been adopted by this College. Such an intensive course, however, can be defended as a war measure only, both because the students of medicine require a certain amount of relaxation and vacation properly to appreciate and to coordinate in their work the many intricacies of this complex study, and because the clinical teacher soon goes stale without relaxation from the exacting life of a physician which lacks even the weekly holidays of the rest of mankind. Although such a continuous session has not been recommended by the Surgeon-General, it has received the endorsement of individual members of his staff. The one great objection to it lies in the impossibility for a large number of students to finance their education on such a basis. A very large number of the students of medicine are partially or entirely on their own resources for their support. In the speeding-up process which this College is applying to its fourth-year class it is necessary to give financial help to about thirty-five per cent. of that class because these students were deprived of the opportunity to earn money during their summer vacation. A continuous session might be carried through if this financial problem of the individual student can be solved. A possible solution can be found if the Government will consider the student members of the M. E. R. C., not as enlisted men furloughed to inactive duty for their education, but as cadets and candidates for a lieutenant's commission in the Medical Corps of the Army. This action would place the enlisted student of medicine upon the same basis as the enlisted student at West

Point or Annapolis who also as cadets are candidates for lieutenants' or ensigns' commissions in the Army or Navy.

This College is about to repeat its experiment of a year ago and keep its senior class at work all summer to graduate them in February next. This partial speeding up of the work in the Medical School of Columbia proved a very important factor in helping out the hospitals of the city to fill the ranks of their resident staff when, after the first call for volunteers to serve on the medical staff of the Army, the hospitals lost more than half their internes and practically all those from the higher grades. This Summer Session has proved a great success and will undoubtedly be continued for the duration of the war.

The induction into the military service of the United States of say twenty thousand physicians drew very generously from the teaching staff of the College of Physicians and Surgeons. It was but natural that the Departments of Anatomy and of Surgery should bear the greater part of this strain, although no department has escaped entirely, and the later development of the Army personnel has drawn equally from the scientific laboratories of the College. It has been necessary in consequence to reorganize the work with a small staff. This has resulted in a concentration of the clinical work in fewer hospitals and in requiring a greater service from each teacher both in laboratory and in hospital. The attractions of the Army life, with its risks and chances for adventure, with its new surgical problems, its opportunity for service to the sick and wounded, and its very evident call to patriotism, have far outweighed the satisfaction in working over the training and the teaching of others to secure the very experiences that every young and intelligent medical man was most anxious to secure for himself. The teaching staff of every medical school in the country would have been commissioned to a man over night except for earnest appeals to the loyalty of each individual both to the institution he served and to the country as well. The strain to continue the medical schools at a proper efficiency was great at the outset of the war but it has been steadily increasing and today is greater than ever.

Influence of
War on
Teaching Staff

Two facts must be accepted as self-evident and important if the medical schools even now are not to be depopulated of their teachers. First, a certain proportion of the teachers must be young, if the proper enthusiasm for medicine and energy for work is to be instilled into the student body; and second, the work of teaching must be made to appear to the teachers themselves as a duty of the highest value to the country, to the Army and to the general community. The Surgeon-General has from the beginning of the war appreciated the necessity for keeping the schools running in an efficient manner. He has established a bureau in his office for the control primarily of the enlisted men of the Medical Corps, and secondarily it has become necessary to make important suggestions concerning the limitation of students to fit the facilities for teaching in each school, concerning the premedical requirements for admission, the rules for administering conditioned students and concerning other details which have been a real help to advance medical education and to keep existing regulations up to a standard interpretation. The Surgeon-General has appointed a permanent committee on medical education which has had several meetings with a committee representing the medical schools appointed at a conference of the colleges held in Chicago under the auspices of the Council on Medical Education of the American Medical Association. These combined committees have taken up the important question of retaining teachers in the schools of medicine, they have formulated a definition of an essential teacher and have determined upon a procedure by which all essential teachers may be retained in all well-recognized schools. This action by the Surgeon General will help materially to save the schools from another winter of discontent.

Further action may be required to establish the teaching of medicine to the enlisted men in the medical reserve of the Army upon a really permanent and satisfactory basis. It may be necessary to put medical education upon a semi-military organization to accomplish this. The formation of the Student Army Training Corps would seem to point the way. When this Corps is established it should have logically the

student groups as privates and the teachers as officers of the Corps. Both groups should be in uniform and be members of the Army organization. The teachers would be paid by the universities as now and the students should support themselves except for uniforms and similar equipment unless it is deemed necessary to organize medical education on the Cadet system of continuous sessions as already discussed in this report. One further suggestion seems needed to put the medical teachers in a contented frame of mind so that they will be persuaded that teaching is regarded by the Government authorities as an assignment to duty of equal value with active duty with the troops. A plan of alternating service in the schools and with the colors should be organized by which the medical teachers may serve in periods of six or eight months now at home and then in France. The army has found it desirable to recall officers from the trenches and young officers at that, and to assign them to teaching and training the new drafted men in the cantonment camps in the United States for periods of six months or longer. If this plan should be adopted by the Medical Corps it would complete the present organization and satisfy the psychological longings of the most enthusiastic and patriotic teachers in the medical profession.

In addition to the regular work at the College, the teaching staff have organized within its members one of the medical advisory boards in connection with the drafting of men for military service. Quarters have been assigned to this work and the laboratory facilities of the Vanderbilt Clinic and of the College have been placed at the disposal of the board. Many individuals of the staff also are working on other advisory boards or on local draft boards. The Department of Pharmacology and of Bacteriology have examined for the Council of National Defense and for the Surgeon-General many drugs to standardize them and test their physiological strength. Many antiseptics have been examined to test their bacteriocidal power and value in antiseptic surgery.

Early in the year the Army took over the Columbia War Hospital of 500 beds which was organized and erected as a war

measure under the auspices of this College. As General Hospital No. 1 this hospital plant has been of great assistance in caring for the sick soldiers from the port of embarkation in Hoboken and from other cantonment camps in this neighborhood. The Army has doubled its capacity to 1,000 beds and plans are formulated to repeat this process and quadruple the original hospital to a total of 2,000 beds. A friend of the College has recently presented for the use of this hospital an electrocardiograph of the Columbia model. This gift was made in memory of Dr. William M. Merrill, a graduate of the P. & S. Class of 1887. It has been installed and places this hospital in the enviable position of being one of three Army posts where investigation of cardiac disease with this apparatus is possible. The Montefiore Hospital has welcomed this new neighbor and has established very cordial relations with this war hospital and has placed its private patient pavilion in the service of the hospital. This very finely equipped building is now being used by the hospital as a pavilion for sick and injured officers.

Courses of special training have been organized in New York for medical officers and this College has assisted in the intensive work carried on in venereal and skin diseases, in treatment of fractures at Bellevue Hospital, and in very efficient courses in neuro-surgery given under Dr. Charles A. Elsberg, Director. The effect of the war on the educational work has been referred to above in detail.

The registration at the College during the year was the largest for a number of years. The admission of new students in the first year class was influenced by the admission of women and by the local condition of increased entrance requirements next year, rather than by a beginning of a general increase in the number of medical students in the country. It is believed that such an increase will result both of men and women as soon as the increased opportunities in the profession due to the war are appreciated by the college students who have a natural tendency to medicine. The third-year class was increased by thirty-seven new students who transferred to New York to secure the en-

Registration

larged opportunities offered by the clinical advantages of that center of population.

The 590 students were grouped in classes as follows:

First-Year Class	214
Second-Year Class	114
Third-Year Class	148
Fourth-Year Class	114

In the second year class there were twenty-four seniors, and in the first year class there were seven seniors and thirty-two juniors in Columbia College who are taking the combined course in arts or science and medicine. Ninety of the 114 members of the graduating class, or seventy-one per cent. had received a previous baccalaureate degree. The dates of graduation were irregular owing to war conditions. Four of the class of 1917 received degrees in August, 1917; eighty-eight of the class of 1918 in February, and twenty-five in June, 1918. In addition to these regular medical students the College instructed more than 100 students who were candidates for higher degrees under the faculty of pure science. The following tabulation of the four classes shows the participation of the student body in the enlistment in the reserve corps of the Medical Department of the Army:

	Army	Navy	To Register June 5	Still Under 21 Years of Age	Physical Disability	Not a Citizen	Withdrew to Enter Service	Dropped from Rolls	Transferred to Another School	Above 31 Years of Age	Women	Total
First Year	65	4	28	66	4	13	5	14	4		11	214
Second Year	68	4	18	9	8	1		5		1		114
Third Year	121	4	8	1	7	1				6		148
Fourth Year	89	8	2		11	3		1				114
<i>Total</i>	<i>343</i>	<i>20</i>	<i>56</i>	<i>76</i>	<i>30</i>	<i>18</i>	<i>5</i>	<i>20</i>	<i>4</i>	<i>7</i>	<i>11</i>	<i>590</i>

The principal noteworthy facts in regard to the several departments of the school are the following:

The Library at the College has been developed along the lines of departments. A few of these have special endowments but most of them are supported by the head of each department. The central reference library was originally intended to contain the current text-books for the use of the students. Under the careful attention of the present librarian, however, this collection is growing to become a useful source of original knowledge and a depository of current literature in medicine. A system of over-night loans to the students has been very successful in increasing the usefulness of the library. During the year 6,377 books were loaned and the total attendance was 29,571 by less than 600 students.

The Department of Dermatology and Syphilology has presented a report on the scientific work done under its direction at the Vanderbilt Clinic which places it in the front rank of such clinics throughout the world. In spite of the lack of a ward service and of the cramped space in the clinic itself, the scientific work done in the treatment of the patients, the control kept on its records by a follow-up system, and the strict interpretation of the word 'cure' in classifying so insidious a disease as syphilis, make the department a model for others to copy. The scientific publications of this year, numbering twenty, made a notable contribution to the literature of this specialty of medicine and were produced while the clinic was distinctly undermanned in consequence of the war. One hundred and twenty commissioned officers of the Army were given intensive training in the war courses of the department.

The Department of Neurology has been one of the most active in the work of special training of commissioned officers of the Army. During the year it has held a series of clinical conferences at which case reports have been made the prominent feature. Many of these conferences and also more extended studies have been published in a Neurological Bulletin under the editorship of the Department. It

has been eminently a labor of enthusiasm to have accomplished this publication in war times.

The Department of Pathology was conducted this year, in the absence of a permanent head, by an under officer, and in spite of serious handicaps the teaching has been fully up to the standard of the last years. The research in the department was conducted with enthusiasm and with a diminished staff and resulted in a respectable contribution of seventeen papers to current literature.

The Department of Pharmacology was absolutely stripped of all the lesser instructors by the fortunes of the war. Nevertheless considerable work was finished on the standardization of drugs, new laboratory instruments were completed by the mechanical staff of the department and original work of value was published.

A new departure has been determined upon in the Department of Physiology and the instruction in that subject has been made a first year course coterminous with the first year. This has been made possible by the requirement of organic chemistry as a premedical study. This change has been undertaken not without misgivings by the department itself. It is always a difficult question in developing a medical curriculum to decide upon the proper sequence of studies. The decision as to whether function can be studied with advantage before structure is thoroughly mastered is not really involved in this particular problem for it is the deliberate judgment of the Faculty of this College that the premedical requirement in chemistry and biology will prepare its students to begin anatomy and physiology together at the opening of their course as medical students. Research in Physiology has been pursued in a productive way and the record of the year is not without merit.

The absence on military duty of the heads of department in Bacteriology and in Practice of Medicine, the lack of a permanent organization in Pathology and in Surgery have combined to make the past year one of difficult administration. Those serving in the temporary positions of acting heads in these departments have

not allowed the training and teaching of the students to suffer in any way.

This College has endeavored to combat the decentralization of clinical medicine and surgery which was being brought about by the separation from each group of many specialties. It is the belief of the Faculty that a better coordination in teaching and in hospital work will result from a proper centralization of intimately correlated subjects. This College during the past three years had amalgamated laryngology, rhinology and otology under one department and had abolished its Department of Applied Therapeutics to place this subject under internal medicine. It had previously escaped the stupidity of organizing departments of gastroenterology and of tuberculosis. During the past year the surgical specialties of Urology and of Orthopedic Surgery have been made sub-departments of the Department of Surgery. These changes are believed to be a proper development of the most modern ideas of medical science and practice.

Respectfully submitted

SAMUEL W. LAMBERT

Dean

June 30, 1918

GEORGE CROCKER SPECIAL RESEARCH FUND

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

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

The war has seriously interfered with the work of the Crocker Fund in several directions. Several of the staff and of the laboratory helpers have joined the army; other members of the staff have served on medical, local and advisory draft boards; while the general shortage of physicians in the city has made it necessary for still others to give part of their time to various hospitals whose depleted personnel was heavily overburdened with work. Because of the enormous demands, also, which the Government has made for mice, to be used in identifying the different types of organisms in pneumonia, a disease which has been epidemic in the camps for over a year, and, also, in testing for the presence of traces of poisonous gases, the market for these small animals was practically closed during the year, and there was consequently an enormous increase in their cost. In addition, the cost of feeding and caring for all the animals was greatly increased; and it, therefore, became necessary for the Fund to exert the strictest economy in order to complete the experimental work already under way and to keep in cultivation the important strains of tumors, both American and English, which are in its possession. Realizing that the solution of the cancer problem is not a question of months or even of a few years, and that the immediately important situation was the control of the pneumonia, the Crocker Fund, at the solicitation of certain army officers,

placed a considerable number of mice at the disposal of the army medical staff, and thus helped to save life, though perhaps not exactly in the manner in which the animals had originally been intended for use.

In addition, tumor-bearing mice have been furnished on request to the following laboratories: Bender Hygienic Laboratory, Albany; Johns Hopkins Hospital, Baltimore; the Medical Department of the University of Chicago; Washington University Medical School, St. Louis; and the Mayo Clinic, Rochester, Minn.

The war has not only affected this and other laboratories, but has touched the cancer problem in a strange way, as is shown by the vital statistics published by the Registrar-General of England and Wales. In those countries the cancer death rate has shown an enormous increase of late, and this is due solely to the fact that that portion of the male population below the age of forty-five has been largely removed to France and Belgium, and the older age groups therefore predominate. The same phenomenon will, of course, be noticed in this country in the course of the next year or two. In this situation, however, the cancer death rate should be considered by age groups rather than for the population as a whole, and if this is done no real change will be found. Similar distortion of cancer death rates has been noted in the New England states for some years past, Vermont and New Hampshire having very high cancer death rates due to a predominantly old-age population.

The changes in the staff have been slight. Miss M. R. Curtis, formerly of the Maine Agricultural Experiment Station, has been appointed associate in cancer research. Miss Staff Curtis' wide acquaintance with the methods of the statistical treatment of biological problems has been of the utmost value to the workers of the Fund in controlling the methods used in carrying out many of our experiments and in suggesting new avenues of approach.

Dr. William Bayard Long has been appointed associate in cancer research and has continued his work with radium and x-ray, treating a large number of inoperable cases of carcinoma

which were referred to the Crocker Fund. He has also begun a study of the results obtained by routine preoperative and postoperative raying of operable tumors, with the idea, in the former instance, that by giving very heavy doses immediately before operation the tumor cells may be damaged or killed, and, hence, be less liable to produce recurrences, if any cells are accidentally left in the tissues during the course of the operation. The postoperative exposures are intended to destroy any cells which may have remained, since these are, as has been shown in this laboratory, extremely sensitive to radioactive agents if attacked before they have formed extensive vascular connections.

Dr. Carlos F. Arroyo, who was sent to this country by the Spanish Government to study the cancer problem, has carried on some interesting experimental work at the Crocker Fund, the results of which will soon be published.

A number of advanced students have undertaken post-graduate work during the year, some of whom would under normal circumstances have proceeded to Germany. Without doubt, this foreshadows a condition which the universities will more and more be called upon to meet in the not far distant future.

Despite the shortage of animals considerable work has been carried on in the study of the biology of cancer cells under the action of radium and x -ray, in the determination of conditions which lead to the production of immunity against implanted cancer, and in the investigation of the effect of x -ray on the implantation of normal tissues in animals. In addition, an experimental study of the effect of the excision of tumors for the removal of specimens for diagnosis is well under way, and the results will shortly be published. These should prove to be of great practical importance.

During the year the Director has been engaged in revising the standard text-book on Pathology by Delafield and Prudden. He also served as president of the American Association for Cancer Research, and as chairman of the Section on Pathology and Physiology of the American Medical Association.

Professor Woglom, after serving for several months as acting editor of the *Journal of Cancer Research*, was last May appointed editor, while Dr. Frederick Prime was appointed assistant editor.

Professor Woglom has also been made secretary of the American Association for Cancer Research, and Abstracts editor of cancer literature for the *Journal of Bacteriology*.

The Director and Professor Woglom have been appointed expert examiners in pathology for the New York Municipal Civil Service Commission, and have conducted several important examinations during the year.

The Director made addresses during the year before the Brooklyn Institute of Arts and Sciences, the American College of Surgeons, and the Association of American Physicians.

For the first time since the laboratory of the Fund was opened, no "cancer cure" was sent in during the year for test. Apparently, the quacks have for the moment turned their attention in other directions.

Seventeen papers and reports were published by the members of the staff in various medical journals during the year.

Respectfully submitted

FRANCIS CARTER WOOD

Director

June 30, 1918

SCHOOLS OF MINES, ENGINEERING, AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor to report on the work of the Schools of Mines, Engineering and Chemistry for the academic year ending June 30, 1918.

The past academic year, the war year, will be remembered in the Schools of Mines, Engineering and Chemistry as a year of sustained effort on the part of every member of the students and faculty to contribute his largest measure of service in response to the developing needs of the great undertaking of the nation. For many, both of faculty and of students, this has meant responding to calls to drop for the time their accustomed work in order to serve in France or on the sea or in the making of armament or in applying their educational skill in directing new organizations for naval and military training.

While the faculty was depleted and the regular student body numbered only eighty at the beginning of the year and decreased thereafter, yet the total amount of instruction given in the plant of the Engineering Schools, either by the members of the instructing staff or under their supervision, has not been much exceeded in any previous year. This was due to the presence here of Navy and Army Schools.

The first of these was the U. S. Navy Gas Engine School, Columbia University, established in November, 1917, as the outgrowth of gas engine instruction for the U. S. Navy Gas Engine School Navy which began in June, 1917. Professor C. E. Lucke, head of the Mechanical Engineering Department, was designated the Civilian Director. Other members of our Mechanical and Electrical Engineering teach-

ing staff as commissioned officers in the Navy were the chief instructors, Lieutenant C. C. Steffel being the officer in command. This School began by training engineers for the submarine chasers and soon thereafter took over also the work of training the engineer officers of Naval Air Stations to have charge of the repair of the Navy Airplane Motor Equipment. About twenty-five hundred students have gone through these Schools. As a result of the success of the training here, Professor Lucke was made director, not only of this School, but of the training in all the Navy schools for aviation and submarine mechanics and engineers in which schools more than ten thousand men have been studying at the various naval training stations.

In January, 1918, arrangements were made to accommodate under the care of the Department of Chemical Engineering the School of Military Photography of the Signal Corps, U. S. Army. Professor D. D. Jackson of the Department of Mechanical Engineering was designated, both by the University and the Signal Corps, to care for the educational needs of the School, although most of the instruction is given by Signal Corps instructors. Photographic laboratories for training in the making of both still and moving pictures have been equipped in Havemeyer Hall and one hundred and fifty men at a time in a course ten weeks in length have been under instruction to become photographic officers or non-commissioned officers for field or special service abroad and in this country.

In April, 1918, a contract was signed by the War Department Committee on Education and Special Training for the establishment of a Radio Officers Training School to provide officers to take charge of the apparatus for radio telephony and telegraphy to be used by the United States Army airplane squadrons in France. The instruction of the cadets in this School is given partly by University instructors and partly by Army officers. Professor W. I. Slichter of the Department of Electrical Engineering is in charge of the instruction for the University. In the Marcellus Hartley Research Laboratory the University already

Signal Corps School
of Photography

Air Service
Radio School

possessed one of the very best equipments for radio instruction and this has been amply supplemented by special Signal Corps apparatus. The work done in this School is of the highest grade and the Signal Corps, later the Department of Military Aeronautics, has endeavored to send only electrical engineering graduates as cadets. About one hundred and fifty men at a time have been under instruction since April 1st.

Arrangements have now been completed with the Ordnance Department, United States Army, for the establishment of still another high-grade technical officers training school, namely, the Ordnance Department School of Explosives Manufacture, which will be under the direction of Professor R. H. McKee of the Department of Chemical Engineering. For this work Columbia is particularly well equipped, not only because our Chemical Engineering laboratories have the best apparatus for teaching actual chemical manufacture, but also because Professor McKee is one of the few university professors who has had extensive experience in explosives manufacture.

It was to be expected that of the one hundred and fifty students who would have been in attendance had peace continued a large number would not return on account of the war. In fact, half of them went into national service before the academic year opened and subsequently others were given officers' commissions and taken away. It appeared that nearly every student who was physically fit would have withdrawn about the first of January to enter active service had not the Army authorities insisted on students in Engineering Schools remaining at their studies in order to provide a reserve of trained men to become officers in the technical services of the Army if the war should continue more than a few months. This was emphasized by the establishment of the Enlisted Engineer Reserve Corps, composed of those students who could pass the regular army physical examination and who were rated in the judgment of the faculty as qualitatively entitled to rank on the basis of scholarship, personality and qualities of leadership with the first third of the graduates of the past ten years. It is a valu-

able comment upon the quality of our present student body to note here that of those who were over twenty-one years of age, four out of every five had to be rated by the Committee on Instruction as ranking qualitatively with the first third of our graduates of the past ten years and as therefore entitled to recommendation for the Engineer Enlisted Reserve.

Early in 1918, the present and prospective needs of the Army and Navy for men with engineering training became so great that it was clearly our duty to accelerate the training of our students and to shorten the curriculum in order to make them available as rapidly as possible in the emergency. After due study by the Committee on Instruction, the Faculty in March adopted a shortened curriculum, leading to graduation after a period of two years and the subsequent summer, for students of the Class of 1919 who were candidates for degrees in Civil, Mechanical, Electrical, Metallurgical and Chemical Engineering. This program, which condensed the work of the Engineering course to two years, with summer work between the two and a special summer term of ten or twelve weeks of intensive study following the second year, necessitated drastic omissions of courses of study. As far as possible, this was done by omitting certain courses altogether rather than by abridging courses uniformly. Except as an emergency measure the shortened curriculum was neither desired by the students nor recommended by the Faculty.

Adaptation of
Curriculum to
War Needs

The students were formally and freely consulted as to the shortening plan. Their response, their criticism and their whole attitude was most gratifying. These students had worked long to be able to take advantage of the superior opportunities offered in the three-year courses of our regular curriculum and they made it very clear that they were here not to secure a degree but to secure a training, the fullest training which seemed to be provided anywhere in preparation for an engineering career. Nevertheless, holding it their first duty to respond to the present needs of the country, they chose to accept the shortened course.

By the time the special summer term started, the members of the second year class, with the exception of eight candidates for the degree of Chemical Engineer and one for the degree of Civil Engineer, had either gone into national service or some essential industry, so that only these men finished the shortened curriculum. Of the Chemical Engineering students, several were accepted to continue after the completion of the course in the Ordnance Department School of Explosives Manufacture, as officer candidates.

The war research work and testing that has been done in our laboratories, either by our professors or by Army or Navy War Research officers detailed here for that purpose, makes a long list of interesting and valuable accomplishments which, for obvious reasons, cannot yet be published. There is hardly a single important technical branch of the Army or Navy for which some work has not been carried out here and in addition many civilian firms engaged in war work have been assisted in the development of their product. In particular it may be noted here that the testing laboratories under the Civil Engineering Department had the most successful year's operation yet recorded, due partly to the large demands for tests of materials and structural parts, but quite as much to the admirable management of the laboratory by the department.

It is obvious that the past year, with most of our teaching staff loaded down with war work in addition to their teaching, has not been a favorable one for the study and development of permanent educational policies by the Committee on Instruction and the Faculty. Nevertheless, the very fact that we have had to make extensive emergency changes in the curriculum will prepare the way for an untrammelled reconstruction of the program of study when the war is over. The indications are that changes will proceed in the direction of less minute subdivisions of instruction into separate courses, to the end that the students may study fewer subjects at a time, and also in the direction of less differentiation in the fundamental Engineering courses as taken by students for

the several degrees. The Engineering graduate so frequently takes up some other branch of Engineering than the one in which he holds his degree that it causes little or no remark. Since this is the case, there seems to be little reason why, for example, in the fundamental courses in Mechanical Engineering, there should be any differentiation between the instruction for the Mechanical Engineer and the Chemical Engineer. The more reasonable constitution of the curriculum would appear to be a common basis of instruction in fundamental branches of Engineering for all of the students, with specialization, particularly in the last year, in the direction of the student's interest. The main accomplishment of the student should in any case be not the mere acquirement of the practice in a special line, but the acquirement of the ability to apply to the solution of problems, arising in practice in any field, the fundamental scientific, economic and psychological factors that must enter into a successful accomplishment.

It is pretty clear, too, that we need to offer the student of Engineering increased opportunity to prepare himself to meet those engineering problems involving human elements as opposed to materials, structures or machines. Labor problems, for example, are perhaps not to be solved by professors and the results dictated to students, but they are certainly capable of historical treatment and fairly definite analysis in academic courses. A study of them in course would serve at least to give the Engineering graduate a background against which to view such problems when met in his professional work.

Closely related to this human element is a branch of Engineering which we should develop in the Schools of Mines, Engineering and Chemistry, conjointly with the School of Business, namely, what is probably best called "Production Engineering." The direction and management of manufacturing plants is obviously one of the fields in which the Engineer can hope to contribute most toward the productivity of the nation. The increase in instruction in this field is already under definite consideration by the Committee on Instruction.

The war has given a great stimulus to industrial research. Necessity has forced us to make things we never made before

and to learn by experiment how we can put old things to new uses, and unless all signs fail the impetus which the war has given to research for industrial purposes will not be lost when peace shall come. The question of how far it is the duty of universities to go into the work of industrial research has been much debated. It seems perfectly clear that the prime duty of the university is to train men, but one of the problems of training men, especially engineers, is to bring the student to an appreciation of real problems and of the process of successful analysis and solution. Another problem of similar importance is that of providing means by which the teaching staff may pursue investigations of greater scope and significance than is usually possible in the ordinary teaching laboratories. All laboratories represent an attempt to do these things, but laboratories on a scale adequate to handle real problems such as the engineer will meet in practice, become so expensive, both in equipment and staff, that even the generosity of wealthy Americans may not suffice to provide them, unless by their solution of problems for industrial firms such laboratories pay their own expenses in large part. In the city of New York an engineering and industrial research laboratory would be situated in the midst of a wealth of problems, by the solution of which the industries which are not themselves large enough to maintain research laboratories could be greatly stimulated. This question has been discussed in the reports of former Dean Goetze and a committee of the faculty has admirable plans for research laboratories. Only money is needed.

A report of the year's work would be very incomplete without a reference to the very successful reconstitution of the Department of Chemical Engineering. Just at the end of the previous year, Dr. L. H. Baekeland had accepted the position of honorary professor of Chemical Engineering with duties principally of an advisory nature. His first duties of that nature were concerned with the reconstitution of the staff and as a result the Department began the year with Associate Professor D. D. Jackson, advanced

from Assistant Professor of Chemical Engineering, as the executive officer of the department, and Dr. Ralph H. McKee, formerly of the University of Maine and recently in charge of research for the Tennessee Copper Company, as associate in Chemical Engineering. Assistant Professor, now Major S. A. Tucker, has been away on war leave and some of his work was done by Assistant Professor Kern of the Department of Metallurgy. Dr. C. E. Davis was made instructor. With this organization, the Department has fully sustained its earned reputation for aggressive educational and scientific policy in teaching and research. Both Associate Professor Jackson and Associate Professor McKee have now been advanced to full professorships of Chemical Engineering.

The office of the Dean and the Secretary of the Faculty has been a medium through which a very large number of young alumni have been brought into relations with branches of the military and naval service requiring men of engineering training. It has been a source of much satisfaction to this office that it was possible to assist both the government departments and the alumni themselves by being able to refer the men to the places in which they could be of most service. An interesting feature of this work was that all through the year our alumni kept coming back from foreign countries, such as Mexico, South America or South Africa, to do their part in the war, and in most cases it was easy to direct them to places where they were much wanted.

Alumni Assisted
in Entering Service

Respectfully submitted

GEO. B. PEGRAM
Dean

June 30, 1918

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

As Dean of the Faculties of Political Science, Philosophy and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1918:

From the tables of the Report of the Registrar it appears that the total registration under these faculties, including the Summer Session of 1917 and students registered primarily under other faculties, has decreased by about fifteen per cent. If only the primary registration under these faculties for the Winter and Spring Sessions is considered, the decrease has been about twenty-three per cent. The latter figure is obviously the one which indicates the effect of the war upon the registration of non-professional graduate students. The decrease is, however, not due solely to war conditions. For the past three years there has been a gradual falling off in the number of students who come to the University for exclusively non-professional graduate study. This has been due, in my judgment, partly to the greatly enlarged opportunities for graduate study throughout the country, and partly to the fact that we have not yet correlated the work of these faculties with our own undergraduate work with the same thoroughness as we have correlated the work of our professional schools. When allowance is made for a normal decrease, it appears that the decrease in registration due to the war lies between fifteen and twenty per cent.

The significance of this decrease is seen, however, not in these figures, but in the number of degrees conferred. For the current year these were: Master of Arts, 281; Doctor of Philosophy, 83. For the preceding year, they were: Master of Arts, 389; Doctor of Philosophy, 82. Although the new requirements for the degree of Master of Arts account for a slight decrease in the number of successful candidates for that degree, the decrease as a whole is evidently due to a loss in the number of new registrations, for the greater number of candidates for the degree of Master of Arts are in residence for a single year. There have been very few matriculations of new students for the degree of Doctor of Philosophy. There were many more matriculations than usual, but these were nearly all of old students, many of whom were eager, as I learned from personal inquiries, to bring their work to completion in view of the uncertainties before them or in view of some definite service for the Government. There was consequently no decrease in the number of awards of the degree of Doctor of Philosophy. Of the eighty-three successful candidates, fifteen are already known to be in the Army or Navy, or in some department of government work.

It is, therefore, apparent that the decrease in the total registration is not an adequate measure of the effect of the war upon the attendance of graduate students. The work of these faculties has been sustained, not by the presence of new students, but by the presence of old. Only another year, therefore, can begin to show the real effect of the war upon the registration. And the effect is likely to be serious. As I have already indicated, our registration had reached at least a temporary maximum before the war. The continuance of the war may reduce it to insignificance. Such a result may be only one of the many losses which they must suffer who fight for the institutions of liberty. Learning, like youth, may have to die for a season. Yet the war has so clearly revealed the great need of sound learning and of ministering to the mind and morals of a people entering into world affairs, that the University may be really finding an opportunity for a larger enterprise.

It was my intention to present to you a detailed statement of the national services which individual members of these faculties have rendered during the year, but I find it impossible to do so without unduly lengthening this report. Eleven professors have asked for and obtained leave of absence for periods varying from one session to the whole year in order to enter the service of the Government or of one of the organizations connected with the conduct of the war. The services of the others cannot be expressed as succinctly. The maintenance of the University at a time like this is a public service of inestimable value. Many a man who has voluntarily stayed to render it deserves the star. Whole departments have given themselves to war work and shaped their courses of instruction and their researches to meet urgent needs. Many individual projects have been abandoned, and the time which would normally have been given to them has been devoted to work on war committees, exemption boards, city, state and national organizations, or to rendering expert advice and direction. Fortunately for accurate and full information regarding the University's activities, the office of the *Alumni News* has been tireless in its effort to keep a complete and continually revised record.

The faculties have been able to maintain the greater part of the work of normal years, but naturally they have not been able to carry very far forward the educational improvements for which recent administrative changes have prepared the way. The University's loss of income has made necessary an immediate study of possible economies and the relation of the educational offering of these faculties to that of other parts of the University. There has been revealed the need of closer educational organization. The war has forced upon us now issues which, in any event, we should have had to meet later. We can no longer afford to support the many extravagant duplications of work which have been naturally incident to the complexity of our administrative organization, the growth of departments, the isolation of faculties, and the creation of new schools. It has been clearly shown that many of these duplica-

tions can be removed without loss of educational efficiency and with significant savings. They cannot be removed successfully, however, without working out adjustments over a period of years. It is important, therefore, that the study begun this year should be continued and that the educational budget of the University should be made up in the light of it.

The study to which I have referred has indicated that a change in our method of preparing the budget for submission to the President and Trustees is advisable. Our present method provides for no real clearing of the budget before it is submitted. The initiation of preparation rests now with the departments. As there are over fifty of these and as many of them extend through several faculties, schools, and affiliated institutions, the subsequent study of their recommendations by the committees on instruction has resulted in little more than supplemental recommendations of approval or disapproval. The budget may, consequently, be cleared so far as any particular faculty or school is concerned. Even so, the problem of the relation of the work of departments to one another is largely neglected because of our habit of treating departments as independent educational units; and the greater problem of the relation of the work of the several faculties and schools to one another is hardly touched.

These problems, however, are just those which the study of the current year has shown to be of first importance if real economies and closer educational organization are to be made. I am prepared to illustrate this in detail if you so desire. Here it may be sufficient to point out that our present method does not prevent, but really encourages, the creation of sub-departments in different branches of the University where the same work is repeated without any corresponding demand for it. These repetitions have been made with the laudable purpose of providing in the different parts of the University adequate opportunity for continuous and progressive study. Since, however, no regular provision has been made for a centralized supervision of them, they have grown unchecked until the pressure of circumstances has called attention to them. Again; the exchange of courses and instructors now

made between parts of the University is effected department by department instead of as a whole. As a result there are exchanges which are unnecessary and which increase expense, and others which might be made with economy if other than exclusively departmental needs were considered.

My suggestion is, therefore, that our method of preparing the budget be made to correspond more to the need of closer educational organization which the University faces and less to the division of our administrative organization into departments, faculties and schools. I believe that a committee, similar—but more inclusive—to that which made the study already referred to, could, if charged with the preparation of the budget, effect improvements of lasting benefit to the University as a whole. The committee this year had the hearty cooperation of the departments. With that cooperation continued and with the opportunity provided whereby departments should file with the committee for transmission to the President and Trustees independent recommendations or exceptions, I can, at present, see no important obstacle in the way of carrying out the suggestion here made. It is worth testing by experiment since it is so clearly the outcome of experience.

The Director of University Admissions has called attention to the need of providing a suitable bachelor's degree for students who come to the University to complete their preparation for graduate study, but who do not complete the prescribed program of our undergraduate colleges. The matter is now in the hands of the Executive Committee of the University Council. The Director has raised the question in the interest of justice to the students involved. It is, however, larger than that and concerns our general plan of university education. The bachelor's degree now serves two quite distinct purposes. It represents the completion of a course of liberal study and it is the requirement for admission to many professional schools and to candidacy for the degrees of Master of Arts and Doctor of Philosophy. Since there is no general agreement as to what a course of liberal studies should com-

The Bachelor's
Degree

prise, there is no uniformity in the baccalaureate course of studies as fixed by the undergraduate colleges of the country. On the other hand, nearly all faculties and schools which require the bachelor's degree for admission accept the degree of every reputable college. The situation presents an opportunity for reflections of a general kind, but these should yield to the urgency of the immediate question we are asked to answer.

That question is: Is it genuinely for the good of university education—and our own good—for a university like this, where the opportunity to prepare for graduate work is exceptional, to restrict the bachelor's degree to those students who satisfy the special prescriptions of our colleges, and refuse it to those other students who prepare here for graduate work by completing a course of study exactly comparable to that required by many of the best colleges of the land? Our present practice excludes from the University many undergraduates who would naturally come to us to complete their preparation for advanced studies. These students form a particularly desirable class. They are more mature than the average, they have already had from two to three years of undergraduate study, and, what is more, they have attained enough intellectual independence to guide them in the choice of a career. It is agreeable both to our public obligation and to our own interest to encourage them to come.

To reorganize our existing colleges in a way adequate to the situation would involve either introducing into them again the complexity of courses and degrees of which they have been ridding themselves, or denying to them their claim to be the custodians of liberal study. The confusion of counsel and debate to which any such attempt would lead is too acutely familiar to be risked. Since the bachelor's degree, as I have said, now serves two distinct purposes, it is wisdom to recognize that these purposes are distinct and to provide for them accordingly. It is not wisdom to try to force one purpose to yield to the other.

Furthermore, we are not without experience in dealing with one aspect of the problem before us, namely, its relation to our

professional schools. Something similar to that which has been done in their interest should be done in the interest of the Faculties of Political Science, Philosophy, and Pure Science. The situation calls for the separation of the students involved at an appropriate time from the number of students in our undergraduate colleges in such a way as to leave these colleges free to develop their own course of study in the way best adapted to meet their own ends. The Committee on Instruction of Columbia College is considering a plan of this kind. It involves the creation of a new college, which will be a college for those students for whom undergraduate work is definitely a preparation for other studies. The plan is put forward primarily with the aim of making Columbia College a residential college with a more compact and homogeneous body of students. But the Committee has seen that if such a result is to be accomplished without improperly restricting the scope of undergraduate studies in the University, provision should be made for those students for whom a residential college is neither appropriate nor wise. The plan merits the best attention. It brings definitely before us the problem of the double purpose of undergraduate studies. This is essentially the problem of the kinds of opportunity which a university should offer to the public. Considered in that light, I believe it can be solved with satisfaction to all interests involved. Happily it may turn out that the question of what the American College ought to be will be more adequately answered by the attempt to meet real educational needs than by individual exploitations of the domain of liberal education.

The war has brought home to us acutely how cloistered the pursuit of learning may become even in a metropolitan university. The world is always at our doors, but in times like these it asks with searching insistence how well we have united scholarship with the sense of affairs. In some respects our answer has been confident and unhesitating. In others it has been diffident and halting. Called upon to mobilize our learning, we have found that much of it is not mobile. There are naturally in a university subjects the value of which cannot be tested by

Learning and
Human Affairs

their immediate availability in a crisis. It would be an error, therefore, to conclude from the sudden revelation that the world does not now need much that we have been doing, that we should stop the doing of it. Yet we are definitely challenged to show if what we do is well done, and this challenge is most insistent in those subjects which deal with man and his ideas. It is here that our deficiencies have been most apparent. It is here that many of us have been made painfully aware of the isolation of our scholastic abstractions from the concrete world of human affairs. Our highly specialized division of humanistic learning into isolated departments has turned our attention too much away from the peoples and circumstances which have produced the institutions and arts of the present world, and led us to think of these institutions and arts as if they were forces with a life or history of their own. We have studied the products rather than the production of civilization. We have our excuses which before the war would have sounded like justification. For we had been lulled by a complacent philosophy of evolution into the belief that man was progressively moving forward to better things by the natural impulsion of his own institutions. Yet had we attentively examined the world of men as it is, we might have seen that human progress is still to be built up in terms of what men want, and that evolution has not superseded intelligence.

I make at this time but one application of these general remarks. It is sufficiently illustrative and presents the opportunity of dealing with an old subject in a manner different from our habitual manner. In addition to this it calls for immediate attention.

With the retirement of Professor Hirth, our Department of Chinese has ceased to exist. We might re-establish it by calling another scholar to build up under the Faculty of Philosophy a department dealing exclusively with the Chinese language and literature. In so doing we should be following established precedents. We should be doing for China precisely what we have been doing for other foreign countries. It would be natural to do this, but I think it would be radically unwise. For when

A Department
of Chinese

we soberly examine what foreign language departments in our universities have done, we find that they have quite generally divorced language and literature from the land and the people, and made of the study of foreign languages mainly a linguistic and literary accomplishment. The result has been that in spite of the funds spent upon these departments, and in spite of the eminent men of letters associated with them, they have produced almost exclusively teachers of language and literature. They have rarely promoted real knowledge of the world of foreigners. They have still more rarely produced men of affairs capable of dealing with our foreign relations. These latter results, I am fully aware, they have not been expected to attain. That is where, as I conceive it, we have been radically at fault. We have aided and abetted the divorce of language and literature from the land and the people. We have encouraged the tendency to make the study of foreign languages mainly a linguistic and literary accomplishment. We have put languages and literatures off in departments by themselves and left the real study of foreign affairs in the hands of others—and this in the face of a world where language and nationality are almost synonymous! As one immediate result we face the possibility of seeing departments of German disappear throughout the land at a time when a thorough knowledge of Germany is of vital consequence to the American people. It is time we changed our attitude toward the study of foreign languages and began seriously to put that study into vital connection with a real knowledge of what the foreign world is like. It is imperative that we do this in view of our easy dreams of the self-determination of peoples and a congress of nations. What is the foreign world like with which we are henceforth so intimately to deal? I conceive it to be a profound misfortune if we attempt to answer that question and still keep our foreign language departments in their habitual isolation from the real study of the lands where these languages are spoken and the people that speak them.

China and the whole orient are at our gates. But as the immediate question concerns the Department of Chinese, how ought we to proceed to re-establish it? By first finding

out what we need to know about China in order to make our future dealings with the Chinese intelligent. That is not a difficult task, but it involves painstaking inquiry. It cannot be accomplished by appointing a professor of the Chinese language and literature. It can, however, be accomplished by creating a competent committee to study the situation and form plans to be followed. The sources from which such a committee could secure information are abundant—departments and bureaus of the Federal Government, the Chinese legation, the Chinese students among us, returned missionaries and travellers, the great corporations which do business with China. The information secured, the committee should proceed to find out how far what is needed can be met with our present resources and what supplementations are necessary. Their plans would involve the study of the Chinese language and literature in a thorough way and would keep the study in natural and vital connection with the sources from which the language and literature spring. A department constituted in this way would promote real knowledge of a foreign people and materially help us to friendly and intelligent relations with them.

There are wider aspects of the matter. Such a department would help to bring greater unity and coordination into our study of the world of affairs as a whole. It is that world in its concrete and pulsating variety which is the proper object of humanistic studies. We are on the wrong track when we take our clues for the study of affairs from the work of the natural sciences. These sciences deal with causes, but that study deals with purposes, with the use of means for ends, with what men want and work for. In classical language that study is a study of arts. When we examine the arts of men as they are actually exercised, we find them to be not so much illustrations of general principles as group activities, dominated by special and peculiar interests which present problems of adjustment and cooperation which must be solved if anything like a general or world art is to result. In view of this it looks strange indeed to study philosophy, literature, sociology, economics,

Wider Aspects
of the Matter

politics, religion, as if they had an existence of their own apart from the groups of men whose interests they express. In contrast, whatever we do to shift emphasis from our scholastic abstractions to the concrete realities which warrant them, quickens our sense of affairs and our appreciation of the problems of civilization.

I am acutely aware how inadequate what I have said is to the situation which confronts us. I am aware of the difficulties in the way of carrying out any plan which my remarks suggest. These difficulties, however, cannot be solved by writing a report. They can be solved only by study and action. From the nature of the case they can never be wholly solved, for men will have affairs. In other words, they are the difficulties which the production of civilization presents. I can only propose, therefore, that instead of regarding them as impediments in the way of educational reform, we proceed at once to make them matters of inquiry. We should make a beginning in the study of the world of human affairs, not as a world of philosophy, politics, economics and the rest, but as a world of different peoples, who, on account of their differing philosophical, political and economic interests, create the problem of world cooperation.

And now is the favorable time to do it. The problem is set by the course of events and these events may free some of us to attack it. I have already indicated that the continuance of the war may so reduce our registration that many of our customary activities will have to be suspended. It does not follow, therefore, that we should do nothing or devote ourselves to tasks which many others are ready to do and can do as well. We should set ourselves to prepare the University for the office it must fill when this war is over. For the conquest of arms must be followed by renewed energy in the conquest of nature and man. The obligation to be ready lies upon our universities with special force. On account of the resources of the country we have as yet been saved from disruption and devastation as the universities of other lands have not been. We shall consequently be looked to when these evil days are over. We should use our opportunity and prepare. An organized effort should

be made to keep these faculties at work, not only upon the researches which the present need demands, but also upon those which will prepare the University to meet the expectations with which it will be confronted when once again students fill its halls. Our comrades in arms will then be our friends in learning. We should begin now to lay with them the foundations of mutual assistance. Clearly our opportunity is not measured by our registration.

Respectfully submitted

FREDERICK J. E. WOODBRIDGE

Dean

June 30, 1918

SCHOOL OF ARCHITECTURE

REPORT OF THE ACTING DIRECTOR FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

As Acting Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1918:

There were regularly registered in the School during the year 16 candidates for the degree of Bachelor of Architecture, and 20 candidates for the Professional Certificate in Architecture. In addition to these, there were 11 students taking the combined course who were primarily registered in Columbia College. It should be noted in considering the statistics of attendance that all non-matriculated students, at one time admitted to the courses of instruction and regularly included in the registration of the School, now appear on the lists of Extension Teaching. For the first time, Extension Teaching has also offered during the year evening courses leading to the Certificate of Proficiency, which wholly replace the day courses formerly offered by the School, and lead to the same Certificate. The reductions in the School's registration are doubtless to be accounted for partly because of these new educational conditions which place the School on the same plane with the other professional schools of the University, but have enrolled many of the former students elsewhere, and partly, also, because of war conditions in that most of our students fall within the draft age, and the training of all students in architecture is of an immediately available kind in the present emergency. If, however, the 72 special students and candidates for the certificate in evening Extension Teaching are included in our statistics, which is the only way the Columbia enrolment can be compared with that

of other schools of architecture, the registration total may be stated at 119. This inclusion finds another justification in the important step taken during the year in placing the direction of the work in architecture in Extension Teaching, at the suggestion of the School and at the ultimate request of the Director of Extension Teaching, under the administrative control of the Committee on Instruction of the School. This measure was rendered necessary because of the assumption by Extension Teaching of the complete course leading to the Certificate of Proficiency in accordance with previous standards and requirements of the School. In the evening work in architecture, accordingly, the Committee on Instruction now exercises in Extension Teaching an immediate control, subject to the authority of the Administrative Board of the School.

The list of students graduated contains but one with the degree of Bachelor of Architecture and two with the Certificate of Proficiency, a total of three.

A fact of interest in the year's record of the School is that despite the radical reduction in registration and without the stimulus of a large student body, which plays a peculiar part in work of this character, work in all departments has been maintained fully up to the best standards of the past. The proportion of failures in examinations has dropped to an unprecedentedly low figure, while that of medals and 'first-mentions' in Design has been unusually high.

Student
Work

In the course of the year there were submitted in the School a total number of 232 problems of all grades in Design. Of these 126 were found of passing grade. Two received medals. In the major problems 83 were submitted and 73 were of passing grade. Of those considered of passing grade one was especially commended. In the minor problems, or nine-hour sketches, 149 were submitted and 54 were of passing grade. During the year, the total number of problems sent to the Beaux-Arts Society for judgment was 44. Of this number 32 were judged of passing grade and 5 were especially commended. Five medals were awarded by the Beaux-Arts Society to students in the School of Architecture. In Extension

Teaching there were submitted 48 major problems. Of these 41 were found of passing grade. One was especially commended. In the minor problems six were submitted and one was considered of passing grade. One medal was awarded to a student in Extension Teaching by the Beaux-Arts Society.

The competition for the Perkins Fellowship, scheduled for the spring of 1918, was not held. The American Institute of Architects also decided not to award any of the annual medals in the eleven leading schools of Architecture. Both of these decisions were prompted by depletion in numbers which would make competition unsatisfactory. In the case of the Alumni Association medal, also, the number of competitors was too small to warrant an award at Commencement.

The most important changes in the curriculum during the year were the expansion of the courses in the Theory of Curriculum Design, chiefly under Professor Boring, which restores to them somewhat of the importance formerly assigned them for a broadening of the students' outlook on the work in Design and on the profession in general. These courses have been supplemented by extra lectures, given on Friday afternoons by graduates and by other experts on professional subjects from the point of view of active practice—another return to the former methods of the School. There have also been readjustments of the work in Graphics under Mr. Allen, and in Drawing under Professor Harriman and Mr. Lauber.

Any curriculum in an architectural school, it may be stated, must of necessity be a compromise between ideals and possibilities. The curriculum as now ordered is calculated for the training, not of merely clever draftsmen, but of architects who can think and who can build the practice of their profession on the foundation of both a liberal and a technical education.

The only changes in the corps of instruction were the retirement of Mr. Chamberlain and the appointment as Assistant Staff in Drawing of Mr. Joseph Lauber, who has given instruction during the year in Life Drawing and Charcoal, and the appointment of Mr. F. S. Milotti as Assistant in Modeling, in place of Mr. Gregory, who went into military service in March.

During the year the following prominent architects and painters lectured in the School of Architecture: Mr. H. W. Corbett, "Indication or Shorthand Methods in Architectural Drawing"; Mr. Lloyd Warren, "Taste in Architecture"; Mr. Thomas Hastings, "Classic Architecture"; Professor Arthur Wesley Dow, "General Ideas on Design"; Mr. Egerton Swartwout, "When the Competition is Won, how shall I Start Work? What is the first thing to do?"; Mr. Louis F. Bird, "The Use of Water Colors". The class in Water Colors had two exercises out-of-doors, one of which in Bronx Park was on the invitation of Mr. Bird who gave criticism. We are indebted to the Director-in-Chief, Dr. Britton, for his hospitality to the class.

During the year various changes and additions in equipment were made and various others begun last year were completed. Of those brought to completion the most important were the Departmental Library, the new Equipment administration offices, and the life-drawing room. Minor matters, but likewise of considerable importance for the smooth running of the School, were various installations for exhibition purposes, racks for students' work, glass cases for water colors, and special display fixtures for the exhibition room and the fourth floor corridor. The drafting room has also been furnished with proper drafting tables and lockers for the students, and in general the furnishing and equipment of the building has been rounded out so that it is now complete and satisfactory. The remodeling of the Library has converted that room into an attractive and inviting place for study and research that supplements the larger but less intimate resources of the Avery library on the ground floor of the building. It is a satisfaction to record the rehabilitation of this highly important department of the School's equipment, which for some time had been neglected.

The Committee of Visitors, although not called upon so often under the circumstances of the year, continued its active participation in the judgments of the problems in Design, and showed in every way the cordial sympathy of its members with the School. At the June meeting of the Trustees of the University, the Committee was in- Visitors

creased by the addition of three members nominated by the National Sculpture Society and three nominated by the National Society of Mural Painters. As constituted, the Committee represents not only the immediate interests of architecture, but also the intimately allied arts and cannot fail to be of added value to the School.

A series of exhibitions has been held in the Avery Library illustrative, as usual, of art and architecture and described in Exhibitions full elsewhere in these reports. Those appertaining particularly to architecture, and appealing directly to the students of the School, were the Vitry collection of plates showing the details of the Rheims cathedral, held in January; the very fine illustration of work by members of the staff of the School, held in February; the water color drawings of designs of structures planned for the further development of the New York Botanical Garden in Bronx Park, and illustrative, in a general way, of modern ideas in landscape architecture, held in March—April; and doubtless the most important of all, the large collection of photographs, drawings, plans, and model of buildings designed by the architectural firm of McKim, Mead and White, held in May—June. This last exhibition brought together in a notable group many of America's best monumental and private structures, and was a most inspiring object lesson of professional accomplishment to the students of the School. Messrs. McKim, Mead and White presented during the year to the departmental library of the School the monograph in three volumes descriptive and illustrative of the work of the firm and important as the record of a noteworthy phase of the history of American architecture.

Proper acknowledgment should be made in this report, and is gratefully tendered, to the editorial management of the *Columbia Alumni News* for the publication, in admirable form, of the special number of March 22 which was devoted to the School of Architecture, and which evoked a widespread commendation of the equipment and methods of the School.

As appears from my previous report, the School responded promptly and enthusiastically to the call for military service that came with the entry of the nation into the War. The following tabulation indicates the various branches of military activities which have been undertaken by students and graduates of the School of Architecture so far as it has been possible to ascertain them. A considerable number of these men are now in France.

National
Service

ARMY:

Artillery	Coast	6
	Field	13
Aviation	Aeroplane	10
	Balloon	3
Engineers		13
Infantry		21
Quartermasters Corps		9
Signal Corps		3
Not specified		9
		—
<i>Total</i>		87

NAVY:

On board ship or at naval stations and yards	19
Naval Camouflage	1
Naval Base Hospital	1
	—
<i>Total</i>	21

MISCELLANEOUS:

Ambulance and Red Cross	4
Army Y. M. C. A.	3
Base Hospital	1
Government Draftsmen	5
Nurse	1
U. S. Shipping Board	3
Not specified	13
	—
<i>Total</i>	30

ALLIED ARMIES:

British	1
Canadian	3

ALLIED ARMIES: (*Continued*)

French	2
Italian	1
	—
Total	7

Grand Total (including eight instructors) . . . 145

It is interesting to record that the total number of men from this School now in service, including graduates and others who left for service before the close of their courses, represents thirty-seven per cent. of the total number of men graduated from the School since its beginning; and that of the men in residence last year at the time of the declaration of war by the United States fifty-two per cent. went into service.

During the Spring Session, Mr. Joseph Lauber, instructor in Life and Charcoal Drawing, painted a range-finding picture to be used in one of the army cantonments. This is in the form of a landscape canvas measuring five feet by nine feet, and will be used by field artillery to approximate the appearance of a distant French landscape.

In recapitulating the affairs of the School for the year under consideration, doubtless the crucial fact is the greatly reduced student registration. As has already been stated, this is due in an acute measure to the external conditions of the War, but it is also due largely to the internal conditions of University administration in the operation of the requirement of two years of college studies as a condition of admission. The places of the certificate graduates who left the School last year have, of course, not been filled by other candidates for the certificate, while the draft has called some and enlistment others of the College graduates and upperclassmen who would normally have entered the School. All of this will probably result next year to cause even a smaller enrolment. The School, however, in organization and equipment is prepared adequately to meet, when the time comes, whatever demands may be made upon it for its particular kind of professional instruction. It should, I think, appear as a matter of emphasis that the School of Architecture is now very nearly on a graduate basis, since with

the exception of the six-year-course men from Columbia College nearly all candidates for the degree of Bachelor of Architecture are college graduates, and the Columbia College men themselves will have their A.B. degrees while still students in the School. We stand, therefore, in a separate and preëminent class with only two other schools of architecture in the country, those of Harvard University and the University of California, beside us as the forerunners of a better scheme of education in an important profession.

Respectfully submitted

WM. H. CARPENTER

Acting Director

June 30, 1918

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of Columbia University

SIR:

I have the honor to submit the sixth yearly report of the
 Registration Director of the School of Journalism for the year
 1917-1918. The attendance in the School was:

1917-1918	MATRICULATED		NON-MATRICULATED		TOTAL	
	Entered	Left	Entered	Left	Entered	Left
First Professional Year	..	..	..	..	..	..
Second Professional Year	49	20	1	0	50	20
First Professional Year	..	..	..	..	..	..
Second Professional Year	24	6	2	2	26	8

The number of students in Columbia College preparing for Journalism were as follows for the year 1917-1918:

Freshmen	17
Sophomores	30
Juniors	4
Non-Matriculated	1

52

In addition three seniors in college took some journalism courses as part of their college work.

The registration above for the first time is confined to the First and Second Professional years, the two Collegiate years being in College.

The class entering in September, 1916, numbering 46, was transferred in September, 1917, to Columbia College (during

the year 10 of these dropped out) and after a year entered the First Professional year of the School of Journalism. All but three had by this date been drafted, or entered military service. The First Professional year was, therefore, made up of 7 men (two who were not citizens of the United States, and one new man entering the School) and 17 women, of whom 9 came from Barnard, 7 from other colleges, and one from the Extension Department of Columbia University.

Of men in the First Professional year, from 1917 to 1918, then known as the Third Year in the course of four years, only two entered the Second Professional, or Fourth Year, in September, 1918, and one of these withdrew in less than a week to join the Students' Army Training Corps. As with other professional schools, not of immediate military value, the attendance at the opening of the academic year 1918-1919 consisted of men not eligible for military service, and women. Of women in the School or in Barnard preparing to enter the School, and those attending it in 1917-1918, one entered Government service.

Three men who had registered for the Spring Session in 1917-1918 left to enter military service, two of these were awarded degrees by the University in June. For the journalist, some knowledge of military affairs is indispensable. To the clergyman, physician, lawyer, teacher, and engineer, war is alien. It does not directly enter into the warp and woof of their professional duties. The newspaper is always chronicling conflict, preparation for it, or its avoidance. A compact group of books on military affairs was placed in the Library of the School in 1912. The course on International Relations takes up the war. All experience and knowledge in this field is of value to the journalist. In measuring the extent to which the members of this School are prepared for their life-work, there can be no question that military study, experience, and training will be as important as many of the courses accepted for a degree.

The comparative registry of the five years, during which time the School was on a four-year basis, are as follows:

	MATRICULATED		NON-MATRICULATED		TOTAL	
	Entered	Left	Entered	Left	Entered	Left
1912-1913:						
First Year . .	16	8	22	13	38	21
Second Year . .	11	5	..	..	11	5
Third Year . .	14	4	2	2	16	6
Fourth Year . .	14	5	..	..	14	5
<i>Totals</i> . .	<u>55</u>	<u>22</u>	<u>24</u>	<u>15</u>	<u>79</u>	<u>37</u>
1913-1914:						
First Year . .	47	6	11	3	58	9
Second Year . .	18	4	9	5	27	9
Third Year . .	16	6	..	..	16	6
Fourth Year . .	28	10	..	..	28	10
<i>Totals</i> . .	<u>109</u>	<u>26</u>	<u>20</u>	<u>8</u>	<u>129</u>	<u>34</u>
1914-1915:						
First Year . .	42	7	5	2	47	9
Second Year . .	28	4	6	2	34	6
Third Year . .	41	8	..	..	41	8
Fourth Year . .	21	5	..	..	21	5
<i>Totals</i> . .	<u>132</u>	<u>24</u>	<u>11</u>	<u>4</u>	<u>143</u>	<u>28</u>
1915-1916:						
First Year . .	44	1	11	2	55	3
Second Year . .	25	7	1	1	26	8
Third Year . .	34	3	2	..	36	3
Fourth Year . .	25	1	..	..	25	1
<i>Totals</i> . .	<u>128</u>	<u>12</u>	<u>14</u>	<u>3</u>	<u>142</u>	<u>15</u>
1916-1917:						
First Year . .	38	10	8	0	46	10
Second Year . .	42	7	4	0	46	7
Third Year . .	30	3	2	0	32	3
Fourth Year . .	31	4	..	..	31	4
<i>Totals</i> . .	<u>141</u>	<u>24</u>	<u>14</u>	<u>0</u>	<u>155</u>	<u>24</u>

The School of Journalism was for the first time during the year ending last June (1918) sharply divided between two years of college work and two professional years.

The former requirement can be met in any college whose degree is recognized by Columbia University. Those entering this fall for the year 1918-1919 were either from Columbia, 4 men, or Barnard, 9 women, with 1 man each from Princeton, the University of Berne, Switzerland, the College of St. Michel, Constantinople, Turkey, and 1 woman each from Adelphi, Connecticut, Hunter, Swarthmore, Ohio Wesleyan, Smith, D'Yourville College, Toronto University, and the Extension Department of Columbia University.

College and
the School

As in the other professional schools of the University, the larger number will always be drawn from Barnard and Columbia. The change renders it easier for those from other colleges to complete the four-year course of the School (two college and two professional) in four years. With a prescribed course of college work in the first two years, tending as always in every institution to a rigid administration (because it is easier to follow a rule than to exercise direction, to obey commandments and a routine than to be good), every year some were required to take an extra year to secure the degree of the School, and the professional training in the Fourth, or Second Professional year, which opens the door to a newspaper position. This additional year is good for them and needed. Three years of college work and two years of professional work will in the end be required, and at no long distance, but when an additional year is required not on general principles but because some course is missing whose value in journalism is little greater than the courses presented by the postulant, a feeling of injustice is awakened. As in training for law, mere technical procedure counts for less and case law for more, so journalism, as society develops, will call for less technique and wider knowledge.

The postponement of technical study for a professional end until after two years of college work cuts off those who in the High School turn to Journalism from immediately entering on avowed work for the calling. A passion, brief or long, for the

service and sacrifice of the written word as the instrument of social reconciliation, illumination, and personal influence, comes early in adolescence to a much larger number than those who have either the ability or the resolution to carry out this purpose. College chills this spirit. Writing swiftly becomes drudgery in themes multiplied with small relation to the personal purpose and preference. College is a social institution and should be. It introduces adolescence, boy or girl, to its own generation, to its demands and desires, particularly the world's demands. The secular advantages of the older, better known, and positioned callings comes to be perceived and their close relation to the material wealth of the community becomes visible. The social organizations of college have small use for the zeal of professional ardor and benefit edging the early study of history, economics, and political science. The "family" is rarely favorable to writing as a calling except in the one race which has premiated the book from the days when its priestly annalist set down the capture of Kirjath-sepher.

These objections which quench the ardor felt in the high school will, however, disappear with the economic advance of the calling of the journalist. When a young graduate of the School leaving it in June, 1916, with a well-earned degree, and alas, too early claimed by death, pays an income tax on \$7,000, in 1917, every dollar from writing for daily, weekly, and monthly periodicals, the calling is certain to awake attention when no such advance is taking place in the callings requiring training. Since the School sent out its first graduates the weekly pay of the posts in which they are placed has risen sixty per cent. This cannot be laid to war conditions only, for a like advance has come in the professional earnings of men already holding important posts on newspapers whose age takes them out of the special demand created by the draft.

If the earlier movement of young men and women toward newspaper work is likely to diminish with the experience of college, it is equally true that the call of business and material advantages absorbs in all college institutions each year a larger share of those taking the bachelor's degree. Newspaper work but feels this *tendenz* with other learned callings

now taking only four-fifths of the relative number of graduates each June compared with those turning to law, medicine, and divinity half a century ago. Each year sees a wider demand for those trained by the school to concise accuracy in the work of the newspaper. The effect of sheer nation-wide publicity on the marketing of national security issues, on the diffusion of wealth and of savings which has brought the unit of our national bonds from \$100 in the Civil War to \$50 now, and the proof in the numbers of individual subscribers, equaling a fifth of the entire population, to the Fourth Liberty Loan of what can be done to awaken the public to seek investments, has opened a wide field for work of this character in banks and trust companies. The relative space given in the daily newspaper to mere market quotations has decreased and the columns devoted to business and investment news and its discussion have greatly increased in the past forty years. Capacity to do the special tasks this demands requires a special training. Six years ago men doubted if the half-year course on statistics given in the School was germane to newspaper training. No one can doubt this now. This course, offered by Professor Chaddock is now supplemented by a half-year course by Mr. E. E. Slosson on the world's greater products and commercial relations, really a course in applied commercial geography. With this in the First Professional year is Mr. Albert W. Atwood's course in financial writing. This requires the application of economic principles to reports, securities, and the economic movements of the day. Like the course in Political Writing by Professor R. C. E. Brown, these two courses grow out of the experience of the School that to the newspaper man, and this may have a wider application, knowledge in historical, economic, and political fields needs to be re-expressed by the student in writing in order to be digested and enter into his professional life, instead of becoming "acquirements," as is often said with more truth than is always realized of the results of studies followed, but not always caught.

As one result of taking students from the customary college training, it has been necessary to stress the training in news-

Publicity's
Widening Field

paper writing and to introduce a more intensive treatment of the course in the essentials of Newspaper Technique in the First Professional year. This is secured by a larger measure of reporting for the entire class instead of a part, and editing copy has been carried farther than in the past. This in its turn advances the practical newspaper work in the corresponding course on reporting in the Second Professional year (Fourth hitherto), and it will be less and less possible to accept college equivalents for the First Professional year because it gives work college does not offer. Improving and extending the training of the reporter the School will more and more see its graduates pass directly, or after a brief period of service on the one hand, to the posts usually reached by the capable newspaper man in two to three years; on the other they will gain permanent work in financial and corporate publicity in posts whose tasks and demands repeat themselves year by year. The research laboratory, particularly in biology, has, as every one is aware, opened new posts for women which enable them to do with men cooperative work of great value in discovery and in teaching. There are already signs and in some cases accomplishment which last year began to show that women graduating from the School of Journalism will find a fruitful field in the study and compilation and exact presentation of investment issues. These are sold under a sharper competition than in the past and have also a more penetrating scrutiny by State agencies under "Blue-sky" laws and greater intelligence and knowledge on the part of investors. This in its turn will demand like qualities of the newspaper. The two New York dailies making the largest advance in circulation in the past six years have shown a new appreciation of this type of news, and in one its two highly successful financial pages are under the supervision of a graduate of the School of Journalism. Work of this kind will always command permanent pay.

Not the least effect of the war on the American daily has been the exclusion of a vast rubbish heap of trivial local news, which it once was believed "the public wanted." This is gone, not to return. It has been shut out on one side by the cost of

paper, which has almost doubled in seven years for "news print," and in the pressure of war despatches. With this, as the war closes, will come a great mass of mobile capital, a perfect foundation for credit in launching and developing the great enterprises which will meet the needs of a hungry and war-worn world, which has exhausted stock, supply, and product of great staples on a scale hitherto inconceivable, and the multiplication by eight-fold of the bondholder. For a decade to come at least, like the decade from 1815 to 1825, and beyond, when four per cent. bonds were first freely marketed at par, and the decade from 1866 to 1876 of railroad expansion, the newspaper will be led along the path already outlined in which material development and the calls of the investor will fill its columns.

The High Cost
of Paper

The effect and bearing of all this on the training of the journalist is clear. Big flaming heads and dear newsprint are incompatible. A bondholding proletariat, and the children of today aware they own a cherished bond will weight the daily circulation of the future with new responsibilities and new demands of which the most sensational papers are aware, and to which they are responsive. With this goes also the circumstance that the advance in paper has forced our periodicals of large circulation under new bonds to widen their demand by enlisting the serious and placed them in a sharper competition for writers. The weeklies and monthlies of widest popular diffusion pay from five- to seven-fold more for articles, comparing the prices paid where the circulation is 500,000 to 1,000,000 or even 2,000,000 and where it is from 100,000 upwards. The path to these high prices which give \$750 to \$1,250 for a single article, and twice this for the short story which the large circulation evokes, has raised all prices for fiction and articles, and increased the pay for the discussion of serious topics, and stiffened the pressure on the young writer to write contributions which will win the eye and pay of the foremost issues, a lure which leads to incomes of \$25,000 a year now won by the magazinist. This has led the School to add to the course in special articles, given by Professor Pitkin, a

graduate course in this field which carries this training through two years, and is one of the courses that can be taken for a master's degree. These courses presuppose two years of college work for the first, and for the second an additional year of professional studies and training, or a baccalaureate degree. The returns for the magazine article, the apparent ease of producing it, an easy conviction of personal aptitude leads a great multitude to write magazine articles. A single office receives 50,000 a year when not more than 200 can be used. In this field as in any other, save where genius exists or special aptitude, merely learning to write counts for nothing. Education, knowledge, the experience of life, training and practice in writing are indispensable to moderate success. Short and easy roads are offered with inadequate previous preparation as they once were in law, in medicine, and in technical studies. They failed there and they will fail here. Before State laws stepped in to establish standards in law, medicine, and the technical sciences there were notable lawyers, physicians, and engineers who had picked up their training casually, learning as they went along. No one today looks on their success as proving that systematic training and previous education are unnecessary. Nor can this prove true in any of the arts of expression. The School of Journalism could be crowded with those who wish to compose, to report, to edit copy, without learning anything else, but it can no more do this than any professional school can return to the methods of acquiring a smattering surface of technical proficiency with which men once entered callings now fenced off by studies, tests, and examinations legally imposed.

In spite of the fact that war swept off men through all the past year, the number in the two professional years was larger than in other fields of training for life callings. The proportion of women steadily increased until at the opening of the year 1918-1919 the only men left were those physically disqualified for military service. The openings for women in consequence were less than was hoped; but advance over previous years. Habit is strong in these matters and Eastern newspaper offices have

Women in
Journalism

been unwilling to put women in the work hitherto done by men. Pay has, however, advanced, and women graduates last June passed from the School to posts successfully held at a salary of \$1,560 a year. In none of the posts filled by women from the School has the pay been less than for men doing the same work. For obvious reasons women are less likely than men to be guided by the opportunities of promotion and more influenced by the immediate pay.

The sudden death of Professor Franklin Matthews from heart disease, in the waiting-room of the Long Island Railroad in the Pennsylvania station, while on his way to Journalism building, deprived the School of a distinguished journalist, and an indefatigable teacher, loved by his students, honored in the calling, devoted to his task with a lofty conception of its duties, responsibilities, and privileges. He had served with distinction on the Philadelphia *Press*, the New York *Sun*, and the New York *Times*. He had contributed to the leading magazines, his letters to the *Sun* on the trip of the battleship fleet around the world appeared in a volume, the one graphic and permanent record of the event, and his collection of "Casual Essays of the *Sun*," 1905, long out of print, has taken a foremost place in the literature of the calling.

Franklin
Matthews

He was succeeded in his post by James T. Grady, who takes up the task of the teaching of reporting and newspaper technique after twenty-two years' experience on a wide range of newspapers, the lesser daily, the metropolitan newspapers, and journals large and small, East and West.

The School was without the services of Dr. John W. Cunliffe, the second semester of 1917-1918, and the first semester of 1918-1919, absent on war duty serving as Secretary of the American University Union in Europe (with an office in London), a task discharged with signal success. Fortunately, he returns to his work the second semester of the year (1918-1919) and the School will again profit by his grasp of academic conditions, his high scholarship, his luminous exposition, and his wide knowledge of modern literature.

The Announcement of the School of Journalism for the year 1918-1919 carries for the first time six graduate courses, four of them new, which will qualify for the degree of Master of Science in Journalism. For this purpose, these courses will be open to those who have taken the professional courses and studies in the First and Second Professional years, or their equivalent. They are open to graduate students with the qualifications prescribed. These can also be taken by undergraduates in the School of Journalism in the Second Professional year. The number taking them in this year is small. With these courses the chief difficulty, not unknown before, is to make certain that advanced courses constitute an advance.

Academic tasks are not easily performed when all are engrossed, heart and mind, devotion and conviction, in the issues of a world war, but it is not the least of the success of the School of Journalism in the past four years that its staff of teachers has given a training which has convinced a profession, earlier in doubt, of the worth and need of professional training in journalism.

Respectfully submitted

TALCOTT WILLIAMS

Director

June 30, 1918

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor to submit the following report on the condition and progress of Barnard College during the academic year 1917-1918.

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

	1916-1917	1917-1918
Seniors	144	131
Juniors	143	150
Sophomores	177	155
Freshmen	194	211
	<hr/>	<hr/>
	658	647

Besides the regular students, we have had twenty-seven matriculated specials as compared with thirty-five last year, and twenty-three non-matriculated specials as compared with forty-one a year ago. The total number primarily registered in Barnard College has been 697, a decrease of thirty-seven from the figures of the preceding year.

Registration

The number of students coming to Barnard from other schools of the University for part of their work has risen slightly. We have had thirty-three from the Graduate Faculties and fifty-nine from Teachers College, as compared with thirty-one and thirty-seven respectively a year ago. We have also had one student from the School of Philanthropy.

Our total registration has been 790, a decrease of twelve from the preceding year. The falling off in numbers has been due to conditions caused by the war. Some of our students have been drawn off into war work, and in other cases the financial difficulties suffered by their families have made the continuance of their studies impossible. As compared with

the situation in the men's colleges our decrease in numbers is, of course, very slight. It seems probable that a somewhat similar decrease will occur next year.

During 1917-1918 we have recommended to the University for the degree of Bachelor of Arts 142 students and for that of Bachelor of Science fifteen, making a total of 157, one more than last year, and the largest number of degrees ever awarded in one year under the Faculty of Barnard College. Of these candidates, eight received the degree *cum laude* and none *magna cum laude*.

From the Faculty, Professor Raymond Weeks was absent on leave during the Winter Session and Professor Charles S. Baldwin during the Spring Session. Professor Henri Faculty F. Muller is still on active service with the French army. Barnard College suffered a severe loss in the death of Professor George W. Botsford, whose distinguished scholarship in the field of ancient history had made the course which he gave here of great value to our students. The College also regretted very deeply the resignation of Professor Henry R. Mussey, who had been for eight and a half years in charge of our work in Economics and who had played a prominent and influential part in Faculty discussions and College life. We were fortunate in inducing Professor Henry L. Moore, who formerly taught at Barnard, to return to us and assume the responsibility for our instruction in this Department. Though Professor Charles A. Beard had not a seat on the Faculty of Barnard College, he had conducted for four years an excellent and widely elected course in American Government. We accordingly felt that his resignation was a serious loss. Professor Howard L. McBain very kindly undertook at short notice to assume charge of this course in politics, and he has generously aided during the year in various discussions and activities in this department caused by the granting of suffrage to women in New York State.

Four new members took seats on the Faculty at the beginning of the year: Miss Eleanor Keller, promoted from Instructor to Assistant Professor of Chemistry; Dr. Maude A. Huttman, promoted from Instructor to Assistant Professor of

History; Dr. Louise H. Gregory, promoted from Instructor to Assistant Professor of Zoology, and Miss Gertrude Dudley, Associate Professor of Physical Culture in the University of Chicago, who came to us on leave as Associate in Physical Education. We have been very fortunate in securing as College Physician Dr. Gulielma F. Alsop, who has played an important part in the life and work of the College during the past year.

There have been several changes in the membership of our Board of Trustees. In August, 1917, by the death of Mr. George L. Rives, Barnard College lost a Trustee whose penetrating intelligence, executive ability, and unflinching and sympathetic interest had made him of the greatest value to the College. In December, 1917, Mr. Silas B. Brownell resigned the chairmanship of the Board, and Mr. John G. Milburn was elected to succeed him. In June Mr. Brownell died. He was one of the members of the original Board of Trustees of the College in 1889. In 1904 he was elected Chairman in succession to the late Abram S. Hewitt, an office which he held until this past year. The College is lastingly indebted for his devoted services during all these twenty-eight years, in its creation, development, and guidance. His constant and sympathetic interest in the education of women and his devoted performance of his duties as Chairman of the Board make him one of the notable figures in the history of Barnard.

Three new members of the Board were elected in February: Mr. George W. Wickersham, Mr. James R. Sheffield, and Miss Mabel Choate.

A very notable event in the history of the College during the past year was the opening of Students Hall, the splendid gift of Mr. Jacob H. Schiff. A building of this sort, to provide for our physical education and social life, was first described as a need of the College in Dean Gill's Annual Report of June, 1906, and was repeatedly asked for thereafter by the Dean and by the students. Its opening this past year represents, therefore, the final realization of a dream of eleven years.

On account of the multitude of difficulties caused by war conditions, there were many delays in the completion of the Hall, and for the first two or three months of the College year the officers and students worked under serious handicaps, being without a lunch room, a reading room, a gymnasium, class studies, and certain offices. By November we commenced to use the new building in part, and by the beginning of the Spring Session practically all of it was available.

Its opening has made a very great change in the life and work of the College. In the first place, it enabled us to organize on an elaborate scale a Department of Physical Education. Hitherto we had had to depend in this field on the generous and friendly aid of Teachers College. As a result of the proposals made by Miss Dudley and Dr. Alsop, there have been a number of conferences in the Committee on Instruction and the Faculty as a whole, finally resulting in the adoption of a complete program of Physical Education extending over the entire four years of the College course. This is to go into effect with the Class of 1921. Besides carefully arranged work in formal gymnastics, swimming, dancing, games, and athletics, adapted to the needs of the individual student, it includes a course of lectures on Personal Hygiene in the freshman year, a course in First Aid in the sophomore year, and a half year course in Human Biology prescribed for juniors and given by Professors Crampton and Gregory, of the Department of Zoology, in cooperation with Dr. Alsop.

The magnificent new gymnasium, with its abundant space, light, and air, has afforded a splendid setting for our chief athletic activities, and the beautiful swimming pool has been perhaps the greatest source of delight to the undergraduates. The new library, the large lunch room on the top floor, the offices of the Religious and Philanthropic Organizations and the Associate Alumnae, and the various rooms for social activities, have also been exceedingly valuable. The results of the new life in this spacious building, combined with the careful instruction and supervision given by the Department of Physical Education, are already apparent in the improved health and spirit of the students.

We have cordially welcomed organizations from other Schools of the University, which have used the building for receptions, luncheons, and dinners. One evening a week during part of the year the gymnasium and the pool were open for *alumnæ* athletics. On the whole, Students Hall has more than fulfilled the expectations which we cherished for so many years. We expect to develop to a much greater extent various uses of the building, and we feel confident that the great benefits which it will confer during the years to come on the women of Barnard and the rest of the University will seem to its generous donor an adequate return for his noble gift.

Several years ago the Faculty began the consideration of a proposed revision of our curriculum. Opinions and suggestions were secured from our *alumnæ* through the Curriculum *Alumnæ* Council, from undergraduates and from all members of the teaching staff, and a study was made of the requirements in other institutions. The Committee on Instruction finally presented definite proposals to the Faculty last January. In spite of the distractions and demands caused by the war, very careful consideration and discussion followed at a series of informal conferences and Faculty meetings. Thanks are due to the members of our staff for the many hours of time and thought which they gave to this important problem. The final resolutions completing for the present the revision of our course of study were adopted in the middle of May.

The first main step taken by the Faculty was the elimination of the B.S. degree. This has received the approval of the University Council and the two Boards of Trustees. In future, graduates of Barnard College will be recommended only for the Bachelor of Arts degree. This is in line with the general movement in Columbia University making the B.S. a professional or semi-professional degree conferred through the professional schools. The Bachelor of Arts is to be in future the strictly collegiate or academic degree. It is to be used only by the two undergraduate colleges.

This change naturally implied an amalgamation of the A.B. and the B.S. courses. This step was accordingly taken, and

considerable alterations were also made. It is obvious that one of the chief problems confronting the Faculty was the place of the classics. We had previously awarded a degree of B.S. to students who had no Latin or Greek. When we limited ourselves to one degree it was almost inevitable, therefore, that this, even though it was the traditional Bachelor of Arts, should be granted to students without the old classical requirement. After prolonged discussion, a new classical requirement was adopted, applying to all students, whether they specialized in science or in letters. It provides that every graduate of Barnard must have had either some training in the Latin or Greek language or some acquaintance with classical times and thought gained through the study of classical literature in translation, or the civilization, the history, the art, or the philosophy of the classical era. It was felt by the Faculty that though we could no longer fairly insist on every student's studying the Latin or Greek language, we were warranted in demanding of all some knowledge of the civilization from which the roots of our own civilization spring, and that historical perspective which comes from an acquaintance with ancient times.

The old course in freshman Latin is thus abolished as a prescription. Various elective courses in the Latin and the Greek language will be offered, and a number, in English, covering different phases of classical civilization.

There was considerable discussion also regarding the status of mathematics, but the Faculty decided to retain as a prescribed course Mathematics A, which is to be entirely re-modeled by the Department of Mathematics, with emphasis on the cultural and vocational aspects of the subject. In future it will include the elements of analytics and calculus. The sophomore course in English was eliminated as a prescription, as was also the logic course; and the science requirement was reduced from two sciences to one laboratory course in a science to be selected by the student at will from the list presented by the Faculty.

The foreign language requirement was also altered. Instead of demanding of all students before their senior year a

working knowledge of both French and German, we shall in future ask that all students, before the beginning of the senior year, show an ability to read at sight, to understand and to speak, either French or German, and in addition possess a knowledge of the elements of one other foreign language, ancient or modern.

New additions to the list of prescribed subjects were the physical education requirements mentioned above, a course in voice training for all students not excused by the Faculty, and a half year course in the introduction to philosophy.

The prescribed courses in the new curriculum total from 46 to 52 points, out of the 120, exclusive of Physical Education, required for the degree. Besides those already mentioned, they include English A, 6 points; History A, 6 points; Psychology A, 3 points; Economics A, 6 points. The student is also required to have a major of at least 24 points and a minor of 12 points. This is intended to secure some concentration of work. Some dispersion is secured by insisting that at least 18 points of work be taken in each of the three great classes or groups of subjects—language and literature, natural science, and social science. A regulation was adopted permitting the substitution for certain of these requirements of a special curriculum planned and supervised by a group of departments. This makes provision for such courses as the old Bachelor of Science and the proposed Social Science curriculum.

In planning the new curriculum the Faculty tried to construct a course of study which would give to all our students the fundamentals of a general liberal education, a sound foundation for intelligent citizenship as well as for later professional study. The prescriptions are intended to afford each student the principal tools with which to work, a fair amount of general information, some acquaintance with all the main fields or types of human thought, and sufficient specialization in one subject to give at least the beginning of a sense of mastery. Sufficient opportunity is afforded for free election to satisfy individual preferences and needs.

The Faculty also decided that regular Barnard students who had satisfactorily completed three years of work, covering

ninety points and including all prescribed courses, might be allowed to substitute the first year of an approved professional school for the senior year at Barnard, and be recommended for the degree of Bachelor of Arts on the completion of this year.

After the curriculum had been revised, it was obvious that the entrance requirements also needed some change to fit the new course of study. For some years Barnard

Entrance
Requirements

College has had four sets of entrance requirements—those for the A.B., for the B.S., for the general two-years' course preparatory to professional schools, and for the special two-years' course preparatory to the School of Journalism. These requirements have been rather complicated and inconvenient. A student has often entered the College on one set and then desired afterwards to shift to a course more appropriate to her talents which required another set. This has often necessitated her returning to some of the preparatory studies, though such work may have seemed educationally unwise. In revising the requirements the Faculty has aimed to make them as simple and elastic as possible, and to have only one set, applying to all candidates for admission whether they intend to continue for the Barnard degree or to transfer after two or three years to a professional school. These new requirements, which will go into effect with the class entering in the fall of 1919, include the usual three units of English, three units of mathematics, covering elementary algebra and plane geometry, five units of foreign languages, of which at least three must be in one language, and four units of electives to be selected at will from the subjects accepted for admission. It is believed that this list includes the subjects essential to successful work in the College curriculum, and that at the same time it allows sufficient freedom to preparatory schools in arranging the programs of the pupils to suit their special talents and circumstances.

The Faculty has also decided to permit in future two methods of satisfying the examination requirements in subjects demanded for admission—not only the Old Plan hitherto in use, necessitating examinations in all subjects, but also the

so-called New Plan, recently adopted by a number of colleges and universities, and requiring only four comprehensive examinations, combined with a good school record covering a full high school course. The four large women's colleges which have hitherto accepted certificates, Mount Holyoke, Smith, Vassar, and Wellesley, have given up their certificate system in favor of this New Plan. For some years Radcliffe has had the Harvard system, which is very similar. It will undoubtedly be advantageous to have six large women's colleges in this part of the country with approximately the same systems of admission, even though their prescription of subjects may differ.

One of the most fundamental and important tasks of the college is the selection of the best possible candidates for admission. The new regulations at Barnard seem to be very fair and reasonably elastic. Under them the Committee on Admissions can take into careful account the intellectual qualifications of the applicants as demonstrated in their examinations and their school records, their physical fitness as indicated by their health reports, and their general character and powers as shown in the confidential school reports, in letters of recommendation and in any other credentials which the College can secure. From the list of applicants tested in these various ways it is the difficult but exceedingly interesting and important task of the Committee on Admissions to select those who seem on the whole best fitted to profit from the College course.

Next to the regular college work of the classrooms and laboratories, the interest of chief importance during the past year has been war work. Situated at the center of activities in New York City, Barnard College War Work has had the opportunity to achieve as much in the line of patriotic service as any woman's college. Many of our individual officers and alumnae have been engaged in very valuable war work. This report is concerned, however, only with our organized efforts. The Associate Alumnae have accomplished wonders in raising over \$50,000 for two Barnard units for overseas service, and recruiting these two groups from the

ranks of our graduates. Some of the members of the Canteen Unit for service in Y. M. C. A. huts have already crossed to France. The Repatriation Unit, which is to work under the Red Cross, is temporarily delayed by certain difficulties beyond our control.

The work of the undergraduates has been under the general direction of the Central War Relief Council, composed of eleven students and three Faculty representatives. The Dean has been for part of the year Honorary Chairman, but the work of the Council has been directed almost entirely by the Student Chairman, Marion Alleman, 1918. The Council has been a most able and devoted body. Its committees in charge of the different branches of the work are the Registration Committee, the Red Cross, the Publicity, the Emergency, the Canteen, the Entertainment, the Social Service, and the War Savings Stamps. The Registration Committee undertook a general registration to enlist students in war service. Of all students attending College only twenty-two failed to register. A number of those who registered were for various reasons of health, family responsibilities, great pressure of work, and the necessity of earning their living, unable to undertake active service, but nearly eighty per cent. of the entire student body were actively engaged in war work.

The Red Cross workroom was excellently managed. Fifty-five thousand surgical dressings and 1100 knitted articles were turned out. This Red Cross Auxiliary was entirely supported by contributions from the students and Faculty and by the receipts from benefits, amounting in all to about \$2,000 for the year.

Special campaigns and drives were under the direction of the Emergency Committee, aided largely by the Publicity Committee. In November the College undertook to raise \$5,000 for the Y. M. C. A. Students' Friendship Fund, and succeeded in securing nearly \$8,400. In preparing for the Third Liberty Loan, the Metropolitan Committee requested Columbia University to copy one million census cards for the use of the canvassers. Barnard undertook as its quota 200,000 of these, and finished in the ten days allowed 262,000. Soon after

this, \$500 was raised for the Knights of Columbus drive, and \$300 through the Social Service Committee for Mount Ivy, a summer camp for poor children. At the end of the year the senior class through its play at Commencement time succeeded in raising over \$1,600 for the Alumnae units, an amount which was swelled to over \$2,100 by the receipts from the Greek Games. The undergraduates are thus supporting one alumna overseas worker for one year.

The Social Service Committee, working with the Community Service Association, has put students in touch with the various social agencies in the city needing volunteer workers. War conditions have drawn away many of those who ordinarily help the settlements and similar social organizations, so that it has seemed important for the College to continue its support of such institutions, so necessary in keeping up the health and the *morale* of the community at large.

There have been many other phases of war work undertaken from time to time, but perhaps the enterprise that has been most popular with the undergraduates has been the Boathouse Canteen for soldiers and sailors. The University authorities granted permission to the Barnard Committee to use the Columbia University Boathouse for this purpose, and Mr. Edwin Gould, the original donor of the building, very kindly contributed funds to make the necessary alterations. The Canteen was opened March 6 and has been in successful operation ever since. A joint faculty and student committee is in charge, under the chairmanship of Professor Gertrude M. Hirst. Until the end of the College year the active work was carried on almost entirely by the undergraduates. During the summer it is depending to a considerable extent on the aid of alumnae.

The Women's Agricultural Camp at Bedford, New York, which was the forerunner last summer of the Woman's Land Army movement, and which is being continued in an enlarged form this summer, is not officially connected with Barnard College; but since it is run by Professor Ida H. Ogilvie of our Department of Geology, and since many Barnard alumnae and

undergraduates work there, we feel a close bond with the Camp. Last Summer it was highly successful in demonstrating the ability of women to perform all kinds of farm labor and the soundness of the so-called unit plan for women agricultural workers. This year, in common with many other Land Army units, it is continuing effectively the exceedingly important work of meeting the shortage in the supply of farm labor. About 100 Barnard undergraduates volunteered for Land Army work this summer, most of them at the Bedford Camp.

Our undergraduates have had the great advantage of being in close touch with the Information Bureau conducted in Philosophy Hall by the Columbia University Committee on Women's War Work. Under the very efficient direction of Miss Virginia Newcomb, Barnard, 1900, this bureau is probably in closer touch with war organizations, Government departments, and all other forms of war activities than almost any other similar office in this part of the country. The bureau has now on its files about 10,000 women. It receives from scores of organizations and Government offices calls for thousands of workers to serve in this country and abroad. Most of these calls are for volunteers, but an increasing number are for paid workers, many for exceedingly important positions. This office is of great value in keeping the women of all parts of the University in touch with war demands, and in cooperating with the various departments, so that the University may render greater patriotic service. It has aided in planning several of the important War Service Courses given through the Department of Extension Teaching.

It has been our desire to make our buildings of the greatest possible use. Last summer the local Exemption Board occupied part of the basement of Milbank Hall. This summer that portion of the building is used by the local committee of the Federal Baby Saving Campaign. We are also housing the Conference for Women Overseas Workers conducted by the Y. M. C. A. to train for canteen work abroad the women who have been accepted for the Y. M. C. A. huts. Several members of our Barnard staff are aiding in the work of this training school.

It has been interesting to note that the great demands and the absorbing interest of war work have obliterated the larger part of the social life and student organization activities in the College. The Sophomore Dance, the Junior Ball, and the Senior Dance have, of course, been given up. Several of the student organizations have died out, and several others are on the verge of dissolution. Even Wigs and Cues, the dramatic association which formerly absorbed a great part of the interest of the undergraduates, barely kept alive last spring, and then only because the profits of its play were regarded as necessary for the Red Cross. All this is, of course, natural and commendable. The danger is lest the absorbing interest of war work should also distract the students' attention too much from their studies. It is necessary to impress constantly on their minds that the Government has requested women college students to remain at work and complete their college course, and that the efficient performance of their regular college duties is therefore their highest form of patriotic service.

During the past year gifts to the amount of \$262,212.44 have actually been paid in to the College. Of this \$147,433.96 was from Mr. Schiff for the completion of Students Hall. The amount of \$60,000 represents the value of a house deeded to the College shortly before his death by General Carpentier. A very welcome gift was that of \$25,000 from Mrs. Joseph H. Choate, generously donated towards our Endowment Fund and indicating anew the interest which she, with her distinguished husband, showed in past years in aiding in the founding and early development of Barnard. Mrs. Charles Woerishoffer has generously added \$5,000 to the amount which she has already given for endowment.

Mr. George Wellwood Murray has donated \$5,000 to establish in memory of his wife the Caroline Church Murray Fund, the income of which is to be used in aid of needy and deserving students. The College is very glad to have this memorial of the mother of one of its graduates. The gifts of \$2,500 each from Mrs. E. H. Harriman and Mrs. Willard D. Straight towards the running expenses of the Department of Physical

College
Life

Gifts

Education have been of very great help in enabling us to develop this important new line of work.

In this connection sincere gratitude should be expressed to the many alumnae classes who have from time to time during past years given money to be used for furnishing and equipping the new building. Several rooms and special pieces of furniture and equipment in Students Hall show in very attractive and useful form the results of their generosity.

On January 31, 1918, General Horace W. Carpentier died, in the ninety-third year of his age. General Carpentier had been for some time a Trustee of Barnard College, but had resigned on account of poor health about three years before his death. During his lifetime he had given to the College more than \$500,000. By the terms of his will Barnard is to receive a bequest of \$200,000 for scholarships, and is to share with Columbia the residuary estate. What we receive from this is to be used for general endowment, and it is hoped that it will amount to between \$750,000 and \$1,000,000.

Though not all of the income of this noble bequest will immediately become available, it will, nevertheless, be of very great aid to the College in meeting under the present difficult circumstances its pressing financial obligations. The great increase in the cost of all supplies and in wages has resulted in a large addition to the expense of keeping up our buildings. So serious has been the financial condition of the College that it was not possible during the past year to make any promotions in the Faculty or to increase any salaries except in a few very urgent cases of younger instructors. It is just at such a time, however, when the cost of living has so greatly risen, that the salaries of a college staff need to be increased. It is to be hoped that in another year or two, when we shall have begun to receive some of the Carpentier money, and when, as we sincerely trust, we shall also have completed the Million Dollar Endowment Fund which we began to raise several years ago, we may improve to some extent at least the salaries of our teaching and administrative staff.

Carpentier
Bequest

Financial
Condition

Brooks Hall has presented several problems during the past year. The increase in the cost of food and other supplies and the rise in wages have caused an addition to the running expenses of the Hall considerably greater than the increase in income brought in by the \$50 emergency fee charged to residents. For next year the Committee on Buildings and Grounds has decided to make a special effort to expend on the Hall only the amount actually received in fees. It will be necessary to estimate carefully in order to expend for food just the funds supplied by the fee paid for table board and three-fifths of the emergency fee, a fair proportion to credit to this portion of the budget. Naturally, every care will be taken to make the food supplied, though economical, entirely adequate for maintaining the health of the residents.

Brooks
Hall

For several years the demand for rooms in Brooks Hall has been greater than the supply. Last year twenty-five Barnard students lived in Furnald Hall, a University dormitory. Feeling that the first duty of the College was to extend the protection of its residence hall to undergraduates, the Committee on Buildings and Grounds has decided that precedence will be given to students in assigning the rooms, and that the officers of the College may secure accommodations only if vacancies remain by September first. The Committee regretted very much the necessity of depriving Brooks of the advantage of having officers of the College among its residents, but the other consideration seemed of paramount importance. As soon as the war is over we should endeavor to add to Brooks the much needed wing.

One of the most successful enterprises ever undertaken by our energetic and resourceful alumnae has been the so-called Cooperative Dormitory, conducted for the past two years in two apartments at No. 99 Claremont Avenue. This organization has paid its running expenses without deficit, and has provided a comfortable home, excellent food, and the society of a congenial group to thirteen Barnard undergraduates at a yearly cost approximately \$100 less per person than the minimum price for resi-

Cooperative
Dormitory

dents in Brooks Hall. The share of the housework performed by the girls has not been at all burdensome. The residents have been, on the whole, students of excellent standing and very desirable members of our College community.

For next year the Cooperative Dormitory is to be expanded so as to accommodate about forty students. Five apartments have been engaged at 606 West 116th Street, immediately opposite Brooks Hall. By vote of the Board of Trustees the College has guaranteed the payment of the rent and of the salary of a resident director, and has given money to defray half the cost of additional furnishings and equipment. Money for the other half has been promised to the alumnae by our generous friend and benefactor of long standing, Mrs. Anderson. It is a great source of satisfaction to the College that this admirable plan is now to be expanded and its advantages made available for a much larger number of students.

Since the war began college women have been called upon to perform many kinds of service and to enter hitherto untried fields of business, industrial, and professional work. On the whole, they have made good, with the result that the advantages of college training for women are far more widely appreciated than they were even two or three years ago. There is an immense demand today from Government departments, from large corporations, from business houses, and from organizations and offices of all sorts, for Barnard graduates. To an administrative officer sitting within the College it sometimes appears as if most of the world were clamoring at our doors for a supply of alumnae far beyond what we can possibly furnish. Though Barnard College still intends to remain an institution for liberal education and not to convert itself into a school for vocational training in the narrower sense, we cannot help being more or less influenced in the planning of our courses of study by the immediate demand for workers in the world without. These needs are reflected by our new course in bacteriology, the expansion of our work in analytical chemistry, the new course in the principles of agriculture, the remodeling of some of our work in mathematics, two new courses in statistics, the

further development of a course offered by the Department of Economics in the problems and methods of social work, a special course in politics offered for the benefit of the new women voters, and the expansion of our regular course in American government so as to include visits to various governmental institutions and activities.

It is striking to note that the proportion of our graduates entering the profession of teaching has greatly diminished, as it has in other colleges, so markedly that there seems to be considerable danger lest the supply of teachers for the country may be seriously affected. Many new kinds of work are attracting college women. The responsibility of giving wise vocational advice to undergraduates and alumnae has consequently become more and more pressing and important. Through the Intercollegiate Bureau of Occupations, with which we are in close touch and of which Miss Emilie Hutchinson of our Department of Economics has been for the past year Director, through the Columbia University Committee on Women's War Work, which can tell us especially of war demands, and through our Secretary, Miss Doty, who manages the appointments in the Barnard office, we are able to keep informed regarding conditions and needs in the outer world. Our faculty advisers give considerable time to counseling undergraduates regarding their future professions. The amount of all this work has, however, so greatly increased that we should probably soon add to our staff a specialist in these questions, who can devote most of her energy to discussing in detail with the individual students their abilities and plans, and trying to place them on graduation in suitable positions.

In spite of this concern with vocational problems, the College has no intention of neglecting instruction in philosophy, religion, literature, history, and the other social sciences, or of relaxing in any other way its efforts to help its students to think straight, to follow sound ideals, and to develop into citizens competent to grapple wisely with the immense questions confronting our country and the world.

On the whole, the year has been an unusually eventful and significant one. The College has faced some perplexing prob-

lems, and at several points has made definite progress. It can look forward with confidence to further development and to effective service even amidst the rapidly changing and sometimes bewildering conditions of these days of war.

Respectfully submitted

VIRGINIA C. GILDERSLEEVE

Dean

June 30, 1918

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

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

SIRS:

I have the honor to transmit herewith the reports of the Directors of the Schools of Education and Practical Arts for the academic year ending June 30, 1918. At my request, and because of my absence on official business concerned with the organization of the educational work in the General Military Hospitals, these reports cover all phases of University activity in Teachers College during the year under review.

Respectfully submitted

JAMES E. RUSSELL
Dean

June 30, 1918

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the Dean of Teachers College

SIR:

I herewith submit my report for the School of Education for the academic year 1917-1918:

The total number of students enrolled in the School of Education has been 1,078 (not including graduate students with majors in Practical Arts), as compared with 1,103 Enrollment for the preceding year; 166 graduate students elected Practical Arts majors, as against 174 in 1916-1917. The matriculated students of both schools in the summer session of 1917, not in attendance during the regular year, numbered 1,588. Of the total number of students in the School of Education during the academic year, 116 were enrolled as unclassified graduate students, 622 indicated their desire to become candidates for the Master's or Doctor's degree, and 466 were matriculated unclassified students. Of this latter number 220 were enrolled as candidates for the degree of Bachelor of Science. In the preceding year there were 574 candidates for the degree of Master of Arts and 266 unclassified graduate students.

During the year the degree of Doctor of Philosophy was conferred upon 19 students, 11 of whom had taken the Master's degree at Columbia. This is the greatest Degrees and Diplomas number of candidates ever granted this degree through Teachers College in a single year. In previous years the greatest numbers were 15 candidates in 1911 and 13 candidates in 1914. In the preceding year 9 doctorates were awarded. For the academic year 1917-1918, 304 students in Teachers College received the degree of Master of Arts, 4 the degree of Master of Science, and 342 the degree of Bachelor of Science.

The total number of diplomas granted during the regular academic year was 417.

Of the 778 graduate students, 82 held the Master of Arts degree of Columbia University; 236 students held the degree of Bachelor of Science from Teachers College.

Other colleges and universities were represented as follows: College of the City of New York, 38; Hunter, 34; Wellesley, 28; Chicago, 27; Vassar, 21; New York University, 20; Syracuse, 17; Harvard, 15; Mount Holyoke, 15; Smith, 14; Adelphi, 13; Cornell, 13; Michigan, 13; Illinois, 12; Wisconsin, 11; California, 10; Yale, 10; New York State Normal, 9; Northwestern, 9; Ohio Wesleyan, 9; Missouri, 9; Colgate, 8; Dickinson, 8; Minnesota, 8; Nebraska, 8; Washington, 8; Goucher, 7; Indiana, 7; Leland Stanford, 7; Oberlin, 7; Amherst, 6; Boston, 6; Pennsylvania, 6; Bucknell, 5; Colorado State Teachers College, 5; Franklin and Marshall, 5; Iowa, 5; Lafayette, 5; Ohio State, 5; Princeton, 5; Peabody, 5; Texas, 5.

Student
Distribution

In the choice of subjects other than education pursued by the Teachers College students in other parts of the University, the following departments attracted the greatest number: English, 280; history, 165; psychology, 92; Spanish, 75; sociology, 63; French, 60; chemistry, 36; comparative literature, 32; mathematics, 31; business, 29; music, 29; philosophy, 23; economics, 21; German, 20; Latin, 18; public health, 18; physical education, 15; social economy, 14; contemporary literature, 13. Thirty-five other subjects were chosen by a smaller number of students. A total of 1,175 class registrations represents the interest of the Teachers College students in other phases of University work.

Distribution
of Subjects

Practical field work of the students was necessarily interrupted by the war. Nevertheless, members of the College staff and students of the Department of Educational Administration conducted the survey of the public schools of Paterson, N. J., in which work forty-five students of the department participated. Sixteen students in rural education took part in local surveys. Thirty students

Practical
Work

in the supervision of teaching participated in a survey of the educational work of the Jewish Orphanage at Pleasantville, N. Y.

A new phase of practical field work is being developed through the coöperation of the Department of Psychology and of Elementary Supervision in the measurement of achievements in the various field subjects during the past year. In this work 145 students participated, investigating the work of 12,000 school pupils. The work was conducted in the Horace Mann School; the Orphanage of the Hebrew Sheltering Arms Society at Pleasantville, N. Y.; the Hope Farm School of Verbank, N. Y.; the public schools of Stamford, Conn., and Congers, N. Y.; Ethical Culture School, and several public schools of New York City; and in the public schools of various cities of New Jersey.

Forty-two students were engaged in some form of practice teaching outside of the College schools, and sixteen were engaged in supervised religious field work.

In the summer session students in Teachers College are not differentiated from those of other departments of the University, in their registration, but numbers may be estimated from the class enrollments. For the Summer Session summer session of 1916, the class enrollment in the College was 13,920, while the entire summer school registration was 8,000, of whom probably 5,000 took work in Teachers College. The class registration in Teachers College in 1917 was 9,347, while the total attendance in the summer session was 6,000. For the summer of 1918 the class enrollment of summer session students in Teachers College is 8,372. The decline for the year 1917 was due to the recent entry of our country into the war. That there was no greater decline during the present session is a matter of great satisfaction. While there is a slight loss in class enrollment, this is partially explained by the change in the point ratings of many of the Teachers College courses. The actual number of students in the summer session of which Teachers College had its full share was only one hundred and twenty-two less than last year. Instructors and students unite in testifying that the work has

been most satisfactory. Evidently war conditions have but emphasized to the teaching profession of the country the fundamental value of the instruction which the College offers.

The work of the year has shown no new line of development, but the maintenance of the high standards of previous years in all lines and the successful development of lines but recently introduced. There has been no modification of requirements for degrees and no change of note in the conditions of the institution, and but slight interruption of the College procedure due to partial occupation of members of the staff in war activities.

Work of
the Year

As with all colleges, Teachers College and its several members have been vitally concerned with our contributions to the winning of the war. As during the previous year, a series of short emergency courses was given in both schools of Teachers College during the period May 20 to May 29. Again this policy was markedly successful. Attendance in the courses varied from 40 to 700. The Practical Arts courses were popular with the students from the School of Education. Among the educational courses given, the most popular were those which dealt with the historical backgrounds of the war and the economic and geographical conditions involved, and those on training for social service, and for patriotic propaganda.

Emergency
Courses

While this year no additional members of the staff of the School of Education have withdrawn for military service, a number of them are contributing a large part of their time to patriotic service. More than forty of them are participating in some form of service, either for the Government or for some patriotic society. It is manifestly impossible to enumerate all of these. Yet it involves no invidious distinction to mention especially the work of Professor Thorndike, service for the War Department in connection with the examination of aviation recruits and as executive secretary of the sub-committee on problems of aviation; that of Professor Bigelow, for the American Social Hygiene Association in coöperation with the Surgeon General's Office; and that of Professor Strayer, as chairman of the

War Work
of Members
of the Staff

National Education Association Joint Commission on the National Emergency in Education. These are comparable to your own outstanding services in the formulation of the program for the rehabilitation education of wounded soldiers.

Similar to these services is the enlarged opportunity for national activity which comes from the election to the presidency of the National Education Association of Professor Strayer, an honor to the institution which he represents as well as a compliment and recognition worthily bestowed upon him.

During the year, sixteen students have left the College for active military service, and ten for service in the Red Cross, Y. M. C. A., and similar work. Our service flag now carries 350 stars. We have to record with sorrow and yet with reverential pride that three of our former students have made the supreme sacrifice. These are: Locksley McKnight, of Edmonton, Canada, a student in 1915; Howard Vincent Pickering, of Winona, Canada, a student during 1912-1914; and Floyd Alonzo Stevens, of Ridgewood, New Jersey, a student during 1914-1915. Mr. McKnight and Mr. Pickering were members of the Canadian overseas force and were killed on the field of battle. Mr. Stevens was with the Columbia University Ambulance unit, and died from wounds received while rescuing the wounded from No Man's Land. To the memory of these we render our homage and our tribute of highest respect.

Respectfully submitted

PAUL MONROE
Director

June 30, 1918

SCHOOL OF PRACTICAL ARTS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the Dean of Teachers College

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the year closing June 30, 1918.

The total registration of regular students in the School of Practical Arts from September, 1917, to June, 1918, was 1,307, 1,141 undergraduate and 166 graduate. In addition, more than 550 extension students were admitted to technical courses for which they were well qualified, and 944 auditors attended the Special Short Courses, of six to twelve lectures each, conducted by the School of Practical Arts in coöperation with the University Institute of Arts and Sciences. Last year (1916-1917) there were 1,157 undergraduate and 174 graduate students in Practical Arts. The School, therefore, lost twenty-four students, sixteen undergraduate and eight graduate. The following tabulation shows the attendance of matriculated students for the six years of the School (1912-1918) and for the year 1911-1912:

	Undergraduates in Practical Arts	Graduate Students, Practical Arts	Total in Practical Arts	Total in Teachers College
1911-1912	589		589	1,461
1912-1913	809	15	824	1,687
1913-1914	793	37	830	1,803
1914-1915	1,070	95	1,165	1,904
1915-1916	1,065	127	1,192	2,222
1916-1917	1,157	174	1,331	2,444
1917-1918	1,141	166	1,307	2,385

GRADUATE STUDENTS IN TEACHERS COLLEGE WITH MAJOR WORK IN PRACTICAL ARTS, 1917-1918

	1916-1917	1917-1918
Household	94	80
Fine Arts	25	25
Industrial Arts	12	9
Music	12	5
Nursing and Health	6	8
Physical Education	18	24
Unclassified	<u>7</u>	<u>15</u>
Total Graduate Students in Practical Arts	174	166
Total Graduate Students in Teachers College	840	788

The number (166) of graduate students with major work in Practical Arts remains, as last year, approximately one-fifth of the total number (788) in Teachers College.

As indicated by the above figures, wartime conditions have had little influence upon the total attendance of the School of Practical Arts. There has, however, been a decrease in the number of students, chiefly matriculated unclassified and graduate, who are prepared for the most advanced courses. This, of course, is the natural result of the national demand for experts in the field of practical arts, either as teachers or in the health and food-conservation movements. It is probable that we shall have a much more marked decrease of advanced students during the coming year.

The School has been able to give some national service both in the preparation of its students for war work and in the direct service of many members of its staff who have taken active parts in the organization and administration of the city, state and Federal movements in nursing, food conservation, physical training and hygiene, and practical arts education. In all these lines there have been overwhelming demands for help by the professional experts from the School, and it has been possible for our professors and instructors to give only a small part of the service for which opportunity has come.

For the purpose of giving special preparation to students, much adaptation of regular courses has been made in each of

the six sections of the School, but especially in Household Arts and in Nursing. In addition, many special courses have been given, particularly in the last two weeks of the academic year, when all students of the School devoted their full time to short courses planned to help them prepare for or find opportunities for service during the summer of 1918. In connection with these short courses, a student committee registered the summer plans of all students who were able to make definite arrangements before the end of the college year.

The Department of Nursing and Health has for many years been emphasizing the importance of selected types of college women entering the nursing profession, with the hope of advancing to important positions; but four years in college and three years in a hospital training school have made it impossible for most of the best qualified college women to consider nursing as a possible profession. Obviously, the problem is essentially parallel to that of combining academic and medical education. Hitherto, there has been no serious attempt at a solution, and our Department of Nursing and Health has accepted as students only graduate nurses who have usually been ranked as Juniors or as unclassified students.

College Students
in Nursing

It has long been evident that the peculiar advantages of the School of Practical Arts for combining academic study and practical training in curricula for the Bachelor of Science degree ought to make it possible to complete a plan whereby a young woman who has graduated from high school may complete a combined curriculum for the Bachelor's degree and a nursing diploma within five years. Such a possibility would appeal especially to young women who have natural qualifications for leadership in the executive, social-welfare, and educational work now opening to graduates in nursing who are exceptionally prepared for more than the routine work of a graduate nurse.

During the past year arrangements have been completed whereby a high-school graduate entering the School of Practical Arts as a Freshman when at least nineteen years of age may combine an academic and nursing program leading to the

Bachelor's degree with regular training for nursing in a hospital training school. High-school graduates accepted by the Department of Nursing and Health will register for two years as students in the School of Practical Arts and then be considered for admission to the Presbyterian Hospital School of Nursing. If accepted by the Hospital School, the students will spend about two years at the hospital, and then return to Teachers College for 24 points of required Senior courses. The total time will be about four and one-half calendar years. Students who have completed two years of satisfactory work in other colleges will find it necessary to devote three years to the combined program of the Hospital School and the School of Practical Arts, making a total of five years for a nursing diploma and the Bachelor of Science degree.

The School has taken the opportunity to train special workers needed for occupational and physical therapy in the military hospitals in the United States and Reconstruction Therapy overseas. During the year, a full program for training workers in occupational therapy was given each Session, and in the Spring Session a short program of eight weeks. In the Spring Session, a short program in physical therapy was given to a group of students who were selected on the basis of extensive training in physical education. Full programs in occupational and physical therapy have been announced for the Summer Session of 1918 and for the Winter Session of 1918-1919.

The plans for conducting the Teachers College special short courses for popular instruction in coöperation with the Special Short Courses university Institute of Arts and Sciences have worked successfully during the past year. The range of courses offered and the attendance of auditors have been affected somewhat by war conditions; nevertheless, 944 auditors attended special courses of from six to twelve lessons in home-making, textiles, nursing, and physical education. A number of the short courses related to wartime problems and were attended by many women who hoped to fit themselves for some kind of special service.

The 'honor system', devised a year ago by a large group of leading undergraduates, has been elaborated and put into operation by the Students' Executive Council. It is proving quite satisfactory both to Faculty and to the great majority of students. Representative students are especially pleased with the good results from that clause of the honor code which concerns honesty in work done outside of the class rooms.

The Honor
System

Respectfully submitted

M. A. BIGELOW
Director

June 30, 1918

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor of submitting the following report for the academic year 1917-1918:

Like the other schools of the University, we have suffered severe inroads upon both our faculty and student body from the demands made upon us in the interest of the national defense. Although these demands and our methods of meeting them probably do not differ materially from those of the other schools, it seems desirable, even if only for historical purposes, to record them here.

War
Conditions

A large number of our students, representing all classes, have entered the army and navy, nearly all of them voluntarily. In such cases, wherever practicable, concessions have been made in our requirements for advancement and graduation, based upon authority of the State Education Department. Those who withdrew previous to the close of the first half of the second semester were deemed ineligible for promotion or graduation. Liberal provisions will be made for them upon the resumption of their school work. Those who withdrew subsequently to the time named have been promoted or graduated, or denied such recognition, in accordance with their respective records up to the time of their withdrawal. The response to their country's call has been equally prompt among our graduates, more than two hundred in all having enlisted up to the present time.

The disarrangements which have resulted in our faculty have been relatively greater than those among the students. In some cases, a vacancy has been filled only to be again created.

In the face of the distracting experiences of the times, difficulties of a somewhat novel character have occurred in the maintenance of scholarship and decorum among the students. The demands upon the attention which have arisen from unprecedented conditions and happenings in our own country and in the world at large have been irresistible, with the result that routine work has suffered. Such conditions, moreover, are calculated to excite an uneasy spirit and erratic activity. Fortunately, these difficulties were anticipated by the faculty, which has engaged systematically in meeting and overcoming them, so that we have been unable to appreciate any deterioration in the closing work of the year.

In addition to our losses from the above-named causes, we have been forced to part with the services of Dr. Mansfield, our Professor of Pharmacognosy, one of our own graduates, who has been engaged here as teacher for the past twelve years and who has developed his department into a high state of efficiency. Dr. Mansfield has been called to assume the office of Dean in the Albany College of Pharmacy. The vacancy thus caused has been filled by the promotion of Dr. Charles W. Ballard, for some years our Instructor in the same department. Dr. Ballard has studied medicine as well as pharmacy and has specialized in the microscopy and composition of foods as well as of drugs, and he will, no doubt, prove a worthy successor in the chair of Pharmacognosy.

During the past year, three fitting memorials to deceased distinguished pharmacists have been founded in this school, in the form of prizes for superior scholarship.

The E. R. Squibb annual prize of \$100 has been established by the house of E. R.

New Scholarships
and Prizes

Squibb and Company, of this city, in honor of its founder, one of the most eminent of American pharmacists and one of the most generous friends of this school in the dark days of its early history. The Louis Dohme Prize of an equal amount, has been established by the house of Sharpe and Dohme, of Baltimore, as a member of which firm Mr. Louis Dohme has contributed greatly to the development of American pharmacy. The Joseph Weinstein Prize, consisting of a compound micro-

scope, to be awarded annually, has been founded by the New York Retail Druggists' Association, Dr. Weinstein having been the first Doctor of Pharmacy to be graduated by this school. It is very pleasant for us to find our prizes taking the form of memorials for services of this kind.

We are fortunate in being able to report continued financial prosperity, in spite of the highly adverse conditions of the year.

Financial Not only have our increased pecuniary obligations been fully discharged, but an additional payment has been made upon our mortgage. This result is in no small measure due to our announcement last year of an increase in admission requirements of from one to two years of high school work, to take effect for the coming session. A number of students hastened the date of their matriculation in order to avoid what they unfortunately regarded as an uncalled-for additional burden. The same influence will doubtless tend to still further decrease matriculation for the coming session, already greatly curtailed by the conditions already discussed. In spite of all, however, it appears probable that we shall go through the coming year without incurring a deficit.

Much interest has been created in our faculty by the receipt of the following communication:

(Letter-head of American Conference of Pharmaceutical Faculties)

June 19, 1918

President NICHOLAS MURRAY BUTLER,
Columbia University,
New York, N. Y.

My dear President Butler:

At the last meeting of the American Conference of Pharmaceutical Faculties the following resolution was adopted:

That the Executive Committee be instructed to investigate the organization of schools, to determine if there are cases where two schools are paying but one membership fee and the same men are representing two schools maintaining different requirements, and that the Executive Committee report at the next annual meeting.

The resolution seems to me to be unfortunately worded as it would indicate that the principal object to be gained by this investigation would lie in the payment of an additional membership fee, whereas the real object of

the resolution, as developed by the discussion on the floor, was entirely different.

It would seem that this resolution applied to the College of Pharmacy of the City of New York and the Department of Pharmacy of Columbia University, it being the general impression that these are essentially separate institutions, with separate faculties, distinct enrolment of students, and separate commencements in connection with graduation, and that while the College of Pharmacy of the City of New York is represented in the American Conference of Pharmaceutical Faculties, the Department of Pharmacy of Columbia University is not so represented. If this statement represents the facts, it would be very desirable that the Department of Pharmacy of Columbia University should be enrolled in the Conference in order that the Conference might have the benefit of this University affiliation. It is the University ideals for which the Conference is striving, and it therefore desires the counsel of those who can speak for the University.

I would very much appreciate a statement from you covering this subject which would enable me to make a report at the forthcoming meeting.

Respectfully

(Signed) J. A. KOCH

Chairman, Executive Committee

June 30, 1918

In my reply to this letter, as requested by you, I stated the facts regarding the relations between this School and the University, explaining that the former, chartered nearly a century ago, was made the Department of Pharmacy of the University in 1904, so that there is but one school; that this School gives the regular course in pharmacy established by the laws of this State and approved by the Conference, and, in addition, a higher course, with College Entrance requirements, and according with the University standards.

Since the language of the latter part of Secretary Koch's letter appeared calculated to convey the impression to one not familiar with the facts that this School has failed in loyalty to the University ideal, and in efforts to promote it, I directed the attention of the Executive Committee of the Conference to the following facts, which show that we have been exceptionally active and successful among the university schools of the Conference in efforts to establish the university standard in pharmacy.

No results whatever had been attained in this country, so far as we know, in interesting pharmacy organizations and state legislatures in a university course in pharmacy until this School undertook that almost hopeless task, many years ago, by introducing into the New York State Pharmaceutical Association a resolution recommending to the Legislature compulsory graduation from a pharmacy school imposing an entrance requirement of one year of high school work. The result of this attempt was well calculated to discourage further effort. Twice we were literally hooted down. The attempt was repeated again and again, and eventually, by the aid of some of the other schools of the state, and especially by that of the State Education Department, it was successful. It is very true that for many years previously, the schools of some of the western universities had maintained much higher standards, but they had no support whatever in the direction of compulsory preparation from their state governments, and very little from their pharmacy associations. They performed a great service, and under trying conditions, in maintaining their standards and in inducing a small voluntary compliance therewith. At the time, however, the great bulk of the licensees of the country had had no school training, developing through the old apprentice system, so that pharmacy and the university were practically separated and quite inharmonious. The action of New York influenced the pharmacy of the state, and progress has been continuous and healthy ever since. It is not too much to say that there has been here a complete reform in the attitude of pharmacy toward pharmacy education, and the outlook for still greater improvement is now more hopeful than at any previous time. Although the university standard has not yet been attained, we know of no greater service that we could have rendered in that direction.

Our next step was that of introducing a similar resolution into the meeting of the American Conference of Pharmaceutical Faculties held at Indianapolis in 1906. In advance of that meeting, this School addressed a circular letter to other university schools, urging the importance of the attempt and asking for their support. Almost without exception, this aid

was refused, most of those schools either absenting themselves or remaining neutral until the latter part of the session. The opposition was literally bitter. The discussion continued during the entire day and into the small hours of the following morning, but an overwhelmingly affirmative vote was at last recorded. Since that time, progress has been as great in the Conference as in this state, though far less steady, and both are now working under a requirement of two years of high school work as an entrance requirement. There is now, however, a controversy between this state and many of the university schools. The latter would force the Conference standard to far outrun sentiment in pharmaceutical circles. There is at present a healthful, though not yet a strong tendency among the states to recognize pharmacy school training by the enactment of compulsory legislation. New York views this movement with anxious care lest it be antagonized and checked, and believes that this may result in the country at large, as we know that it would in the east, by rash and violent advances. We are, therefore, accused of inconsistency because we will not support precipitate proposals. The truth is that we have never wavered in our original undertaking to advance requirements concurrently with professional sentiment. Of the two, we regard the latter as far more important. We bespeak university support in a course that is not only loyally ambitious, but conservatively effective.

It is pleasant to be able to record that the general disorganization resulting from the war has not sufficed to check activity in the development of pharmaceutical education. Never before has more earnest study been devoted toward securing a broader and better curriculum leading to the several degrees recognized in this profession. Both our own state authority and the American Conference are earnestly at work on this subject and important action is likely to be taken by both bodies during the coming year. It is to be noted that these activities assume two distinct, and in some particulars, antagonistic forms, based on the two great interests in the business of the retail pharmacist, where the commercial side threatens to submerge the professional side. The term 'commercial' here

refers to those extensive lines of photographic material, tobacco and cigars, foods and refreshments, dry goods, toys, stationery, sporting goods, and other articles the sale of which properly applies to the department store. It is doubtful if this form of work does not already employ the major portion of the pharmacy clerk's service. Pharmacists who are principally interested in this side of the business, demand clerks who are specially trained as salesmen. Naturally, those who are preparing for such positions seek instruction of this kind. This class of employers and clerks usually deprecate scientific and professional study and training, as well as the general educational work of the pharmacy school. Such interests control legislation in most, if not in all of the states, and they resist those professional requirements which the schools desire to impose. They would either permit candidates who have had no school training whatever to become licensed pharmacists, or they accord their preference to the graduates of those schools which do not impose adequate entrance and graduation requirements. The result is that schools of the better class do not receive the support necessary for their maintenance. While the schools, with few exceptions, are anxiously concerned to find methods for correcting this situation, they differ widely in their views as to how it can best be accomplished. Many of those schools whose financial support is independent of their income from instruction fees believe in imposing full professional requirements. Where this has been tried, a complete split has occurred between pharmacy, as represented in state practice, sentiment and legislation, and the activities of the schools themselves, and there has been no progress in improving the general professional status.

Another element among the schools believes that the demand for clerks with at least some school training should not be thus destroyed, but should be met by such means as will gradually elevate sentiment and eventually lead the entire pharmaceutical body to appreciate the value of a satisfactory professional training. It is not unlikely that the final result will be that of establishing a class of druggists, privileged to perform the non-professional service of the pharmacy, and

requiring relatively little school training, and a second class, who may engage in legitimate professional work.

The state of New York and its schools adhere to the view that the surest way to attain final success is to proceed along the line of gradual development.

The situation as it stands is leading to the evolution of two quite different curricula. The one, on which the present activity of the American Conference of Pharmaceutical Faculties is based, comprises a course of two years, each of not less than six hundred hours, based on two years of high school work. The other is a course of four full academic years, based on high school graduation, and including cultural as well as strictly professional subjects. Both curricula will be developed during the coming year, and whatever may be the fate of the more ambitious one, the mere work of preparing and discussing them cannot fail to accomplish great good in the case of both.

Respectfully submitted

H. H. RUSBY

Dean

June 30, 1918

SUMMER SESSION

REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1918

To the President of the University

SIR:

It is my privilege to present herewith the Report of the nineteenth Summer Session of the University which opened July 8 and closed August 16, 1918.

The problems presented to the Administrative Board of the Summer Session in preparing for the summer of 1918 were of a different character from those ordinarily met in the conduct of this part of the University work. They may be summed up in the general statement that we were compelled to present a program which would meet the demands of the students who attend at this time of the year, at a cost to the University as low as the attainment of this purpose would permit. The problem was financial and not merely educational.

The number of students in 1917 was at least 2000 less than in 1916; therefore, the endeavor was made to have at least as large a number of students as were in attendance in 1917. As a record of achievement it is sufficient for me to say that this was accomplished, and as a result over 6000 students registered and have engaged in their studies with an earnestness which even excels that of years past. It is idle perhaps to enumerate the causes which tended to reduce our numbers. I might mention the absence of men at war, the need of economy in the home, and the high rate of railroad fare established just before the opening of the Summer Session.

To meet this situation it was the object of the Administrative Board to present a very strong program of study with essentials predominating, with abundant courses appropriate

to a war season, and with a sharp diminution in courses called for by specialists, which may be regarded as the luxuries in education.

In 1915 there were 5961 students; in 1917, 6144 students; and in 1918, 6023 students. The figures of this year, therefore, show an increase over the year of 1915 and are about the same as those of 1917. Certain items of registration are interesting in view of the demand which has been made upon the men of the country. The question arises as to the number of men attending in the Summer Session of this year as compared with the women. The registration for 1917 stood 2003 men, 32.60%, against 1441 women, 67.40%. This year the men number 1710 against 4312 women, showing that the men students of the Summer Session are rapidly decreasing in number. This can easily be explained by reason of the war. The normal percentage of men to women in the Summer Session, as indicated in the year 1915, is 40% men to 60% women. This percentage represents the usual comparative registration of the sexes in the Summer Session. The number of new students in 1917 was 3402, against 2742 previously registered. This year there were 3431 new students; those previously registered numbered 2591. Here again it is noticeable that the Summer Session has drawn a greater number of new students. This may be accounted for by the presence of those who are taking the emergency courses for national service and who would not otherwise have come to the University.

In general, the registration from the states outside of New York was somewhat less than in 1917, but certain states showed an increase. From the state of Massachusetts there was an increase of 19; from the state of New Hampshire an increase of 7; from the state of Pennsylvania an increase of 2; from the state of Vermont an increase of 10; from North Carolina an increase of 1; from West Virginia an increase of 10; from Alabama an increase of 3; from Arkansas an increase of 9; from Mississippi an increase of 4; from Oklahoma an increase of 3; from Tennessee an increase of 4; from Illinois an increase of 23; from Iowa an increase of 1; from Kansas an increase of 3; from Michigan an increase of 30; from Minnesota an

increase of 11; from Missouri an increase of 4; from Nebraska an increase of 3; from South Dakota an increase of 9; from Arizona an increase of 1; from Idaho an increase of 1; from New Mexico an increase of 2. In a number of other states the registration was almost identical with that of other years. From Greater New York there was an increase of 96. Considering the registration of students according to residence we may say that, on the whole, the war has tended rather to decrease, although in a small degree, the number of students coming from states outside of New York and to increase the number of those whose residence is in New York City.

The instructors in the Summer Session for 1918 numbered 327; of these 237 were men and 90 women. Of the assistants there were 31 men and 28 women. The instructors in the School of Demonstration numbered 2 men and 12 women, and the instructors in the Junior High School numbered 4 men and 1 woman. In 1917 there were 383 instructors of whom 307 were men and 76 women. These statistics indicate that a larger number of students was cared for by a smaller number of instructors than in the preceding year and that the number of women instructors was increased by 14 as compared with the men, whose numbers were 70 less than in 1917.

The number of courses offered in 1918 was 593 as compared with 584 of 1917. Here again the policy of economy is very evident, for we offer more courses with a smaller body of instructors than in the preceding year. The University likewise relied upon its own staff more fully than in 1917, for the number of instructors from outside the University was 84 as compared with 118 in 1917, 104 in 1916, and 108 in 1915.

As to the program of studies, we cannot claim that there was any particular or special modification. The usual Summer Session plan was followed. Teachers College offered as near an approximation to the courses of the year as possible. As far as the general subjects of study are concerned, the cultural work of the undergraduate courses was exceedingly well represented. The subjects especially called for in the professional schools were also

found in the program. Attention should be called particularly to the War Emergency Training Courses which were especially prominent in the program of this Summer Session. Thus, a series was established for the training of men and women in statistics for government service. Courses were offered also in navigation and radio telegraphy, and a number in food conservation and food chemistry. Three were offered in nursing, one in Red Cross accounting, and a full series of home health volunteer courses. The program of the Summer Session was also well supplied with war time courses in agriculture, sociology, economics, military French, physiology, and with courses in drafting, chemistry, and personnel management for the training of men who desired to enter civilian government service.

In addition to these subjects, the Summer Session offered a group of lectures known as National Service Courses. These were classified as follows: Community Councils, Red Cross Home Service, Community Centers, Food Conservation, National Thrift, and Junior Red Cross and Home Health Volunteers. All of these were well attended and proved to be of extraordinary value to those who are interested in national service in its widest scope. These lectures on National Service were furnished the public without charge.

The Summer Session has this year, as in other years, considered particularly the entertainment of the students in their hours of recreation. We have provided this summer a series of outdoor concerts for three evenings in the week from 8 to 10. These concerts were offered not merely to the Summer Session students but beginning early in June were open to the public in general who were admitted by ticket which could be readily obtained on request. The expense of these concerts was met by outside contributions so that the University simply furnished the use of the grounds and the light. Seats were reserved for those who had contributed and for the Summer Session students. The manner of the conduct of these concerts has called forth wide commendation. Huge throngs have been seen on the green;

at least 10,000 have been counted at some of the concerts. Mr. Edwin Franko Goldman, the leader of the New York Military Band, is deserving of the credit of this delightful experience inasmuch as he collected the funds, prepared programs of an educational character, and gave himself without restraint to making these events successful. The lack of an auditorium is always felt at any of our Summer Session gatherings and it is gratifying that the University grounds can thus be used, although the University gymnasium could not accommodate the crowd who desired to attend on rainy evenings.

The Summer Session convocation was held on the evening of Thursday, July 11, and was honored by the presence of the President. The program consisted of a brief address of welcome by the President, an address by Mr. John Kendrick Bangs, and community singing on the part of the students. About 2500 people were present, among whom were the gentlemen who were preparing for overseas work under the direction of the Y. M. C. A. The purpose of this convocation was inspiration for national service.

Two concerts were given in the gymnasium under the direction of Professor Walter Henry Hall, Professor of Church and Choral Music. The first was the Midsummer Choral Concerts Night's Dream read by Mr. David Bispham and Mendelssohn's musical accompaniment was rendered by a full orchestra. Choruses were sung by the Summer Session Chorus.

The second concert was offered by the Summer Session chorus and consisted of the Edward Elgar 'Spirit of England', and selections from 'Stabat Mater'. The soloists were Miss Gretchen Morris, Miss Margaret Abbott, Mr. Daniel Beddoe, and Mr. William Tucker. These concerts are a special feature of the Summer Session and are regarded with the deepest interest by those who regularly return to the University for summer work. They are arranged with an educational purpose and are of a high standard of musical excellence. It is really remarkable that these concerts are given by a Summer Session Chorus after the few rehearsals during five weeks

and without interference with the regular educational work of the session.

The change which was made by the Administrative Board for the summer of 1917, namely, the withdrawing of restrictions as to the selection of courses, was maintained in the Summer Session of 1918 and the result was extremely satisfactory. This plan seems to be ideal for a University Summer Session. Students are allowed to select their programs under appropriate advice and can present their credits to the various schools of the University which restrict the number of credits which they recognize from Summer Session study. In other words, the Summer Session presents a program for the free action of the student, and the schools which offer the degrees establish the regulations properly restricting the number of courses which their students may be allowed to take in the summer.

Unrestricted
Selection of
Courses

Professor Leonidas W. Crawford, Jr., has again cared for the excursions which are a regular feature of the Summer Session experience at Columbia University. As has been stated before, they are in two divisions—the first consisting of general excursions which may be attended by those who are busy with their studies and must regard these as a recreation, and the second which is open as a course in economics to those who can give special attention to New York City and its surroundings. We should record at this point our great indebtedness to those who have given opportunity to the Summer Session students for visiting points of information and of educational interest. A total of 5395 students attended the various excursions in the two divisions. Of these 2222 attended Division II for which 150 were enrolled. What these excursions mean to the Summer Session students is readily understood from the fact that they included circumnavigating Manhattan Island, a visit to the Metropolitan Museum of Art, a visit to the *New York Times*, a visit to the Stock Exchange, a visit to the Sunshine Bakery, a visit to the Ziegler Publishing Company for the Blind, a visit to West Point, a visit to the John Wanamaker store, a

Excursions

visit to the Washington Irving region, and above all, a visit to Camp Upton.

The following public lectures were offered to the students and were open to the general public:

Lecture by Franklin H. Giddings, Professor of Sociology and the History of Civilization, on 'Public Service and Industrial Duty in the Present World Crisis', attendance 200; by Elliott Dunlap Smith, State Public Lectures Cooperation Section of the Council of National Defense, on 'The Local Community Council and its National Usefulness', attendance 100; by Elliott Dunlap Smith, on 'The War as Means of Bringing the Government to the People and the People to the Government', attendance 60; by John Collier, Director of the New York Training School for Community Center Workers, on 'The Relation of the Community Center to the Community Council', attendance 75; by Mr. Leon Feraru, in English, on 'The Rumanian Peasant', attendance 50; by Professor David Snedden, on 'Distinctions between Homemaking and Household Arts Education', attendance 175; by Thomas J. Riley, Ph.D., National Director of Home Service Institutes, Department Civilian Relief, American Red Cross, on 'Discussion of the efforts of the Red Cross to keep up the morale of the men in the service by helping to maintain the morale of their families at home, keeping them in good spirits, health, and comfort', attendance 60; by Mr. Daniel Chase, Assistant Inspector of Physical Training, Military Training Commission of the State of New York, on 'Relief or Setting-up Drills for Country Schools', attendance 25; by Professor S. G. Patterson, in English, on 'Rousseau Redivive', attendance 35; by Mr. Daniel Chase, on 'Group Play and Games Adapted to Rural Schools without Equipment', attendance 25; by Professor Arthur W. Dow, on 'Art Appreciation', attendance 260; by Mr. Frank Roscoe, A.M., Secretary, Teachers' Registration Council, England, formerly Professor of Education, University of Birmingham, on 'Educational Reconstruction in England'; by Thomas J. Riley, Ph.D., on 'Discussion of the efforts of the Red Cross to keep up the morale of the men in the service by helping to maintain the morale of their families at home, keeping them in good spirits, health, and comfort', attendance 50; by Thomas J. Riley, Ph.D., on 'Discussion of the efforts of the Red Cross to keep up the morale of the men in the service by helping to maintain the morale of their families at home, keeping them in good spirits, health, and comfort', attendance 40; by Mr. Daniel Chase, on 'Contest Type of Plays and Games with the Use of Efficiency Tests for the Small Rural School', attendance 25; by M. P. de Bacourt, in French, on 'La Presse française des origines à nos jours, 1^o, Jusqu'à la Révolution', attendance 100; by Professor J. P. Chamberlain, Head of the Legislative Drafting Bureau, Columbia University, on 'War Risk Insurance, Covering Allotments, Allowances, Compensation, Insurance, etc.', attendance 35; by Dr. David Snedden, on 'Household Arts Education as Liberal Educa-

tion'; by Mr. Daniel Chase, on 'Rural School Fairs and Field Days', attendance 25; by Professor Dow, on 'Art Appreciation', attendance 225; by Douglas C. McMurtric, Director, Red Cross Institute for Crippled and Disabled Men, on 'The Re-education and Re-adjustment of Disabled Soldiers', attendance 50; by Mr. Daniel Chase, on 'A Three-Year Plan for a Rural School Using the Rotation Principle', attendance 25; by Thomas J. Riley, Ph.D., on 'The Red Cross as a National and International Movement', attendance 80; by Professor Kilpatrick, on 'Democracy and Religion and the New World Order', the first of a series of talks given on Sunday evenings in the Grove, attendance 800; by M. G. de Bothezat, on 'The Laws of Air-Resistance, attendance 25; by Dr. Katherine Bement Davis, Director of Women's Work, Social Hygiene Division, Commission on Training Camp Activities, U. S. War Department, to the women of the Summer Session, on 'Social Hygiene and the Moral Problems of Wartime', attendance 600; by Henry E. Jackson, Special Agent in Community Organization of the U. S. Bureau of Education, on 'The Discovery of the Schoolhouse: The Schoolhouse as the Community Capitol', attendance 40; by Dr. Felice Ferrero, Director, Italian Bureau of Information, on 'Aims of Italy in the Present War', attendance 75; by M. G. de Bothezat, on 'The Dynamics of the Motion of a Flat Plate', attendance 25; by Henry E. Jackson, on 'The Schoolhouse as Community Forum, as Neighborhood Club, as Recreation Center', attendance 40; by Professor Dow, on 'Art Appreciation', attendance 225; by Henry E. Jackson, on 'Robinson Crusoe's Challenge to Civilization', attendance 50; by Professor Rossetter G. Cole, on 'The Melodrama as a Modern Music Form', illustrated by his musical settings to 'King Robert of Sicily', 'Hiawatha's Wooing', and 'Pierrot Wounded'; by Mr. Emilio Agramonte, in Spanish, on 'Simon Bolivar', attendance 40; by Henry E. Jackson, on 'The Hub of the Country Life Wheel: Community Buying and Banking', attendance 50; by M. G. de Bothezat on 'General Review of the Actual State of the Propeller Theory', attendance 20; by M. Pierre de Bacourt, in French, on 'La Presse française des origines à nos jours, 2^o, de la révolution à nos jours', attendance 40; by Professor Crawford, on 'Washington Irving and the Washington Irving Region', preparatory to Excursion No. 18; by Professor Dow, on 'Art Appreciation', attendance 225; by Henry E. Jackson, on 'Politics and Religion and the Public School', attendance 85; by Professor David Snedden, on 'Home Making Education and Vocational Education', attendance 250; by Henry E. Jackson, on 'How to Organize a Community Center', attendance 130; by Henry E. Jackson, on 'The Community a Little Democracy', attendance 55; second of a series of lectures on 'Democracy and Religion and the New World Order', given in the Grove Sunday evening, attendance 700; by Mr. Frederick K. Morris, on 'The War and the War Terrain in Northern Italy', illustrated, attendance 225; by Olin Templin, Director of the Collegiate Section of the United States Food Administration, on 'The Educational Program of the Food Administration', attendance 110; by Mr. Charles Digby Wardlaw, on 'The Physical Educa-

tion of the Adolescent Girl', attendance 60; by Professor F. de Onis, in Spanish, on 'España y la Guerra', attendance 60; by Dr. Roy Lyman Wilbur, President of Leland Stanford University, special lecturer for the United States Food Administration, on 'The Effect of the War upon the Food Problems of the World', attendance 70; by Dr. Austin Baxter Keep, illustrated lecture on 'Colonial Books and Bookmen', I. Of the Seventeenth Century, attendance 40; by Professor George D. Strayer, President of The National Education Association, address on 'The National Emergency in Education', attendance 1500; by Miss Mary Porter Beegle, on 'The Development of the Dance', attendance 100; by Dr. Roy Lyman Wilbur, on 'The Origin and First Plans of the Food Administration, including Food Conservation', attendance 100; Professor Bergen Davis, on 'Electrical Currents and Discharges', attendance 32; by Professor A. de Pierpont, in French, on 'L'Influence universelle de la langue française', attendance 120; by Dr. Roy Lyman Wilbur, on 'The Methods for the Distribution of Staple Foods', attendance 100; 'Country Life Conference', speakers: Dean A. R. Mann, Cornell College of Agriculture, Mrs. Jane S. McKimmon, State Demonstration Agent, Raleigh, N. C., Mr. Fred Eastman, The Red Cross Magazine, New York City, Mr. E. C. Higbie, Re-Education Camp, Trenton, N. J., attendance 250; lecture by Dr. Roy Lyman Wilbur, on 'Special Problems in Food Administration; Prohibition, etc.', attendance 50; 'Country Life Conference', speakers: Mr. H. W. Foght, Bureau of Education, Washington, D. C., Mr. W. E. Halbrook, State Department of Education, Little Rock, Ark., Professor Franklin H. Giddings, Columbia University, Dean James E. Russell, Teachers College, attendance 600; by Dr. Roy Lyman Wilbur, on 'Plans for the Future of the Food Administration', attendance 83; lecture on 'Religion and Democracy and the New World Order', third of a series of lectures given on Sunday in the Grove, attendance 350; by Mr. Charles A. Ruby of the National War Work Council of the Y. M. C. A., on 'Opportunities for National Service Offered by the Y. M. C. A.', attendance 40; by Professor H. C. Sherman, on 'Russia in 1917', illustrated, attendance 120; by Dr. J. L. Perrier, in Spanish, on 'El Movimiento literario en Colombia', attendance 60; lecture on 'Missions and World Democracy'; by Miss Sally Lucas Jean, Director of Field Work, Child Health Organization, on 'Child Life Conservation as Patriotic Service', attendance 325; by Dean George B. Pegram, on 'Scientific Training and the War', attendance 35; by Mr. Henry C. Olinger, in French, on 'Le Soldat français', attendance 65; by Frederick J. Reilly, Principal of Public School No. 33 Bronx, on 'Principles in the Conduct of Elementary School Athletics', attendance 70; by Mr. Bedros Apelian, a noted Armenian, lecture on his personal experience with conditions in the Eastern War Zone, attendance 750; by Professor Eugene E. Agger of Columbia University, on 'The Economic Basis of Thrift', attendance 40; by Professor Frederick Morris Warren, in English, on 'Some French Traits', attendance 100; by Mrs. Jones of the Junior Department, lecture explaining the work of the Junior Red Cross, attendance 200; by Professor George

D. Strayer, of Teachers College, Columbia University, Chairman of Education Work, National War Savings Committee, on 'The Thrift Program in the Schools', attendance 50; by Miss Ida M. Tarbell, editor and writer, representing the Women's Committee of the National Council of Defense, on 'What Women Are Doing in National Defense', attendance 600; by Professor Jesse Feiring Williams, on 'The Professional Training of the Physical Educator'; by F. C. Schwedtman, Vice-President, National City Bank, on 'The Business Man and Thrift', attendance 50; by Dr. W. L. Severinghaus, on 'High Temperature Measurements'; by Professor Jesse Feiring Williams, on 'Ideals in Physical Education', attendance 75; by Mr. Leon Feraru, in French, on 'Les Roumains dans la littérature française', attendance 100; by Professor S. S. Huebner of the University of Pennsylvania, on 'Life Insurance in Its Relation to Saving', attendance 25; by Professor Charles T. McFarlane, Teachers College, Columbia University, on 'The National Prospects for Thrift after the War', attendance 50; by Professor Benjamin R. Andrews of Teachers College, Columbia University, on 'The Budgeted Income and Thrift', attendance 40; lecture on 'Religion and Democracy and the New World Order', fourth of a series of lectures given on Sunday evenings in the Grove, attendance 150.

Religious exercises were held in the chapel every morning at 8 o'clock and were under the direction of Reverend Victor R. Jarvis who served as Acting Chaplain in the absence of Chaplain Knox. The Sunday services were held at 4:10 p. m. on the five Sundays of the Summer Session. For four Sundays the Reverend J. Stuart Holden was the University preacher. On one Sunday, July 21, the Reverend Elliot W. Brown, D.D., of the St. Nicholas Avenue Church was the substitute for Mr. Holden who was compelled to be absent on that day. Contributions received at the chapel services were assigned to the Red Cross. In addition to these services in the chapel, exercises of a similar religious character were held on the green every Sunday evening when the weather permitted. These were under the direction of Professor Benjamin R. Andrews.

Another change which was most important and which had much to do with the strengthening of the Summer Session educational morale was the moving back of the last day of registration to Wednesday of the week of registration. This act of the Administrative Board has definitely established the necessity of a regular and full attendance at the exercises of the Summer Session for the period of six weeks.

Regulation
as to Early
Registration

Camp Columbia, this year, became a military camp and was not used, except in small degree, for the purpose for which it was originally intended. Students in the Camp Columbia Schools of Mines, Engineering, and Chemistry attended for their practical work during the summer. The great number of students, however, were those who were under military discipline and training with the definite purpose of preparing themselves for the military service of the United States. Professor James K. Finch was in charge of the camp as Resident Director and Captain Ralph Hodder-Williams, who is held in high regard at Columbia University by reason of the service which he has rendered both at this camp and at Morningside Heights, was in full command as military leader. The presence of these gentlemen assured a most satisfactory summer. Residents living in the vicinity of the camp were liberal in their devotion to the interests of the camp and it is gratifying to record the help which has thus been rendered by those who are the nearest neighbors of Camp Columbia.

The experience of the past summer points very clearly and directly to the policy which should be adopted for the Summer Session of 1919. In view of war conditions and of the possibility of the extension of the draft, we are facing again the possibility of a reduction in the number of registrations. It should be the policy of the University, therefore, to furnish subjects and courses which are essential, and not to supply what may be regarded as the luxuries in education. I would, therefore, advise the strengthening of the important courses such as economics, English, history, mathematics, and languages, and render these remarkably serviceable and attractive. Summer Session should repeat and amplify its program as far as national service is concerned. In fact, it will be necessary for us to remember continually that we are living in times which are abnormal, and educational programs should be built up with this idea thoroughly in mind.

I must repeat what is my pleasure to mention in all my reports, namely, that the assistance in the different parts of the University rendered by both those who are in charge of im-

portant administrative positions and those who are subordinate, is deserving of the highest commendation. In some institutions the student is regarded and treated as one upon whom certain favors are being conferred. It is gratifying to know that the reputation of Columbia University is entirely different and that the various members of the officers of administration all regard their duty as, first of all, the furnishing to the student in a most simple and unrestricted manner that for which he has come to the University.

Respectfully submitted

JAMES C. EGBERT
Director

August 17, 1918

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I desire to present herewith the report of Extension Teaching of the academic year ending June 30, 1918.

In view of the conditions due to the war the Administrative Board of Extension Teaching expected a large decrease in the number of students attending classes under their care. Notwithstanding this opinion, the record for the year is most satisfactory. The total number of students attending during 1916-1917 is 6718, and the total number of students attending during 1917-1918 is 6657, a loss of 61. These were divided as follows:

Summary of
Activities

In the Extension Department under the Corporation there were 6008 students in 1916-1917 and 6016 in 1917-1918. In the Extension Classes under the Corporation of Teachers College there were 710 in 1916-1917 and 621 in 1917-1918. The reason for these slight changes in registration is found in the adaptability of the Extension Teaching plan to the giving of courses as need and occasion might demand. Thus, in the regular academic courses it is extremely difficult to add to the program which is prepared in the spring for the following year. In Extension Teaching, however, courses may be given simply on the demand and need of the moment. In consequence of this, Extension Teaching has been able to care for a large number of war and emergency courses. Extraordinary service has thus been rendered both to the National Government and to the students who needed intensive courses as preparation for the particular service in which they desired to engage. I may say, then, that the striking features of Extension work for the past year are the maintenance of the registration without interference by reason of the withdrawal of students for

war service, and the extraordinary number of courses given for emergency purposes. May I add also, that notwithstanding this peculiar form of instruction which has been given during the past year, the standard has been maintained and special attention has been devoted to the regularity of attendance and exactness of preparation even in courses so hurriedly organized as to lead to a suspicion that carelessness in these respects might be justified. The courses of instruction for the year, therefore, fall into two classes: those offered for the usual and normal Extension student, and those provided for emergency purposes.

We have always held the view that the Extension student should be furnished with the same opportunities as the one who has the advantage of taking the larger program because of freedom from duties connected with remunerative employment. Hence, Extension Teaching in its regular work has furnished these students with the same courses and with instructors of the same grade as those associated with the various schools of the University. We have recognized the difference to exist simply in the time of instruction, place of instruction, and the restricted program which naturally belongs to the Extension student. We also emphasize the necessity of regarding the Extension student as obtaining extraordinary opportunities. His presence at the University, therefore, implies simply opportunity for instruction and not for the social or athletic features which normally belong to the career of the ordinary college student.

In furnishing opportunity for study to students attending the University under these circumstances it is necessary for us to consider with extreme care the various demands of those who depend on these courses to supplement an otherwise imperfect education. Thus, the mature student who has never enjoyed a secondary education can find among the Extension courses those which will furnish him with the education which he has failed to obtain in earlier years. In like manner the college student who for any reason is unable to continue or complete his course can be directed by us to the course which belongs to the college curriculum and which we are able to offer him at hours when he can attend.

In consequence of this understanding of the scope of the work of Extension Teaching, it may clearly be understood that the range is ever widening, and the departments of study which come within its control are constantly increasing and becoming more complex. A brief enumeration will indicate the correctness of this statement. A series of courses are offered in the late afternoon or evening which are coordinated so as to represent the first years of collegiate and professional work. In this way, the curriculum of Columbia College is in part represented, and also the studies of the professional schools of Mines, Engineering and Chemistry, Architecture and Business. In addition to this, students are offered studies appropriate to training for the position of private secretaries and for work in libraries.

A two years' course in practical optics is also offered. There are classes for training young women in Oral Hygiene; advanced courses in dentistry are furnished for the practitioner who desires to keep apace with the progress of his profession.

In the past year, for the first time, the School of Architecture, through Extension Teaching, established a series of courses leading to a certificate. In the first term there were 101 students; in the second, 77. Courses in design were attended by 16 students in the first term and by 13 in the second. A Committee on Instruction of the School of Architecture cares for the educational offering in architecture in Extension Teaching. The Committee endeavors to become thoroughly informed as to the students who are engaged in this work and recommendations are made to the Director of Extension Teaching by the Committee, with the result that the standard of scholarship in architecture is carefully guarded, although these classes are beyond the administrative control of the School.

We should not neglect to mention the usual laboratory courses in spoken language which have been offered in other years and have been repeated during the past year. Thus, courses were given in Armenian, Chinese, English, French, German, Irish, Italian, Japanese, Portuguese, Rumanian, Russian, Turkish, Icelandic, Swedish.

Most of this instruction was offered at Morningside Heights. Nevertheless, the advanced courses in dentistry are given in the laboratory at 35 West Thirty-ninth Street. Special courses in business have Extramural Courses been offered at 203 Broadway, near Fulton Street.

The extramural side of Extension Teaching has been represented by pre-medical courses at the Long Island College Hospital whereby in value, at least, a junior college of Columbia College has been in existence, the direct object of which is preparation for the medical courses of the Long Island College Hospital itself. The extramural centers for this year have been located in Bridgeport and Stamford, Connecticut; Garfield and Trenton, New Jersey; Scranton, Pennsylvania; Springfield, Massachusetts; and Yonkers, New York.

The flexibility of the Extension Teaching system, whereby it is possible for the University to arrange to give courses on short notice or on special demand, has been indicated particularly during the past year by a large number of such courses of which I might mention the following: in English, the writing of juvenile literature; spoken Japanese and modern Japan; educational dramatics; anthropology; Russian; general esthetics; public health statistics; outlines of art history; sculpture and the decorative arts; problems in personnel management; institute for city dwelling farmers; phonetics; fire insurance; home vegetable gardening; courses in neuro-anatomy and neurologic technique.

The following subjects were offered because of the national emergency: War emergency training course; war time courses; community centers and democracy; war time training for volunteer social workers; psychology in the national service; emergency course to train typists for government service camouflage; physical training for women and children; indexing and filing.

Extension Teaching has as part of its province the strengthening and upbuilding of the new professional schools of business and dentistry with which it is closely associated through the supplementary courses in Evening Business, Oral Hygiene, and advanced courses for practitioners. This is the record of

Flexibility of
Extension
Courses

War Courses

the past year. We take great pleasure and pride in recording our satisfaction because of the extraordinary number of student who have been aided in their endeavor to obtain an education of university grade. It is the testimony of all the instructors of these young people that they are industrious and sincere; that without question they are most satisfactory students. Their need is so great, their seriousness is so marked, that it is impossible for one who is interested in the field of education not to realize the opportunity which the University affords and which they so fully appreciate. Instances of the following character may be narrated. A young man entered Extension Teaching in the year 1912. He selected courses that did not carry credit. He became so interested in his work and was so encouraged by his instructors that he entered the School of Engineering and was graduated in the class of 1917—of which he became the president—and received the degree of Civil Engineer. Another young man came to us with a definite purpose of study in a way which would broaden his outlook on life. He was a successful business man connected with a British firm, the president of which presented him with \$500 so as to secure a year's education. This he obtained through Extension Teaching and his testimony is to the effect that for the first time in his career, he felt satisfied with the work to which he was devoting himself.

During the past year The University Chorus has maintained its usual success and two concerts were offered in Carnegie Hall. Extension Teaching endeavors to maintain, somewhat, a University tradition and in consequence has uniformly given the oratorio of "The Messiah" during the Christmas season. In the spring an endeavor was made to give a patriotic tone to the concert and the numbers selected were 'The Spirit of England' by Edward Elgar, presented for the first time in this country, and 'The Stabat Mater.' These concerts are offered by Columbia not merely for the purpose of affording gratification to a music-loving public but also to establish and continue choral singing in the University. The success attending these concerts is due almost entirely to the unflagging energy and remarkable skill of the Director, Professor Walter Henry Hall.

Personnel of
Students

Choral
Music

The fifth year of the Institute of Arts and Sciences was marked by a growing interest in this non-academic division of Extension Teaching.

The opening address was delivered by Dr. Henry Van Dyke, recently United States minister to the Netherlands and Luxembourg. This was followed by lectures on art and architecture, current history, household arts, philosophy, history, and social science, also on general scientific topics and on travel. There were many dramatic recitals, readings, and plays. These were supplemented by numerous concerts and recitals of a very high type. The University cooperated with the Philharmonic Society of New York and also with the Symphony Society. It assumed entire charge of the two important choral concerts of the year. The Institute also cooperated with the Academy of Political Science, the Department of Agriculture, the American Asiatic Association, the American National Red Cross, the American Society for the Prevention of Cruelty to Animals, the Archaeological Institute of America, and with individual departments of the University.

Institute
of Arts and
Sciences

The Institute was established on February 3, 1913. In its first year it had a membership of 1,248; there were 344 meetings; and there was a total attendance of 60,284. In the fifth year, 1917-1918, there was a membership of 1,965; the number of meetings was 313; and there was a total attendance of 95,909.

The growth of the Institute is seriously hindered by the lack of a suitable auditorium. It is not possible for the department, under the able direction of Mr. Davies, to do all that is possible. The endeavor actually has been made to restrict the membership because of the impossibility of accommodating the number who desire to attend.

The plans for the coming year have already been made and there is great promise of another successful season. Again, the Department of Extension Teaching will endeavor to meet the needs of the community in offering education with a true university spirit. It is our aim to supply, without unnecessary restriction and restraint, educational training and opportunity for study

The Coming
Year

for those who earnestly desire to study and yet have to meet continually with obstacles in accomplishing their purpose.

The department has also gloried in the service which it has rendered to the country at this time of national emergency, and points with great satisfaction to the program for the coming year. We are ready to add on demand whatever will be of service to those who are waiting to serve their country.

It is always appreciated that the system of Extension Teaching includes within its scope the most elementary of studies and advanced university research. Through cooperation with various hospitals it is hoped that graduate medical instruction may be obtained under the supervision of the College of Physicians and Surgeons but through the administrative machinery of Extension Teaching. If this should become possible, the University would care for its graduate work in medicine in the broadest possible way and offer the widest opportunity for students in special fields.

The suggestion has been made that in the Spring Session Extension Teaching should offer a 'British University' term. Because of the war many of the most distinguished scholars of Britain may be released from their university duties and permitted to visit this country. It is hoped that it may be possible to establish a series of courses by the most notable men in educational service in Great Britain for the advantage of those who find it impossible to come in contact with these scholars by a visit to England. In other words, we are looking forward to entertaining and listening to a group of distinguished professors from the other side during the Spring Session of the coming year.

Columbia University has before it a special duty for the coming year and the years to come. It appears that we are under obligations to care for the educational needs of the soldiers who will be in camp and various cantonments during the winter, not only in this country, but abroad. It would be a great honor and a great privilege for us to help in such service as this.

Two forms of Extension Teaching should be applied in this emergency. We should use, as far as possible, the class sys-

tem, which calls for regular class hours and which would make use of those who are in cantonments as instructors. We should also use a modified class system whereby students would come in contact with the instructors only at rare intervals and rely upon syllabuses and study helps for their training. We should also use the complete Helps for Home Study system as we might term it, that every method may be employed in caring for these young men who are turning aside from their usual habits of study and employment and should be given opportunities for an education of which they might otherwise be deprived.

In my reports for several years past I have called attention to the duty of the University in thus adding to its machinery for reaching those who cannot attend at any of our centers and yet desire to study under the direction of the University. Many are the classes and groups which could be helped in this manner. I must, therefore, recommend that we begin this work at an early date, undertaking at first a few courses in certain selected subjects such as English, business, history, psychology, and mathematics. Naturally, this would imply the publication or the selection of suitable text-books which would be the basis of study. Beyond this it would be necessary for us to furnish questionnaires and syllabuses. In time it would be necessary also to amplify our staff by adding those who could act as critics and could examine the papers and obtain the information from reliable sources for these students.

Columbia could be of great assistance to the soldiers who will be encamped near us and also to those who are in the American Army in France. Thus, there is a special appeal for us to undertake this work at an early date. On the financial side, there is no doubt that the University could easily cover the expense through the fees that would be charged and therefore no additional burden would come upon the Institution if this work were undertaken.

I desire to record the extraordinary fidelity and devotion of the members of the staff of the Department of Extension Teaching. The successful attainment of the purposes of this

department would never have been realized were it not for this devotion. It calls for special mention on my part as superior administrative officer.

Respectfully submitted

JAMES C. EGBERT
Director

June 30, 1918

SCHOOL OF BUSINESS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I desire to present herewith the second annual report of the School of Business, for the academic year ending June 30, 1918.

In presenting my report at this time, after the experience of a year in the conduct of the School of Business, it seems appropriate to review in a very brief form the history of educational development in this field, so as to set forth clearly just what Columbia University has undertaken and just what its purpose is in entering this field.

Instruction in subjects leading to training for business was originally confined to private institutions entitled 'Business Schools' and 'Business Colleges'. The most successful and most prominent of these are Packard Business College in New York City and Eastman Business College in Poughkeepsie. As these met a very great demand, the Boards of Education throughout the country were called upon to establish similar institutions, and the commercial high schools were organized in many of the cities of the United States. The program of these high schools included in general three years of English, bookkeeping, commercial law, economics, and stenography and typewriting. They have been most serviceable in supplying for the business world those who had at least a partial training in business subjects, although without a suitable foundation of preliminary study. These institutions, however, must be regarded in their present form as simply a temporary expedient inasmuch as they sacrifice a thorough secondary education to give instruction in subjects such as

Development
of Business
Education

economics and law which are beyond the mental power of students of the high school age. That this is true is shown by the early endeavor to furnish students who have already completed their high school careers with instruction in business. We, therefore, find the organization of schools of commerce which partially supplant the ordinary college of liberal arts. Thus, the New York University School of Commerce offered a three years' course leading to the degree of Bachelor of Commercial Science; the Wharton School of Philadelphia connected with the University of Pennsylvania offered a four years' course leading to the degree of Bachelor of Science. The organization of these collegiate institutions was followed by a still further expansion and extension of instruction in this subject of business, and graduate schools were established, as The Amos Tuck School at Dartmouth College, and The School of Business Administration at Harvard University.

In 1911-1912 Columbia University recognized that it was important to regard preparation for business as training for a profession, and courses were instituted in a very simple and humble way so that without financial burden to the University a gradual approach might be made to the organization of a School of Business. The Department of Extension Teaching offered courses in accounting, advertising, economics, business organization, corporation finance, contracts, and money and banking arranged in a two-year series leading to a certificate for students actively engaged in business who could attend in the evening. The response to this offering was remarkable and the number of students increased rapidly.

In 1914 the University Council appointed a committee to consider the plan of a School of Business. The report of this committee was accepted and the School of Business was established in 1915-1916. The plan which was adopted was based on the theory that preparation for business should be regarded as a preparation for a profession, so the training of the student should be on the same plane as that in other

Business
Education
at Columbia

Organization
of the School
of Business

professional schools. Therefore, a four-years' course for training in business was organized, of which two years should consist of collegiate study which included, with a view to suitable preparation for business, such subjects as economics and commercial geography. This was followed by a two-years' course devoted entirely to the study of business subjects appropriate to a professional school of business. This four-years' course led to the degree of Bachelor of Science in Business, and another year was added which led to the degree of Master of Science in Business.

Columbia University had in mind, therefore, two definite objects in the preparation of its courses of instruction in business; first, providing by evening courses for students who could not otherwise attend the regular professional courses and second, caring for the college student who, after his years of collegiate training, plans to enter upon a business career and needs special training so as to be ready to apply the education he has received on the theoretical side in the practical life of a business career.

Purpose of
Organization

It is well worthy of consideration whether the University should not also supply a two-years' intensive course in business for high school graduates. This course, if it is wise to establish it, should be given in the day time for students who cannot spend four years in professional work. It will be very similar to the certificate course in architecture and should, without question, be placed under the administrative care of Extension Teaching. There are many young men who desire further education after leaving high school but who cannot afford four years more of study, to whom such a course of two years would be of great value. The establishment of a course of this character would also tend to restore the commercial high schools to their proper position and render them more useful so that they can approximate the ordinary four-year secondary school, and also abandon courses in economics and law which could well be transferred to the two-years' course referred to.

The Administrative Board of the School of Business determined upon certain important departments of study and selected for these departments men who were known to be especially well equipped in these various fields. The keystone of the structure is the subject of Economics. Other important departments are Accounting, Business Organization and Administration, Finance and Business Law, Banking, Transportation, Advertising, Merchandising, and Insurance. Temporary arrangements were made to care for the important Departments of Foreign Trade and Commercial Geography.

Beyond the selection of these important subjects of instruction the Administrative Board determined upon certain principles which they regarded as important in the work of the School of Business: first, the free use of modern languages so that students might readily write and speak in these languages before passing from the school; second, the training in business mathematics so that students may be able to perform the ordinary mathematical calculations required in so many departments of business; third, a thorough knowledge of commercial geography which is indispensable for work in foreign trade; fourth, the offering of opportunities to the student, in a reasonable and sensible way, for practical work during the summer and, in the last year of the course, in business houses; finally, the contact of the School of Business with business houses and the endeavor to render service to these houses both through the professors and through the students. Close cooperation with the Chamber of Commerce of New York City has also been our desire. We have hoped that the Chamber of Commerce would establish a series of examinations, the successful completion of which should be followed by a diploma as a hall-mark for those students who have completed a course of study which the Chamber of Commerce regarded as essential for training in business. It is well understood that for many years past the Chamber of Commerce has desired the organization of an important and elaborate School of Business in New York City. This school

is now coming into existence at Columbia University and is entering upon a very promising career. Provision has already been made for a building for the school. The plans and purposes of this institution can be readily modified to meet the judgment of those who are veterans in the business world. The School of Business at Columbia University, located in the greatest port of the United States, a city of many millions of inhabitants, should stand as the most important and the best equipped institution for business instruction in the world. This is the ambition which the Director and the Administrative Board have set before them.

Notwithstanding the injury which the war has brought to the development of our school, the past year may be regarded as one of decided progress. The registration of the evening courses in business which are under the administrative control of Extension Teaching, numbered 1,729. The number of students in the School of Business was seventy-seven against fifty-one of the year 1917, a very satisfactory growth in view of the departure of many of our students for war. At Commencement of the year 1917-1918 the University conferred the degree of M. S. on seven students and the degree of B. S. on four students. The prize offered by Professor Robert H. Montgomery was this year awarded to Miss Nina M. Miller, a graduate of the University of Wisconsin and a graduate student of Columbia University. Miss Miller has been appointed instructor of accounting in the School of Business.

The staff of the School of Business for the year 1917-1918 numbered sixteen; two professors, four assistant professors, four instructors, and six lecturers. The staff was supplemented by eight instructors from other schools of the University, sixteen from the Department of Extension Teaching, three from outside institutions, namely, the New Jersey Law School, University of Pennsylvania, and Fordham Law School. The staff, with the aid of these associates cared for the instruction of the evening classes and the established courses in the School of Business.

In considering the present needs of the School, as Director I cannot at the present time recommend any extensive increase in the number of those engaged in giving instruction. There are two important fields, however, which should be covered at the earliest possible moment. I refer to commercial geography and economic resources which could well form one chair, and foreign trade, which deserves immediate consideration. The latter department should be established during the coming year and we are hopeful that the financial condition of the University will justify an appointment in this subject.

The staff of the School of Business has a very efficient organization and meets regularly once a month for the consideration of the interests of the school. We must record that our school has been largely affected by the war, not only in the number of students called to service, but in the number of instructors who have been drafted for service in Washington. All of our instructors, both those who remain at the University and those called elsewhere, have engaged in some form of war service, thus adding materially to their duties. Those who have been called to special service at Washington and have been granted a leave of absence by the University, are Lieutenant Colonel Robert H. Montgomery, Lieutenant Ralph H. Blanchard, Dr. Roy S. McElwee, Lieutenant James L. Dohr. This includes a very large proportion of the relatively small staff of the School of Business and is an indication of the standing of the men whom we have called to the service of the University in this school.

As to the plans for the coming year I would say that we are offering twenty undergraduate courses and fifteen graduate courses. In addition to these the students of the school have the opportunity of using twenty-seven undergraduate courses and fourteen graduate courses in Extension Teaching. We are particularly gratified that Professor H. Parker Willis, Professor of Banking, now Secretary of the Federal Reserve Board, will be able to assume the entire duties of his professorship during

Needs of
SchoolEffect of
WarPlans for
the Coming
Year

the coming year. The absence of some of our professors in Washington will not interfere with the regular conduct of the school as they have provided suitable substitutes so that their classes may be conducted in due form until they return. We are offering for the first time, in the coming year, two notable courses to which I should like to call attention: first, the course on the principles of factory management by Professor Walter Rautenstrauch, and that on problems of personnel management by Mr. Ordway Tead. The first course is intended to supply for the students of the School of Business a training which is so necessary for those who are to be in charge of departments in factories. The second is intended for a similar purpose, only with the special consideration of how to deal with employees.

In conclusion, I should refer to the fact that the expenses of the School of Business at the present time are assumed largely by the Department of Extension Teaching. The organization of the school has not therefore added to the financial burden of the University through the necessity for a special appropriation for the school. Nevertheless, an endowment for the School of Business which would include also evening courses in business, would turn over to the University a large income and would give opportunity for the development of this school which we can readily see will rapidly assume extraordinary prominence among the other schools of the University.

Respectfully submitted

JAMES C. EGBERT
Director

June 30, 1918

UNIVERSITY ADMISSIONS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I have the honor to present herewith my report for the year 1917-1918.

The number of new students admitted to the several Schools of the University in the year 1917-1918 was, in most cases, distinctly smaller than in the preceding year. The School of Medicine was an exception: the entering class was very large, owing no doubt in part to the fact that the Government had marked out this field as one of special importance. A small number of women, who took advantage of the opportunity to enter offered to them for the first time, helped to swell this number.

The new School of Business had a somewhat larger entering class than in the preceding year, which was its first. Many of the new students were women and a number were foreigners.

The other professional schools, particularly the Schools of Law and of Mines, Engineering and Chemistry, admitting men only, had very small entering classes.

The reorganization of the School of Journalism, which left it only two undergraduate professional years, accounted in part for the small number entering.

The number of new admissions to the graduate schools was likewise much smaller.

The new admissions to Columbia College in September were about the same as in the previous year, but they included students who would formerly have been in the first or second year classes of the School of Journalism. Without these the number would have been smaller than in 1916. The number transferring from other colleges was twenty per cent smaller

than in the preceding year. This loss was to be expected because of the fact that such students are older than those coming from the secondary schools and consequently more likely to enter military or naval service. For February the number of new students was less than in the preceding year by nearly thirty per cent.

In Barnard College there was no substantial difference between this year and last.

No important changes in entrance requirements went into effect this year unless the change in the School of Journalism be regarded as such. This change consisted in a reorganization of the curriculum whereby the professional courses were put into the last two years while the first two were turned over to Columbia College.

Changes in Entrance
Requirements

The result is, that in order to begin strictly professional work in any of the schools outside of the College of Pharmacy and the School of Practical Arts the student must first have laid a foundation by completing two, or in some cases three years of non-professional study. This is a great gain from many points of view. For this office it means a welcome simplification in the administration of entrance requirements.

Several changes were adopted to go into effect in 1918-1919.

Columbia College and Barnard College took an important step in deciding finally to employ what has been variously known as the Alternative Plan of Admission, the New Plan or the Four Examination Plan. It was formulated by Harvard College and it has been used by Harvard, Yale and Princeton for several years as an alternative to the traditional examination plan. It has likewise been adopted by Mt. Holyoke, Smith, Vassar, and Wellesley as an alternative to the traditional certificate system of admission.

On this plan, the candidate whose school preparation has been judged to be satisfactory may meet the examination requirements by passing examinations in four subjects. Each of these examinations must cover the whole of the subject and the student is either admitted unconditioned or rejected entirely. It will be evident that this goes considerably farther

than the Columbia plan put into operation in 1909. That plan calls for examinations in all subjects needed to cover the entrance requirements but provides for a consideration of the results of the candidate's examination in the light of his school record.

On the alternative plan the examinations do not cover the full entrance offering. They aim, however, to emphasize comprehension of the subject matter of four important subjects while taking the others for granted without examinations.

Unquestionably, the plan involves a concession to the certificate system, but it does not by any means hand over to agencies entirely outside the college the decision as to the fitness of the candidate for admission. It does simplify the examination system and that is a distinct gain. In adopting it we have put ourselves in line with the other leading examining universities and that is important from the standpoint of the schools.

In connection with the adoption of a new curriculum Barnard College has made important changes in its entrance requirements. They are as follows:

English	3 units
Foreign languages (ancient and modern, of which three must be in one language and not more than two may be in Italian or Spanish)	5 units
Mathematics	3 units
Electives	4 units

The list of possible electives is the same as in the past. This is a distinct simplification of the requirements and as a result it should be possible to admit good students with fewer obstacles in the way of technical entrance conditions.

Columbia College has added to this list of elective entrance subjects by the acceptance of 'advanced biology' as it is known in some of the leading high schools. It has also included in this list 'The English Bible'. The requirements are defined as follows:

I. The epic narrative of the Old Testament; a knowledge of the chief characters and incidents presented in Genesis, Exodus, Numbers, Joshua, Judges, Ruth, I and II Samuel, I and II Kings and Daniel.

2. The memorizing of some of the more notable passages of Biblical prose and poetry.

3. Hebrew history from the Egyptian period to the destruction of the Jewish Commonwealth in 70 A. D.; development of the life and institutions of the Hebrew people with some consideration of their contributions to human culture.

4. Early Christian biography; the life of Jesus and his early followers; the parables of Jesus; the life of Paul.

5. Introduction to the English Bible; how the Bible and its separate books came to be, and how they came down to the present time.

It is hoped that this step may encourage candidates for admission to acquire more knowledge in this field than most recent candidates have possessed.

The advanced requirements of the College of Physicians and Surgeons will go into effect in September, 1918. These call for an increase in the quantity of the college work to be offered for admission amounting to eighteen semester hours, making a total of seventy-two. The college work must include two full years of college chemistry covering advanced inorganic chemistry, qualitative analysis and organic chemistry. A second year of college English must also be included. Deductions from the college credit allowed to count toward admission will be made for low grades.

The Medical Faculty decided shortly before the beginning of the year 1917-1918, to admit women on the same terms as men. Many applicants for admission in 1918 have already presented themselves.

It seems highly probable that the conditions in colleges and technical schools after the war shall have ended may call for still more careful administration of entrance requirements and for modifications which will look toward the rejection of all who are not clearly fitted for the work which they wish to undertake. Economy of the funds to be devoted to education and economy of the student's time and energy will forbid his admission to a course of study for which he is not fitted. We have, of course, endeavored to preclude the unfit in the past, but the admitted impossibility of having completely accurate measures of the intelligence, capacity and future possibilities of students has

Future
Changes

seemed to warrant our admitting a few whose fitness was open to some doubt. A good proportion of these afterward proved their right to a college training, but some did not.

If we are to make our training as thorough and valuable as we should, only those clearly fit should be admitted. Possibly new tests may be devised which will help in solving the problem. The tests for general intelligence so widely discussed for several years past and more recently employed in the army cantonments have not yet proved themselves to be sufficiently precise to be of service in solving our problem; but further experience may show how they may be used.

In any case, a more thoroughgoing employment of the evidences of intellectual and moral competence as a supplement to the formal tests offers some promise of help. The great difficulty, particularly in the case of students coming from large schools, is to obtain such information. No one in a large city high school knows the individual student and his possibilities as the Dean of Columbia College knows the undergraduate, though in some schools the instructors in special charge of those planning to go to college do have remarkably accurate and clear knowledge of each student. This is a matter to which schools should be urged to give very careful attention. What the student does out of class and among his fellows is quite as important as his school record in its bearing upon his fitness for a college education.

Respectfully submitted

ADAM LEROY JONES
Director

June 30, 1918

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

I beg to submit the report of the Secretary of the University for the year 1917-1918. The affairs of the office which ordinarily seem important are, by comparison with current happenings, too trivial for statement, and I shall, therefore, set down but little.

The year just closed was one of changed conditions, some the result of adjustment and some just different. Though always a public service institution, the whole aim of Columbia during the past year was to contribute in The War every way possible directly to the winning of the war. The contribution has been considerable, not only in research and education, but in large numbers of students and faculty who have gone into national service. It is impossible to keep the statistical record abreast of the facts but the latest figures as given in the *Alumni News* and its supplements, show that the part that Columbia is playing in the war will be highly gratifying, even when measured by numerical standards alone.

The draft which the first months of the war had made on the student body was plainly seen at the opening of the academic year, in the vacancies in student offices, both athletic and non-athletic. Only a fragment of the Board of Student Representatives, as elected in the spring of 1917, was left, and in fact every activity on the campus had either to be completely reorganized or discontinued altogether.

The appended report of the Board of Student Representatives deals with some phases of war-time student life. Tension was everywhere. The students who returned to College had difficulty in justifying to themselves their being here, even though those officers to whom the students are accustomed

to go for personal advice urged them to stay, repeating the cold, intellectual arguments as to the need of the nation for educated men, the wisdom of the selective service legislation, and the disorganizing results of miscellaneous volunteering. But the advice to stay, although sound, was given only with the lips, and as the driving force of the Allies' cause gradually swept away all individual and personal values, the boys slipped away to enlist.

The development of the University Printing Office continued during the early part of the year. In October, 1917, the Secretary of the University presented a report and audit to the President for transmission to the Trustees, setting forth the conditions of the plant and its needs, and making definite recommendation for immediate incorporation and separation from the University. The report was at once referred to the Treasurer for the consideration of the Committee on Finance and was under study and discussion by the Trustees and Trustees' Committees until April 1, when it was voted by the Trustees to accept the recommendation. Before the incorporation was completed, however, the Treasurer of the University and the Committee on Finance became dissatisfied with the Secretary's management of the Printing Office and for this reason began to doubt the wisdom of the whole undertaking. No definite action was taken up to June 30 either to change the management or to proceed with the permanent organization of the business.

In May, the Committee composed of Dean Virginia Gildersleeve, Dean H. E. Hawkes, Dr. W. C. McCastline, Miss Katharine C. Reiley, Miss Catharine A. Fisher, Miss Bertha E. Shapleigh, Miss Emma C. Baker, and the Secretary of the University, appointed by the President to make recommendations in regard to the University Commons, submitted a report suggesting the creation of an independent department for the operation of the Commons with the expectation that in time the supervision of the entire food problem of the University would be centered in a group of experienced and competent managers. The Committee also suggested the renovation of the Commons. It so happened

that at the time the Chairman of the Committee presented his report, he was able to submit to the President the offer of Miss Baker and Miss Nettleton, of Teachers College, to undertake the management of the Commons for a year. The suggestion was accepted at once and the details of an arrangement between Teachers College and Columbia University were worked out by Treasurer Goetze and Comptroller McFarlane, thus setting aside for a time the larger plan suggested by the Committee. Miss Baker and Miss Nettleton under the general direction of Comptroller McFarlane, took charge of the Commons in the latter part of June.

There have been many changes in office personnel during the year. Chief among these were the resignation in January of Mr. Edward M. Earle, 1917, as Secretary of Appointments, to enter the Signal Corps of the regular ^{The Staff} Army as a private, and the resignation in April of Mr. Walter R. Mohr, 1913, as Chief Clerk of the University, to enter the Tank Corps of the regular Army as a private. Mr. Levering Tyson, Secretary of the Alumni Federation, undertook as an emergency arrangement, the oversight of the Appointments work, and Mr. Philip M. Hayden, A.M., 1913, Instructor in Romance Languages, took up Mr. Mohr's duties. In spite of these and other changes, the faithfulness of the staff kept the organization together and prevented any very marked interruption of the routine.

I beg to ask careful attention for the appendices to this report.

Respectfully submitted

FRANK D. FACKENTHAL

Secretary

June 30, 1918

APPENDIX I

REPORT OF THE COMMITTEE FOR WOMEN GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

The Committee for Women Graduate Students have the honor to present the following report for the academic year 1917-1918.

There has been some decrease in the number of women registered under the Graduate Faculties. During the past year the total for the Faculties of Philosophy, Political Science and Pure Science, not including Teachers College graduate students, has been 512, as compared with 589 last year, and there have been 65 unclassified students, as compared with 121 last year. The Committee's jurisdiction extended also over the 17 women students in the School of Business, 34 in the School of Journalism, 9 in the College of Physicians and Surgeons and over 3,000 in the Department of Extension Teaching.

On Commencement Day out of a total of 579 candidates receiving the degree of Master of Arts, 317 were women; of 83 receiving the degree of Doctor of Philosophy, 10 were women.

The following table offers a comparison of the number of men and women who were awarded higher degrees this year and last.

<i>Master of Arts</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Doctor of Philosophy</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
1916-1917 . .	343	350	693	1916-1917 . .	68	15	83
1917-1918 . .	262	317	579	1917-1918 . .	72	10	82
	<hr style="width: 50px; margin: 0 auto;"/>	<hr style="width: 50px; margin: 0 auto;"/>	<hr style="width: 50px; margin: 0 auto;"/>		<hr style="width: 50px; margin: 0 auto;"/>	<hr style="width: 50px; margin: 0 auto;"/>	<hr style="width: 50px; margin: 0 auto;"/>
Reduction .	81	33	114	Difference .	+4	-5	-1

These figures would seem to indicate that while the number of women who believe it necessary to pursue graduate study in

order to fit themselves for useful activity has not, as yet, been seriously affected by the present crisis, there are, at the same time, fewer who feel justified in prolonging the period of preparation. Moreover, the increasing number of opportunities for national service and the demand for trained women in occupations other than teaching serve to account for the decreased registration of women in the graduate schools. With this falling off in numbers and the financial embarrassment attendant upon the grave national situation we are now facing, the Committee has deemed it best to postpone the realization of some of its plans. Any development or enlargement of equipment must inevitably involve the expenditure of a considerable sum of money.

The Committee is highly gratified, however, to report the opening, last September, of the College of Physicians and Surgeons to women students and the enrollment of twelve women as candidates for the Medical School degree of Doctor of Medicine. In view of the extreme need for physicians abroad as well as at home, the Committee believes that this step is one of great importance. For some time past there has been a demand for women with medical training in research laboratories, in sanitation, hygiene, and welfare work, as well as in the municipal departments of Health, Justice, Charities and Education. The Committee, realizing the opportunities open to women in these fields, offered to coöperate with Dean Lambert in an effort to raise the sum of \$50,000 for an additional building at the Medical School. This building was to provide the laboratories and offices necessary to permit an increased registration. The rapid rise in the cost of materials advanced the original estimate for the building; but during the summer a gift of \$50,000, together with subscriptions which had been previously collected by Dean Lambert and the Committee, enabled the University to proceed with the erection of the building and announce that women students would be admitted in the Winter Session.

Another important problem has been temporarily solved by the decision of the Trustees to open Furnald Hall to women

students. For some years the Committee has urged that a hall of residence be erected for our large body of women graduate students. The development of this plan, however, is at present impossible. When it became apparent that a large proportion of the men students would enter the national service, it occurred to the Chairman and the Secretary of the Committee that it would be highly desirable if women students boarding in neighboring apartment houses could be given the opportunity of living in this new and spacious dormitory. This plan was adopted by the Board of Trustees. The first year of this arrangement may be regarded as highly successful. Over two hundred and seventy women students from the various schools of the University were comfortably accommodated during a severe winter, when the coal shortage added another discomfort to those existing in some of the students' boarding places. Miss Euphemia McClintock was made Director of the Hall and filled this rather difficult post with great ability and tact. An Advisory Committee on Furnald Hall, composed of the University officers representing the various groups of women in the University, was appointed, with the Adviser to Women Graduate Students as chairman. This Committee met from time to time for the discussion of problems connected with the residence halls. Furnald was as far as possible organized in conformity with the policy adopted by Brooks and Whittier Halls. The most serious matter facing this committee was the question of securing for the residents of Furnald good table-board at a price within the reach of the students. Barnard College undertook, in December, to meet the situation by serving dinner in the new Students Hall. This plan, however, proved impossible without great inconvenience and a financial deficit. The practical difficulties involved in serving one meal a day to a hundred or more persons are considerable, with the present high cost of service.

The Committee for Women Graduate Students recommended at its meeting in October that the whole question of table-board for the students residing in the dormitories be brought to the attention of President Butler. At his sugges-

tion, a conference of the University officers especially interested was held, and a resolution passed recommending that the President appoint a committee to consider the possibility of a reorganization of the University Commons and to offer some practical suggestions looking to a settlement of this important matter. In accordance with this resolution a committee of eight was appointed by the President. As a result of the investigations and recommendations of this body the management of the Commons has been taken over by the Teachers College experts in this technical field of dietetics and institutional management, to the great advantage of the women students and the other members of the University.

The work which women are doing in new fields both in this country and in Europe is well known. The Committee trusts that the realization of the responsibilities which women are now called upon to assume will serve to convince those formerly opposed to the opening of the Law School of the necessity of revising their opinion in the face of the present emergency. Moreover, the exercise of the franchise by the women citizens of New York State should also prove that women are now entering a new era of political and social responsibility. The Committee, therefore, earnestly hopes that the Faculty will, in the near future, unanimously agree in offering to women the privilege of a thorough training in the law.

Satisfactory arrangements in regard to physical training and exercise have been made by Barnard College. Women graduate students may enroll for instruction in gymnastics, dancing, games and swimming at the new Students Hall, and may also use the swimming pool for recreation at stated hours when no classes are being held. These privileges, with the use of a tennis court on East Field, offer far more opportunities for exercise than our women have hitherto enjoyed.

The Committee is happy to announce that six endowed fellowships have been awarded to women for the year 1918-

1919: the Drisler, Garth, Goldschmidt, Schiff, one of the Gilder fellowships, and a fellowship given by the New York Fellowships Diocesan Board of Religious Education. This is the largest number of fellowships granted in one year to women in the history of the University. The increase is of course partly due to the absence of men candidates caused by the war.

The usual receptions tendered to women graduate students have been omitted this year for financial reasons. The women are invited, however, to the teas given by the Social Life University Teas Association, and many of them belong to departmental clubs which have social evenings. Furnald Hall has provided a social center for the women in all departments and tea has been served on Sunday afternoons in the foyer of the Hall. The most faithful service is performed by the Women's Graduate Club, which undertakes on a very modest budget to assist in meeting both intellectual and social needs of the graduate women. A paid secretary is employed to carry on the business of the club, but most of the social work is done voluntarily by the students. The discussion groups, organized for the purpose of bringing together in smaller circles those who have similar interests, reported at the Annual Meeting a most profitable year. The foreign language sections met for practice in conversation, while other groups held round table conferences on assigned topics. Still others interested in social and civic study arranged to visit the social and governmental organizations in the city. The peculiar advantages of a cosmopolitan institution like our own are best utilized when groups composed of students from various parts of the country thus meet together for discussion, and this form of education should be heartily encouraged as supplementing in a very real way the academic work of classes.

The club entertained the new students at a reception at the opening of both the winter and the spring sessions, and the candidates for higher degrees at a tea on Commencement Day. In spite of its very small membership fee, the club has established a small loan fund with which it aids graduate women in

emergencies. It has voted to adopt a French orphan and pledged all available funds to its support.

A portion of the Women's Graduate Room has been turned over, for the duration of the war, to the Committee on Women's War Work. Women graduate students have as- War Work
sisted in the work of this committee by giving clerical aid, by helping during the Liberty Loan and Red Cross drives, by working for the Exemption Boards and by filling numerous other calls. The women in Furnald Hall lent valuable aid with the Liberty Loan cards and in making surgical dressings. The establishment of the War Bureau in 301 Philosophy Hall is beneficial to the work of the committee and to the graduate women as well, for the bureau is brought into direct contact with numbers of women students, and the women students are kept informed of the needs of the committee and the opportunities for service which constantly arise.

Respectfully submitted

VIRGINIA C. GILDERSLEEVE
Chairman

EMMA P. SMITH
Secretary

June 30, 1918

APPENDIX 2

REPORT OF THE GRADUATE TREASURER OF KING'S CROWN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

The frankness of war has made us examine into the real reason for the existence of our University organizations, particularly so if their continuance seems possible only after a struggle. A thorough testing out of student activities was unconsciously carried on during the past year. The students themselves may have realized this as much as anyone and it is significant that early in the fall incessant demands upon them for the support of this or that war activity discovered for them the futility of mixing the campus with what really, under pre-war conditions, would belong outside our confines. The result was a campaign on their part to establish on a firm basis those campus activities which time had ordained as most popular, by the adoption of a Student Activities Fee, to be paid by all students in Columbia College, where the incentive for all campus "college" activities is always born.

It is unnecessary to recite here the different phases of the campaign under which the students planned to gain their ends. Suffice it to say that, with the support of the Dean of the College, and the governing bodies in literary, dramatic, musical, and athletic circles, the fee was adopted by the Trustees in June and became one of the regular University fees for students in the College.

It is almost unfair to judge any student activity on a basis of its record in war time, or to judge the campus itself, or any strictly non-war activity, because of compelling outside interests which constantly assert themselves. The students never before had Liberty Loan campaigns to engross their attention.

Their interest in the Y. M. C. A. had never taken quite the form which was manifested in the drive which netted the national fund \$50,000.00 from Columbia. Civic duties were never so acute as they were last year. So relatively the Glee Club, *Spectator*, the baseball team, and *Jester*, had to sink to minor significance, even though the students did not realize that the attention devoted to them was secondary in importance and in intensity to those exerted from outside.

The process of elimination and of trial by fire, so to speak, which was carried on during the first year of the war disclosed several very interesting facts which, after peace comes to the campus, can well be remembered.

In spite of the changed conditions in our national life and in college and university routine, there is no reason why our student activities, or at least those which are basic in their interpretation of normal student ebullient spirits, should not be conducted on a safe and sane plane, and even more than that, thrive as they never thrived before. The American public would be in a parlous state if it had to retreat into its war shell and not have any outlet for that tribal emotion which we all seek to let loose when our feelings are pent up with patriotic fire. The student, as an example of the embryo American, is indicative of this. If *Spectator* was ever necessary to portray the daily happenings on gridiron, in the cage, before the footlights, in fraternity halls, and on the rostrum, in war time it can and should be made just as essential for the informing of its readers of reviews, drills, orders, and Liberty Loan campaigns, if you will, in addition to its normal functions. A *Jester* which can be funny if it wants to in peace times, ought to get a wealth of humor out of the predicament in which Fritz finds himself at this moment. A Glee Club which can win the plaudits of an academic audience by warbling of the eyebrows and whatnot of grass-clad Hawaiian wigglers ought to be able to rouse to much greater enthusiasm the same, or a better and bigger audience, by spirited singing of rousing war songs, trench anthems, or battle hymns. Athletics have had themselves justified anew in this war by the amazing record first, second, and third Varsity men have

made for themselves in exterminating the Hun; enough has been said elsewhere on the subject of athletics for the many instead of for the few, but the American college and university public, if it has not yet realized it, ought to soon find out that the sooner we have all our students in competitive sport, the sooner the manhood ideal will be realized at our educational institutions—for it is leaders we want, and the leaders on college battlefields, whether sport, literary, or other, are the leaders of men. And leaders of men, not necessarily the directors of automatons, are winning this war.

So of the campus organizations the survivors of the war-storm are the organizations which have proved their worth at Columbia. As was to be expected, athletics had a bad year. The *Spectator* rightfully practiced needed economy and provided the campus with a medium for the expression of opinion which was never quite so much needed. The Glee and Mandolin clubs had a comfortable season and their plans for the future embrace a more extended program of soldier singing that, when the war ends, should revive group singing which has died an untimely death in most American colleges. Dramatics faced a crisis, and weathered it by bringing to the Campus a War Show, staged under the auspices of Varsity Show enthusiasts, although officially the Varsity Show management had nothing to do with the 1918 Campus War Show. This production was given in the University Gymnasium, and except for a few minor inconveniences which can be remedied proved to be a much happier setting and a more homelike one than a downtown hall with its Broadway glamor. The *Literary* (so-called) *Monthly*, which for several years had led an anæmic existence and which had not met with any kind of support, succumbed immediately to the ravages of war. *Jester* was able to publish some quasi-clever issues but with a curtailed schedule. A very creditable *Columbian* made its appearance and continued the unbroken string of yearbooks since the sixties.

On the whole, the result would seem to indicate that student organizations which had justified their existence in previous years had no trouble to survive—that they were recognized

as part and parcel of the University life and as such were supported by the students when the usual machinery to continue them was assembled which, unfortunately, is rather hard to accomplish in a community where patriotic motives call the leaders away to the fighting fronts.

There is being demonstrated to us now as never before the value of relaxation and well directed play and amusement. Along this line, the application of the lessons of the war to the campus seems to be logical. With the retention at Columbia of the good in most of us, and the expulsion of the bad in some of us, what is left of us when victory comes ought to be able to supply the vitality necessary to revivify our student organizations and establish them on a plane higher than they have occupied hitherto.

Respectfully submitted

LEVERING TYSON

Graduate Treasurer King's Crown

June 30, 1918

APPENDIX 3

REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1917, TO JUNE 1, 1918

To the President of the University

SIR:

As you know, I took over the Appointments Office after the Secretary in charge, and two temporary successors to him, had resigned to enter the service, and after the office secretarial personnel had changed somewhat rapidly over a period of six months. I had never been familiar with the organization of this or any other appointments office, although as Alumni Secretary I had many occasions to ask the office for assistance. Prior to the period from February, 1918, to the end of the academic year there were no systematic records kept of the work of the office for the year, and in justice to those who had charge, I do not believe, with the changes in the force, it would have been possible to keep the records, and even if they had been kept it is doubtful whether they would be indicative of anything. This condition naturally permitted me to discover the more easily what in all likelihood every Appointments Secretary has discovered—the weakness of the office and its possibilities, although it was not possible to determine its normal activities.

Professor John J. Coss, before his departure for Washington to enter the service, had established an office for the answering of inquiries as to war work from Columbia men, and others, who wished to find a short cut to the army or navy or the duly recognized forms of civilian and relief work. By the time Professor Coss left the campus the activity which he conducted had been pretty well burnt out, and while there were many inquiries, they could be fairly easily classified and grouped in a way that did not need the individual attention which he gave to each applicant. The Appointments Office, on Professor

Coss's departure, in addition to its routine, took over this somewhat exacting but not difficult task of answering everyday the inquiries of patriotically inclined citizens who believed their training could be utilized best in certain specialized lines.

There seemed to be no diminution in the requests for assistance on the part of the older registrants. While the opinion seemed to be prevalent that there was plenty of work to be done, there was no great amount of it for those who could devote part time only; nor was the work which was available in plenty the kind that the student at a university is generally expected to be fitted for. On the other hand, the kind of employment which is usually open to students was now closed to some extent, so that the office really had a harder time to keep the right man in touch with what he believed to be the right job than it has ever had. For the type of registrant who can fill a first-class tutoring position there was plenty of work to be done. For the college man who can fill out his time by doing work by the hour in running errands and in clerical work there was a greater than usual demand, and a resulting diminution in the supply. The Appointments work had unusual calls which it could not hope to fill in war times. Men teachers were scarce. In many instances college presidents and superintendents had fortified themselves against inroads by the selective draft by contracting with teachers for several years. In other instances, combinations of departments were made, so that retrenchment was not necessary. Teachers of science were almost unobtainable; also of some modern languages. Permanent positions in industrial and commercial houses were referred to the office in large numbers but in many instances had to be turned back again because there were no applicants available.

The necessity for the development of the work of the Appointments Office has doubtless been dwelt upon by Secretaries in the past, and my sentiments on this particular point would in all probability be mere reiteration. Were it not for the fact that this branch of the work of the office is related more closely than perhaps is suspected with the graduates of the University, I would not burden any one with my

views on this question. I cannot help but feel, however, that the University is doing itself a grave injustice by not placing the Appointments Office on a plane of dignity commensurate with its mission in the ideal University scheme of organization. If Columbia were a manufacturing concern there would be a department whose duty would be to find a market for her wares and it would be the most important department in the organization, for not only would the reputation of the concern depend upon the salability of the product, but its entire future as well would necessarily rest upon the orders which would come to be filled. The sales office is indicative of the scope of the success of the concern—it is its pulse. There must be some error in the analogy, for if the life of the University depended upon the work of the Appointments Office in the past, Columbia would have been numbered long ago with those institutions which we feel must have been flourishing in Pompeii before its last days. But although the above may be an overstatement of the importance of this matter, it is, nevertheless, a weakness in any University organization if there is lacking the ability or the means to find systematically for its outgoing students and for its alumni that place in the industrial life of the community which completion of prescribed work entitles them to. In my interviews with college presidents this year I was considerably embarrassed on a number of occasions by a comment somewhat on this line: "I am surprised to see that Columbia has not yet put its Appointments Office in shape," or "Well, Mr. Tyson, you are up against a hard job and one which Columbia ought to have straightened out years ago." This in spite of the fact that in practically every instance the office was able to satisfy the wants of the inquirer. I do not think, however, any one has ever been impressed with the fact that we at Columbia have decided to attack this problem in an effective way and to get at it hard enough to accomplish the results which a university like Columbia ought to accomplish when it sets out to find work for its students. This is the severest criticism—that we have underestimated the importance of the office. Our lawyers seem to be placed with little difficulty. Graduates of

the College with little difficulty find good industrial and commercial positions. Our engineers are in great demand. But we are sadly lacking in the ability to place and to find places for our graduate men and women who, while they can be taken care of in part at Teachers College, have so little chance to be considered for positions there that registering is practically futile. To organize proper machinery of sufficient dignity, *recognized as such on the campus*, is the only factor to be taken into consideration with these departments. When these men and women leave Columbia they feel more than ever the fact that there is no adequate provision for their future. It is true that the University departments keep in touch with them, but not to an extent necessary for them to realize that Columbia is solicitous of the welfare of her sons and daughters and determined that their welfare shall be her concern.

Some institutions have long realized that this is a matter which cannot be neglected. Others have begun to realize it. It is a part of the problem which centers in the alumni office of every institution in the country and this fact is a reason for my personal interest in it. For until all alumni are cared for in a way that will make them realize they are a part of the University as long as they live, there will be little chance for the establishment of the *esprit de corps* among Columbia graduates which is necessary to make the University a fact as well as a name.

I would most respectfully urge you, therefore, to bend your every effort whenever opportunity affords, to provide for the Appointments Office a place in the University scheme of organization which shall be dignified enough to command respect not only on the campus, so that there shall be a co-ordination of effort among the University departments to supply the necessary support, but among our neighbors, our colleagues, and our graduates.

Respectfully submitted

LEVERING TYSON

Acting Secretary Appointments

June 30, 1918

APPENDIX 4

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1917-1918

SUMMARY OF OFFICERS

	1916-1917	1917-1918
Professors	180	179
Associate Professors	56	55
Assistant Professors	113	116
Clinical Professors	26	25
Associates	48	53
Instructors	209	229
Curators	3	2
Lecturers	36	40
Assistants	84	78
Clinical Assistants	108	106
	863	883
University Officers of Instruction		
Other Instructors in Teachers College	153	154
Other Instructors in College of Pharmacy	8	10
Extension Teaching Officers not included above	146	119
	1,024	1,166
Total		
*Administrative Officers	39	36
*Other Administrative Officers, Barnard College, Teachers College, and College of Pharmacy	11	15
	1,074	1,217
Total		
Emeritus Officers	16	17
Other officers not in active service	11	13
	1,101	1,247
Total		

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

VACANCIES

By Death, Resignation, Retirement, or Expiration of Term of Appointment, occurring, unless otherwise indicated, on June 30, 1918

Professors and Administrative Officers

- GEORGE W. BOTSFORD, Ph.D. (died Dec. 13, 1917), Professor of History
 EUGENE WILSON CALDWELL, M.D. (died June 20, 1918), Professor of Roentgenology
 WALTER F. CHAPPELL, M.D. (died Oct. 19, 1918), Professor of Clinical Laryngology and Otology
 EDWIN B. CRAGIN, M.D. (died Oct. 22, 1918), Professor of Obstetrics and Gynecology
 ARTHUR H. ELLIOTT, Ph.D. (died March 1, 1918), Professor Emeritus of Chemistry and Physics in the College of Pharmacy
 FREDERICK R. HUTTON, Sc.D. (died May 14, 1918), Emeritus Professor of Mechanical Engineering
 WALTER B. JAMES, M.D., Professor of Clinical Medicine
 EDWARD K. JUDD, E.M., Assistant Professor of Mining
 FREDERICK P. KEPPEL, Litt.D., Dean of Columbia College
 OTTO G. T. KILIANI, M.D. (June 3, 1918), Professor of Clinical Surgery
 HELEN KINNE (died Dec. 29, 1917), Professor of Household Arts Education in Teachers College
 ALEXANDER LAMBERT, M.D., Professor of Clinical Medicine
 DEAN P. LOCKWOOD, Ph.D., Assistant Professor of Classical Philology
 WILLIAM MANSFIELD, Phar.D., Professor of Pharmacognosy in the College of Pharmacy
 WILLIAM G. MARQUETTE, Ph.D. (appointment terminated Oct. 15, 1918), Associate Professor of Botany
 FRANKLIN MATTHEWS, A.B. (died Nov. 26, 1917), Associate Professor of Journalism
 WALTER R. MOHR, (April 30, 1918), Chief Clerk of the University
 HENRY R. MUSSEY, Ph.D. (Feb. 1, 1918), Associate Professor of Economics
 HERBERT L. OSGOOD, LL.D. (died Sept. 11, 1918), Professor of History
 NATHANIEL B. POTTER, M.D., Professor of Clinical Medicine
 NORBERT STADTMULLER, M.D. (June 3, 1918), Professor of Clinical Medicine
 ELLERY C. STOWELL, Docteur en Droit, Associate Professor of International Law

CHARLES C. TROWBRIDGE, Sc.D. (died June 2, 1918), Assistant Professor of Physics

JAMES D. VOORHEES, M.D., Associate Professor of Obstetrics

LAMONT A. WARNER (Feb. 1, 1918), Assistant Professor of Household Arts in Teachers College

CHARLES P. WARREN, A.M. (died Oct. 16, 1918), Assistant Professor of Architecture

JAMES R. WHEELER, LL.D. (died Feb. 9, 1918), Professor of Greek Archaeology and Art

ROYAL WHITMAN, M.D. (Dec. 31, 1917), Assistant Professor of Orthopedic Surgery

Associates

EDWARD M. COLIE, JR., M.D., Clinical Obstetrics

GEORGE DRAPER, M.D., Medicine

FREDERIC G. GOODRIDGE, M.D., Biological Chemistry

FORBES HAWKES, M.D., Surgery

WILLIAM W. HERRICK, M.D., Medicine

ROBERT A. LAMBERT, M.D., Pathology

T. NELSON METCALF, A.B., Physical Education

EDGAR G. MILLER, JR., Ph.D. (June 1, 1918), Biological Chemistry

JAMES C. SHARP, M.D., Anatomy

BENJAMIN T. TERRY, M.D., Pathology (also Instructor in Bacteriology)

HENRY C. THACHER, M.D., Medicine

STUART L. TYSON, M.A., Religion (Barnard College)

Instructors

THADDEUS H. AMES, M.D., Clinical Neurology

RICHARD T. ATKINS, M.D., Laryngology and Otology

ARNOLD K. BALLS, Ph.D., Bacteriology

FREDERIC W. BANCROFT, M.D., Surgery

FREDERICK BARRY, Ph.D., Chemistry

COLIN L. BEGG, M.D., Urology

EDWARD C. BRENNER, M.D., Medicine

ALFRED J. BROWN, M.D. (March 1, 1918), Anatomy and Clinical Surgery

LEO BUERGER, M.D., Clinical Surgery

HENRY G. BUGBEE, M.D., Clinical Surgery

SIDNEY R. BURNAP, M.D., Surgery

GEORGE F. CAHILL, M.D., Urology

EDWIN A. CAMERON, M.D., Gynecology

- MATTHEW L. CARR, M.D., Laryngology and Otology
GERHARD H. COCKS, M.D., Clinical Laryngology and Otology
HOWARD D. COLLINS, M.D., Clinical Surgery
RALPH COLP, M.D., Surgery
DUDLEY S. CONLEY, M.D., Surgery (also Assistant in Anatomy)
WILLIAM W. COX, M.D., Physiology and Pharmacology
WILLIAM F. CUNNINGHAM, M.D., Surgery
EDWARD CUSSLER, M.D., Clinical Medicine
CONDUCT W. CUTLER, JR., M.D., (Feb. 1, 1918), Gynecology
BYRON C. DARLING, M.D., Orthopedic Surgery
RICHARD C. DERBY, M.D., Clinical Surgery
PAUL A. DINEEN, M.D., Clinical Surgery
KIRBY DWIGHT, M.D., Surgery
ARCHIBALD P. EVANS, M.D., Electro-Diagnosis and Electro-Therapeutics
AUSTIN P. EVANS, Ph.D., History
HERMANN FISCHER, M.D., Clinical Surgery
JOSEPH E. FULD, M.D., Surgery
HARRY F. GARDNER, B.S., Mineralogy
JOSEPH H. GLOBUS, M.D., Pathology
RODERICK V. GRACE, M.D., Surgery
JESSE M. GRAY, A.M., Germanic Languages and Literatures
J. VICTOR HABERMAN, M.D., Psycho-Therapy
JOHN M. HALL, M.D., Clinical Laryngology and Otology
FRANK M. HALLOCK, M.D., Neurology
MRS. JULIANA HASKELL, Ph.D., Germanic Languages and Literatures
(Barnard College)
W. HALL HAWKINS, M.D., Anatomy and Surgery
HAROLD HAYS, M.D., Clinical Laryngology and Otology
OTTO HENSEL, M.D., Clinical Medicine
ARTHUR L. HERRICK, C. E. (Feb. 1, 1918), Mechanical Engineering
LIEUTENANT RALPH HODDER-WILLIAMS, M.A., Military Training
RANSOM S. HOOKER, M.D., Clinical Surgery
CHARLES G. IRISH, M.D. (February 1, 1918), Physiology
PETER IRVING, M.D., Clinical Medicine
HENRY JAMES, M.D., Medicine
LEO KESSEL, M.D., Medicine
RALPH A. KINSELLA, M.D., Medicine
CHARLES W. KNAPP, M.D., Medicine

- JOSEPH W. KRUTCH, A.M. (April 1, 1918), English
WILLIAM S. LADD, M.D., Medicine
EDWARD C. LYON, JR., M.D., Gynecology
MALCOLM MCBURNEY, M.D., Bacteriology
JAMES A. MCCREERY, M.D., Clinical Surgery
CLARENCE A. MCWILLIAMS, M.D., Surgery
CONSTANTINE J. MACGUIRE, JR., M.D., Clinical Surgery
GUSTAVE R. MANNING, M.D., Diseases of Children
ALEXANDER T. MARTIN, M.D., Medicine
CARL J. MERNER (Sept. 1, 1918), Physical Education
PARKER T. MOON, B.S., History
LEIGHTON B. MORSE, Ph.D., Physics
ARTHUR E. NEERGAARD, M.D., Medicine
EMERY E. NEFF, A.M. (March 1, 1918), English
HAROLD NEUHOF, M.D., Clinical Surgery
HANSON S. OGILVIE, M.D., Neurology
MICHAEL OSNATO, M.D., Neurology
CHARLES PACKARD, Ph.D., Zoology
WILLIAM BARCLAY PARSONS, JR., M.D., Surgery
WILLIAM M. PATTERSON, Ph.D., English
OTTO C. PICKHARDT, M.D., Anatomy
EDWIN G. RAMSDALL, M.D., Surgery
JOHN S. RICHARDS, M.D., Psychiatry
HENRY A. RILEY, M.D., Neurology
CHARLES ROSENHECK, M.D., Neurology
JAMES I. RUSSELL, M.D., Surgery
OTTO M. SCHWERTFEGER, M.D., Clinical Medicine
THOMAS T. SHEPPARD, M.D. (April 30, 1918), Physiology and Pharmacology
MAURICE J. SITTENFIELD, M.D., Pathology
MARTIN DEF. SMITH, M.D., Medicine (also Assistant in Anatomy)
MORRIS K. SMITH, M.D., Clinical Surgery
THAYER A. SMITH, M.D., Medicine
FORDYCE B. ST. JOHN, M.D., Clinical Surgery
DEWITT STETTEN, M.D., Clinical Surgery
DOROTHY STILES, Physical Education (Barnard College)
ARTHUR P. STOUT, M.D., Surgery
FENTON TAYLOR, M.D., Clinical Surgery (also Assistant in Anatomy)

ARTHUR H. TERRY, M.D., Medicine
 EDGAR T. TSEN, M.D., Bacteriology
 FREDERICK T. VAN BEUREN, M.D., Surgery
 ARTHUR S. VOSBURGH, M.D., Clinical Surgery
 DAVENPORT WEST, M.D., Diseases of Children
 WILLIAM C. WHITE, M.D., Clinical Surgery
 HERBERT J. WIENER, M.D., Medicine
 PERCY H. WILLIAMS, M.D., Gynecology
 THOMAS S. WINSLOW, M.D., Medicine
 STANLEY R. WOODRUFF, M.D., Urology

Lecturers

HARRY E. BARNES, A.M., History
 DONALD R. BELCHER, A.M., Mathematics
 BRAND BLANSHARD, A.B. (June 1, 1918), Philosophy
 ARTHUR M. BUSWELL, Ph.D., Chemical Engineering
 ETTORE CADORIN (Feb. 1, 1918), Italian
 FRANCIS W. COKER, Ph.D., History
 MRS. MARY S. COUTANT, A.M., Botany (Barnard College)
 FLOYD M. CRANDALL, M.D., Medical Ethics
 WILLIAM S. DAY, Ph.D., Physics
 WILLIAM P. DUNN, A.M., English
 HAVEN EMERSON, M.D., Hygiene and Preventive Medicine
 HENRY JONES FORD, A.B., Politics
 HENRY F. GRADY, A.B. (Mar. 8, 1918), Economics (Barnard College)
 MAURICE G. KAINS, M.S.A., Horticulture
 BERNICE W. LYLE, Zoology (Barnard College)
 STEWART PATON, M.D., Psychiatry
 JOSEPH L. PERRIER, Ph.D., French (Barnard College)
 WILLIAM Z. RIPLEY, Ph.D., Economics
 COL. EDWARD R. SCHREINER, M.D. (Feb. 16, 1918), Military Medicine
 and Surgery
 JOSEPH J. SZLENKER, Slavonic Languages
 MARGARET W. WATSON, A.M., Germanic Languages and Literatures (Bar-
 nard College)

Assistants

GEORGE C. ANDREWS, JR., M.D., Pathology
 JAMES C. ANDREWS, B.S. (Feb. 25, 1918), Chemistry

- GEORGE BARSKY, B.S. (Aug. 1, 1918), Chemistry
LEWIS BIBB, M.D., Clinical Pathology
LILIAN BRANDT, A.M., Social Economy
DEAN R. BRIMHALL, A.M., Psychology
ROBERT BURLINGHAM, M.D., Clinical Pathology and Medicine
CHARLES L. CAMP, A.M., Zoology
HERMAN L. DOWD, M.D., Diseases of Children
HELEN R. DOWNES, A.B., Chemistry (Barnard College)
HENRY C. FLEMING, M.D. (Apr. 1, 1918), Medicine
FREDERIC S. GRANGER, A.M., Chemistry
SAMUEL HIRSHFELD, M.D., Pathology
TEMPLE R. HOLLCROFT, Ph.D., Mathematics
ANDERSON M. HOLMES, M.D. (Jan. 31, 1918), Anatomy
A. LEFFERTS HUTTON, M.D., Medicine
VICTOR I. ISAACSON, B.S. (June 1, 1918), Biological Chemistry
SYDNEY D. KRAMER, M.D., Biological Chemistry
RUDOLPH KRAMER, M.D., Pathology
SHOO TZE LEO, B.S., Chemical Engineering
ERMA M. LESSEL, B.S. (Mar. 1, 1918), Chemistry
GABRIEL A. LOWENSTEIN, A.M., Biological Chemistry
KENNETH R. McALPIN, M.D., Clinical Pathology
JOSEPH K. MARCUS, A.B. (Jan. 1, 1918), Chemistry
WILLIAM R. MAY, M.D., Diseases of Children
GRAHAM J. MITCHELL, A.M., Geology
JOSÉ D. MORAL, M.D., Bacteriology
FRANK B. ORR, M.D., Pathology
GOUVERNEUR M. PHELPS, M.D., Surgery
C. EDWARD PIERCE, A.B., Physics
ETHEL A. PRINCE, A.B., Psychology (Barnard College)
CHARLES H. RICHARDSON, M.S., Biological Chemistry
ALMA G. RUHL, A.B., History (Barnard College)
ADELAIDE SPOHN, M.S., Physiology (Research)
ROBERT A. STEINBERG, A.M., Botany
ALBERT M. STEVENS, M.D., Diseases of Children
HOLLAND N. STEVENSON, M.D. (Aug. 1, 1918), Cancer Research and
Pathology
CLARENCE G. STONE, Jr., A.M., Physics
DAVID D. STOWELL, M.D., Diseases of Children

HAROLD C. STUART, M.D., Pathology
 CLARENCE P. THOMAS, M.D., Surgery
 LEWI TONKS, A.B., Physics
 GROVER TRACY, A.B., Biological Chemistry
 H. W. TRUESDELL (Feb. 1, 1918), Botany
 CLAYTON ULREY, A.M., Physics
 ALICE P. N. WALLER, A.B., History (Barnard College)
 WILLIAM C. WOOLSEY, M.D., Surgery
 JEROME M. ZIEGLER, M.D., Pathology

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1918

Professors and Administrative Officers

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
JAMES T. GRADY, LL.B.	Associate Professor	Assistant Professor	Journalism
PATTY S. HILL	Assistant Professor	Associate Professor	Education (Teachers College)
DANIEL DANA JACKSON, M.S.	Associate Professor	Professor	Chemical Engineering
CHARLES H. JAEGER, M.D.	Instructor	Assistant Professor	Orthopedic Surgery
WILLIAM H. KILPATRICK, Ph.D.	Associate Professor	Professor	Education (Teachers College)
RALPH H. MCKEE, Ph.D.	Associate	Professor	Chemical Engineering
GEORGE M. MACKEE, M.D.	Instructor	Assistant Professor	Dermatology and Syphilology
MRS. MARY D. S. ROSE, Ph.D.	Assistant Professor	Associate Professor	Household Arts (Teachers College)
YOUNG B. SMITH, LL.B.	Assistant Professor	Associate Professor	Law
R. GARFIELD SNYDER, M.D.	Instructor	Assistant Professor	Clinical Medicine

Associates

CLARENCE G. BANDLER, M.D.	Instructor	Associate	Urology
F. MORRIS CLASS, M.D.	Instructor	Associate	Medicine
JAMES G. DWYER, M.D.	Instructor	Associate	Bacteriology
HENRY E. HALE, M.D.	Instructor	Associate	Medicine
MAX SCHULMAN, M.D.	Instructor	Associate	Medicine
JOHN C. VAUGHAN, M.D.	Instructor	Associate	Anatomy

Instructors

MARGARET BURNS	Lecturer	Instructor	Physical Education (Barnard College)
WALLACE E. CALDWELL, A.B.	Lecturer	Instructor	History
LUCY GREGORY, A.B.	Lecturer	Instructor	Romance Languages and Literatures (Barnard College)
JOHN D. KERNAN, JR., M.D.	Assistant	Instructor	Surgery
HELEN H. PARKHURST, Ph.D.	Assistant	Instructor	Philosophy (Barnard College)
HESTER W. RUSK, A.M.	Assistant	Instructor	Botany (Barnard College)
ZACHARY SAGAL, Ph.G.	Assistant	Instructor	Clinical Pathology
OSCAR M. SCHLOSS, M.D. (March 1)	Assistant	Instructor	Diseases of Children
EDGAR W. WHITE, M.D.	Assistant	Instructor	Clinical Medicine

Lecturers

EDNA HENRY BENNETT, A.B.	Assistant	Lecturer	Zoology (Barnard College)
FLORRIE HOLZWASSER, A.B.	Assistant	Lecturer	Geology (Barnard College)
JOSEPH F. RITT, Ph.D.	Assistant	Lecturer	Mathematics
EMORY C. UNNEWEHR, B.S.	Assistant	Lecturer	Physics

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1918

<i>Name</i>	<i>From</i>	<i>To</i>
HARRY T. COSTELLO, Ph.D.	Instructor in Philosophy	Lecturer in Philosophy
ALEXANDER GOLDENWEISER, Ph.D.	Instructor in Anthropology	Lecturer in Anthropology
MAXIMILIAN W. GOLDSTEIN, M.D.	Instructor in Clinical Medicine	Assistant in Clinical Medicine
EMILY LEWI, M.D.	Assistant in Clinical Medicine	Assistant in Medicine

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1918

Professors and Administrative Officers

<i>Name</i>	<i>Office</i>
CHARLES W. BALLARD, Ph.D.	Associate Professor of Phar- macognosy in the College of Pharmacy
EUGENE WILSON CALDWELL, M.D. (Feb. 1, 1918)	Professor of Roentgenology
WILLIAM D. ENNIS, M.E. (Oct. 14, 1918)	Acting Professor of Mechan- ical Engineering
COL. JOHN P. FINLEY, U. S. A. (May 6, 1918)	Professor of Military Science and Tactics
HERBERT E. HAWKES, Ph.D.	Dean of Columbia College
RUSSELL A. HIBBS, M.D. (Feb. 1, 1918)	Professor of Orthopedic Sur- gery
JAMES W. JOBLING, M.D.	Professor of Pathology
WILLIAM A. MADDOX, Ph.D.	Assistant Professor of Educa- tion (Teachers College)
GEORGE B. PEGRAM, Ph.D.	Dean of the Faculty of Ap- plied Science
DAVID M. UPDIKE, M.E.	Assistant Superintendent of Buildings and Grounds

Associates

CHARLES H. BAILEY, M.D. (Nov. 1, 1917)	Pathology
FREDERICK T. DAWSON	Physical Education
ANDREW A. EGGSTEIN, M.D.	Pathology
JAMES T. GRADY, LL.B. (Feb. 1, 1918)	Journalism

Instructors

ALEXANDER M. ARNETT, A.M.	History
LEON ARDZROONI, A.M. (Oct. 1, 1918)	War Economics
JAMES W. BABCOCK, M.D. (Dec. 1, 1917)	Laryngology and Otology
WILLIAM F. BENDER, M.D. (Dec. 1, 1917)	Physiology
GEORGE E. BENNETT, LL.M. (Oct. 1, 1918)	War Accounting
GOTTLIEB A. BETZ, Ph.D. (Oct. 1, 1918)	War German
DEVER SMITH BYARD, M.D. (Dec. 1, 1917)	Diseases of Children
ABERNETHY B. CANNON, M.D.	Dermatology and Syphilology
HARRY J. CARMAN, A.M.	History
DONALD L. CLARK, A.M.	English
RALPH COLP, M.D. (Dec. 1, 1917)	Surgery
C. CONTRERAS (Oct. 1, 1918)	War French
ROBERT T. CORRY, M.D.	Anatomy
JESSE J. DOUGLAS, B.S. (Oct 1, 1918)	War Mathematics
EUGENE A. DUPIN, M.D.	Surgery
LEON FERARU (Oct. 1, 1918)	War French
LEE H. FERGUSON, M.D. (Apr. 1, 1918)	Medicine
PALUEL J. FLAGG, M.D.	Surgery
ALPHEUS FREEMAN, M.D. (Dec. 1, 1917)	Medicine
JOSEPH H. GLOBUS, M.D. (Dec. 1, 1917)	Pathology
MAXIMILIAN W. GOLDSTEIN, M.D. (Jan. 1, 1918)	Clinical Medicine
F. WALTER GRAVELLE, M.D. (Oct. 1, 1917)	Anatomy
GEORGIA HAFFNER, A.M.	Economics (Barnard College)
ELIZABETH C. JAGLE, M.D. (Feb. 1, 1918)	Neurology
GEORGE H. JOHN, Jr., M.E. (Oct. 1, 1918)	Mechanical Engineering
WILLIAM C. JOHNSON, M.D.	Pathology
RICHARD F. JONES, Ph.D. (Oct. 1, 1918)	War English
E. WILLIS KOBLEK, M.D. (Jan. 1, 1918)	Laryngology and Otology
KARL KULLMAN, B.S.	Chemistry

JOSEPH LAUBER (Oct. 1, 1918)	War Drawing
EDWARD M. LEHNERTS (Oct. 1, 1918)	War Topography
ARMIN K. LOBECK, Ph.D. (Oct. 1, 1918)	War Topography
NINA R. MILLER, M.S.	Accounting
FREDERICK E. MONTGOMERY, M.D.	Surgery
ROBERT J. MOORE	Chemistry
GLEN H. MULLIN, A.M.	English
CALEB P. PATTERSON, A.M.	History
JOHN H. RANDALL, Jr., A.B. (Oct. 1, 1918)	War English
MRS. GRACE POTTER RICE, Ph.D.	Chemistry (Barnard College)
JOSEPH L. PERVIER, Ph.D. (Oct. 1, 1918)	War French
ELBERT T. RULISON, JR., M.D.	Surgery
THOMAS T. SHEPPARD, M.D. (Feb. 15, 1918)	Physiology and Pharmacology
RALPH E. TAYLOR, M.D. (Oct. 1, 1917)	Anatomy
LT. H. LEDYARD TOWLE (Oct. 1, 1918)	Camouflage
PETER T. WARD, A.B. (Oct. 1, 1918)	War English
AGNES R. WAYMAN, A.B.	Physical Education (Barnard College)
ALFRED R. WHITMAN, M.S. (Oct. 1, 1918)	War Topography

Lecturers

BRAND BLANSHARD, A.B. (Jan. 1, 1918)	Philosophy
CHARLES F. BOLDUAN, M.D.	Hygiene and Preventive Medicine
ROBERT W. BOLWELL, A.M. (Jan. 1, 1918)	English
WALLACE E. CALDWELL, A.B. (Dec. 1, 1917)	History
KATHARINE M. COOPER, B.S.	Physical Education (Barnard College)
WILLIAM P. DUNN, A.M. (Apr. 1, 1918)	English
IRWIN EDMAN, Ph.D.	Philosophy
C. EVANGELINE FARNHAM, A.M.	Romance Languages (Barnard College)
HORATIO K. GARNIER, Ph.D.	Philosophy
HELENA GEER, A.M.	German (Barnard College)
CHARLES J. OGDEN, Ph.D.	Indo-Iranian Languages
WILLIS ALLEN PARKER	Philosophy
EMIL LEON POST, B.S.	Mathematics
LORLE IDA STECHER, Ph.D.	Psychology (Barnard College)
MARGARET W. WATSON, A.M. (Nov. 1, 1917)	German (Barnard College)

Assistants

GEORGE C. ANDREWS, JR., M.D. (Feb. 15, 1918)	Pathology
STEPHEN P. BURKE	Chemistry
CORNELIA L. CAREY	Botany (Barnard College)
F. EDITH CAROTHERS, A.M.	Psychology
JAMES A. CLARKE, JR., M.D.	Medicine
HAROLD C. COE, M.D. (Feb. 15, 1918)	Pathology
JAMES E. CRITES, JR., B.S.	Physics
SAMUEL C. DELLINGER, A.B.	Zoology
HERMAN L. DOWD, M.D. (Mar. 1, 1918)	Diseases of Children
MARY L. ELY, A.B.	History (Barnard College)
HENRY C. FLEMING, M.D. (Feb. 1, 1918)	Medicine
JEKUTHIAL GINSBURG, A.M.	Mathematics
SAMUEL GITLOW, M.D.	Biological Chemistry
MARY R. M. GRIFFITHS, A.B.	History (Barnard College)
MARY A. GRIGGS	Chemistry
JAMES B. HALLAM, M.D. (Oct. 1, 1917)	Anatomy
EVERETT M. HAWKS, M.D.	Surgery
SAMUEL HIRSHFELD, M.D. (Feb. 15, 1918)	Pathology
CALM M. HOKE, A.M. (Mar. 1, 1918)	Chemistry
TEMPLE R. HOLLCROFT, Ph.D. (Oct. 1, 1917)	Mathematics
ANDERSON M. HOLMES, M.D. (Oct. 1, 1917)	Anatomy
WILLIAM S. S. HORTON, M.D. (Jan. 1, 1918)	Surgery
MRS. FLORENCE HULTON-FRANKEL, Ph.D. (Jan. 1, 1918)	Bacteriology
MAXWELL KARSHAN, B.S. (Oct. 1, 1917)	Biological Chemistry
MAURICE KEMP, M.D. (Mar. 1, 1918)	Diseases of Children
RUDOLPH KRAMER, M.D. (Feb. 15, 1918)	Pathology
HEDWIG A. KOENIG, A.B.	Chemistry (Barnard College)
FRANCES KRASNOW, A.M.	Bacteriology
MRS. ISABEL F. LEAVENWORTH, A.B.	Philosophy (Barnard College)
SHOO TZE LEO, B.S. (Feb. 1, 1918)	Chemical Engineering
ERMA M. LESSEL, B.S. (Feb. 1, 1918)	Chemistry
EMILY LEWI, M.D. (Dec. 1, 1917)	Clinical Medicine
WILLIAM R. MAY, M.D. (Mar. 1, 1918)	Diseases of Children
WILLIAM E. MORGAN, A.B.	Chemistry
LOUIS NEUWELT, M.D. (Jan. 1, 1918)	Surgery

JOSE FERNANDEZ NORIDEZ, Sc.D.	Zoology
FRANCES ORR, A.B. (Oct. 1, 1918)	War Physics
FRANK B. ORR, M.D. (Feb. 15, 1918)	Pathology
GUISEPPE PREVITALI, M.D. (Mar. 1, 1918)	Diseases of Children
ADOLPH J. SCHNEEWEISS, A.M.	Philosophy
LOUIS C. SCHROEDER, M.D. (Mar. 1, 1918)	Diseases of Children
RUFUS E. STETSON, M.D. (Mar. 1, 1918)	Diseases of Children
ALBERT M. STEVENS, M.D. (Mar. 1, 1918)	Diseases of Children
GEORGINA I. STICKLAND, A.B.	Psychology (Barnard College)
DAVID D. STOWELL, M.D. (Dec. 1, 1917)	Diseases of Children
GROVER TRACY, A.B. (Oct. 1, 1917)	Biological Chemistry
EDGAR W. WHITE, M.D. (Feb. 1, 1918)	Clinical Medicine
CHARLES WEISMAN, Ph.D.	Biological Chemistry
ALEXANDER H. WRIGHT, A.M.	Chemistry
JEROME M. ZIEGLER, M.D. (Feb. 15, 1918)	Pathology
JEROME ZUCKERMAN, M.D. (Mar. 1, 1918)	Diseases of Children

LEAVES OF ABSENCE

For the whole or part of the academic year 1917-1918 were granted to the following officers:

[Officers granted Sabbatical leave are indicated by †; those granted leave of absence for national service are indicated by *]

*MORTON ARENDT, E.E.	Assistant Professor of Electrical Engineering
*DANA W. ATCHLEY, M.D.	Instructor in Clinical Pathology and in Medicine
*RICHARD T. ATKINS, M.D.	Instructor in Laryngology and Otol-ogy
WILLIAM C. BAGLEY, Ph.D.	Professor of Education in Teachers College
†ELIJAH W. BAGSTER-COLLINS, A.M.	Associate Professor of German in Teachers College
†CHARLES S. BALDWIN, Ph.D.	Professor of Rhetoric and English Composition
*HAL T. BEANS, Ph.D.	Associate Professor of Chemistry
†ALON BEMENT	Assistant Professor of Fine Arts in Teachers College
*WALTER BENSEL, M.D.	Associate in Hygiene and Preventive Medicine

- *DINO BIGONGIARI, A.B. Assistant Professor of Italian
- *MARSTON T. BOGERT, LL.D. Professor of Organic Chemistry
- *DAVID BOVAIRD, JR., M.D. Assistant Professor of Clinical Medicine
- *ROBERT BURLINGHAM, M.D. Instructor in Clinical Pathology
- *SIDNEY R. BURNAP, M.D. Instructor in Surgery
- †CHARLES H. BURNSIDE, A.M. Associate Professor of Mathematics
- WENDELL T. BUSH, Ph.D. Associate Professor of Philosophy
- *ARTHUR M. BUSWELL, Ph.D. Lecturer in Chemical Engineering
- *CHARLES N. B. CAMAC, M.D. Assistant Professor of Clinical Medicine
- *WILLIAM CAMPBELL, Sc.D. Professor of Metallurgy
- *MARTHA V. CARLING Nurse
- *MATTHEW L. CARR, M.D. Instructor in Laryngology and Otolaryngology
- *LOUIS CASAMAJOR, M.D. Associate Professor of Neurology
- JOHN B. CLARK, LL.D. Professor of Political Economy
- *JAMES L. COBB, M.D. Assistant in Anatomy
- *GERHARD H. COCKS, M.D. Instructor in Clinical Laryngology and Otolaryngology
- *EDWARD M. COLIE, JR., M.D. Associate in Clinical Obstetrics
- *HOWARD D. COLLINS, M.D. Instructor in Clinical Surgery
- *KARL CONNELL, M.D. Associate in Surgery
- †GRACE A. CORNELL Assistant Professor of Fine Arts in Teachers College
- *JOHN J. COSS, Ph.D. Assistant Professor of Philosophy
- *†JOHN W. CUNLIFFE, D.Lit. Professor of English and Associate Director of the School of Journalism
- *WILLIAM F. CUNNINGHAM, M.D. Instructor in Surgery
- *EDWARD CUSSLER, M.D. Instructor in Clinical Medicine
- *WILLIAM DARRACH, M.D. Professor of Clinical Surgery
- *RICHARD DERBY, M.D. Instructor in Clinical Surgery
- *EDWARD T. DEVINE, LL.D. Professor of Social Economy
- *PAUL A. DINEEN, M.D. Instructor in Clinical Surgery
- *JAMES L. DOHR, M.S. Instructor in Accounting
- *GEORGE DRAPER, M.D. Associate in Medicine
- †WILLIAM A. DUNNING, LL.D. Lieber Professor of History and Political Philosophy

*ELLSWORTH ELIOT, JR., M.D.	Professor of Clinical Surgery
*†JOHN ERSKINE, Ph.D.	Professor of English
*AUSTIN P. EVANS, Ph.D.	Instructor in History
*DEAN S. FANSLER, Ph.D.	Assistant Professor of English
*†JEFFERSON B. FLETCHER, A.M.	Professor of Comparative Literature
*ROBERT T. FRANK, M.D.	Associate in Cancer Research
†JOHN L. GERIG, Ph.D.	Associate Professor of Celtic
*ANNE W. GOODRICH	Assistant Professor of Nursing and Health in Teachers College
*FREDERIC G. GOODRIDGE, M.D.	Associate in Biological Chemistry
†WILLYSTINE GOODSSELL, Ph.D.	Assistant Professor of Education in Teachers College
*RODERICK V. GRACE, M.D.	Instructor in Surgery
†ROBERT A. HARPER, Ph.D.	Torrey Professor of Botany
*MRS. JULIANA S. HASKELL, Ph.D.	Instructor in German in Barnard College
*FREDERICK W. HEHRE, E.E.	Assistant Professor of Electrical En- gineering
*WILLIAM W. HERRICK, M.D.	Associate in Medicine
*WARREN HILDRETH, M.D.	Instructor in Obstetrics
*RANSOM S. HOOKER, M.D.	Instructor in Clinical Surgery
*ROGER HOWSON, A.M.	Assistant Librarian
*LEFFERTS HUTTON, M.D.	Assistant in Medicine
*HENRY JAMES, M.D.	Instructor in Medicine
*DOUGLAS W. JOHNSON, Ph.D.	Associate Professor of Physiography
EDWARD K. JUDD, E.M.	Assistant Professor of Mining
*FREDERICK KAMMERER, M.D.	Professor of Clinical Surgery
*TRUMAN L. KELLEY, Ph.D.	Assistant Professor of Education in Teachers College
*JAMES KENDALL, Sc.D.	Associate Professor of Chemistry
*FREDERICK P. KEPPEL, Litt.D.	Dean of Columbia College
*RALPH A. KINSELLA, M.D.	Instructor in Medicine
*REV. RAYMOND C. KNOX, S.T.D.	Chaplain
*ALEXANDER LAMBERT, M.D.	Professor of Clinical Medicine
*CARL W. LARSON, Ph.D.	Assistant Professor of Agriculture
*WARFIELD T. LONGCOPE, M.D.	Bard Professor of the Practice of Medicine
*HENRY H. M. LYLE, M.D.	Professor of Clinical Surgery
*KENNETH R. MCALPIN, M.D.	Assistant in Clinical Pathology

- *MALCOLM MCBURNEY, M.D. Instructor in Bacteriology
- *CLARENCE A. MCWILLIAMS, M.D. Instructor in Surgery
- *JAMES S. MACGREGOR, M.S. Instructor in Civil Engineering
- *CONSTANTINE J. MACGUIRE, M.D. Instructor in Clinical Surgery
- *GEORGE M. MACKENZIE, M.D. Associate in Pathology
- *ARTHUR W. MACMAHON, A.M. Instructor in Politics
- *GUSTAVE R. MANNING, M.D. Instructor in Diseases of Children
- *ALEXANDER T. MARTIN, M.D. Instructor in Medicine
- *FRANK L. MASON, E.E. Instructor in Electrical Engineering
- *ALBERT A. MERAS, Ph.D. Assistant Professor of French in Teachers College
- *CARL J. MERNER Instructor in Physical Education
- *†GEORGE L. MEYLAN, M.D. Professor of Physical Education
- *JAMES A. MILLER, M.D. Professor of Clinical Medicine
- *ROBERT H. MONTGOMERY Assistant Professor of Accounting
- *PARKER T. MOON, B.S. Instructor in History
- *LINCOLN D. MOSS Assistant Professor of Mechanical Engineering
- *J. HOWARD MUELLER, M.D. Assistant in Pathology
- *HENRI F. MULLER, Ph.D. Assistant Professor of French
- *HAROLD NEUHOF, M.D. Instructor in Clinical Surgery
- *BERNARD S. OPPENHEIMER, M.D. Assistant Professor of Clinical Medicine
- *ALWIN M. PAPPENHEIMER, M.D. Assistant Professor of Pathology
- *HARRY L. PARR, Mech.E. Assistant Professor of Mechanical Engineering
- *WM. BARCLAY PARSONS, JR., M.D. Instructor in Clinical Surgery
- *MARY A. PATCHIN Director of Religious and Philanthropic Work in Barnard College
- *CHARLES H. PECK, M.D. Professor of Clinical Surgery
- *JOHN P. PETERS, JR., M.D. Instructor in Clinical Surgery
- *GOUVERNEUR M. PHELPS, M.D. Assistant in Surgery
- *ALBERT T. POFFENBERGER, Ph.D. Instructor in Psychology
- *EUGENE H. POOL, M.D. Professor of Clinical Surgery
- *CHARLES I. PROBEN, M.D. Instructor in Gynecology
- *EDWIN G. RAMSDELL, M.D. Instructor in Surgery
- *WYTHE M. RHETT, M.D. Instructor in Pharmacology
- *HENRY A. RILEY, M.D. Instructor in Neurology
- *JAMES E. RUSSELL, LL.D. Dean of Teachers College

*JAMES I. RUSSELL, M.D.	Instructor in Clinical Surgery
*ERNEST L. SCOTT, Ph.D.	Associate in Physiology
*HENRY R. SEAGER, Ph.D.	Professor of Political Economy
*J. CLAYTON SHARP, M.D.	Associate in Anatomy
*T. LESLIE SHEAR, Ph.D.	Associate in Classical Philology
*HENRY C. SHERMAN, Ph.D.	Professor of Food Chemistry
*JAMES T. SHOTWELL, Ph.D.	Professor of History
*LEWIS P. SICELOFF, Ph.D.	Assistant Professor of Mathematics
*CHARLES C. SLEFFEL	Assistant Professor of Mechanical Engineering
†WALTER I. SLICHTER, E.E.	Professor of Electrical Engineering
*MARTIN DEF. SMITH, M.D.	Instructor in Medicine and Assistant in Anatomy
*THAYER A. SMITH, M.D.	Instructor in Medicine
*J. BENTLEY SQUIER, M.D.	Professor of Urology
*FORDYCE B. ST. JOHN, M.D.	Instructor in Clinical Surgery
*ALFRED STILLMAN, M.D.	Instructor in Clinical Surgery
*FENTON TAYLOR, M.D.	Instructor in Clinical Surgery and Assistant in Anatomy
*RUPERT TAYLOR, Ph.D.	Instructor in English
*HENRY C. THACHER, M.D.	Associate in Medicine
*ARTHUR W. THOMAS, Ph.D.	Instructor in Food Chemistry
*CHARLES W. THOMAS, Mech.E.	Assistant Professor of Mechanical Engineering
*EDWARD T. THURSTON, JR., Mech.E.	Assistant Professor of Mechanical Engineering
*MARION REX TRABUE, A. M.	Assistant Professor of Education in Teachers College
*SAMUEL A. TUCKER, Ph.B.	Assistant Professor of Electro-Chem- istry
*FREDERICK T. VANBEUREN, M.D.	Instructor in Surgery
†LARUE VAN HOOK, Ph.D.	Associate Professor of Classical Philology
*HERBERT N. VERMILYE, M.D.	Instructor in Pathology
*ARTHUR S. VOSBURGH, M.D.	Instructor in Clinical Surgery
*JOHN B. WALKER, M.D.	Professor of Clinical Surgery
†LAMONT A. WARNER	Assistant Professor of Household Arts in Teachers College
*HAROLD W. WEBB, Ph.D.	Assistant Professor of Physics

*†RAYMOND WEEKS, Ph.D.	Professor of Romance Philology
†CHARLES W. WEICK, B.S.	Assistant Professor of Industrial Arts in Teachers College
*WILLIAM C. WHITE, M.D.	Instructor in Clinical Surgery
*JAMES R. WHITING, M.D.	Instructor in Urology
*HORATIO B. WILLIAMS, M.D.	Assistant Professor of Physiology
*PERCY H. WILLIAMS, M.D.	Instructor in Gynecology
*WILLIAM R. WILLIAMS, M.D.	Associate Professor of Clinical Medicine
†JOHN F. WOODHULL, Ph.D.	Professor of Physical Science in Teachers College
*WILLIAM C. WOOLSEY, M.D.	Assistant in Surgery
*J. ENRIQUE ZANETTI, Ph.D.	Assistant Professor of Chemistry
*HANS ZINSSER, M.D.	Professor of Bacteriology

REPRESENTATIVES OF THE UNIVERSITY DURING 1917-1918

At the installations of—

President Marshall, Connecticut College for Women, New London, Conn.—Professor MARGARET E. MALTBY

President Moore, State Normal School, Los Angeles, Cal.—

Professor WILLIAM M. SLOANE

President McGiffert, Union Theological Seminary, New York—President

BUTLER, Provost CARPENTER, Deans WOODBRIDGE, HAWKES, PEGRAM, STONE, GILDERSLEEVE, RUSSELL, Directors EGBERT and WILLIAMS

At the anniversary celebrations of—

Allegheny College, Meadville, Pa. (25th anniversary of inauguration of President Crawford)—Professor CRAWFORD

Drew Theological Seminary, Madison, N. J. (50th)—Chaplain KNOX

Drexel Institute, Philadelphia, Pa. (25th)—Dean PEGRAM

University of California, Berkeley, Cal. (50th)—

Professor WILLIAM M. SLOANE

Women's College in Brown University, Providence, R. I. (25th)—

Dean GILDERSLEEVE

Anniversary of birth of Abbe Rene Just Haüy, Mineralogist, (175th)—Professors MOSES and LUQUER

Miscellaneous—

Association of Colleges of the State of New York, Albany, N. Y.—Dean
HAWKES, Professor JONES, and Secretary
FACKENTHAL

Association of Colleges and Preparatory Schools of the Middle
States and Maryland, Poughkeepsie, N. Y.—
Dean HAWKES, Professors JONES, ERSKINE and HAYES

State Examinations Board, Albany, N. Y.—Professor JONES
Association of College Presidents, Albany, N. Y.—
Dean HAWKES and Professor JONES

Conference of Engineering Colleges, Washington, D. C.—
Dean PEGRAM, Professors SLICHTER and MORECROFT

Association of American Universities—
Provost CARPENTER and Dean WOODBRIDGE
American Federation of Arts, Detroit, Mich.—Mr. RICHARD F. BACH
Commemorative service of Sons of the Revolution and the
Society of Colonial Wars, Cathedral of St. John the Divine,
New York—

Dean HAWKES, Professors T. H. MORGAN,
TALCOTT WILLIAMS, CHARLES S. BALDWIN,
D. W. JOHNSON, WILHELM BRAUN, and
W. A. BORING

Committee on Engineering and Education of the Council of
National Defense, Drexel Institute, Philadelphia, Pa.—Dean PEGRAM

Advisory Council of the American School of Classical Studies
in Rome, University of Pennsylvania, Philadelphia, Pa.—
Professor EGBERT

College Art Association, Metropolitan Museum of Art, New York—
Professor BORING

Chamber of Commerce Luncheon, Cleveland, Ohio—Professor HAYES

American Academy of Political and Social Science, Philadelphia, Pa.—
Professor SELIGMAN

National Security League, Preliminary Conference at Bar Association,
New York—

Professors GIDDINGS and DOUGLAS W. JOHNSON

National Security League, Chicago, Ill.—President BUTLER, Professors
JOHN BASSETT MOORE and FRANKLIN H. GIDDINGS

APPENDIX 5

REPORT OF THE CHAIRMAN OF THE BOARD OF STUDENT REPRESENTATIVES

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

As chairman of the Board of Student Representatives I have the honor of submitting the following report for the academic year, 1917-1918.

Election of
the Board

It has been customary in past reports of this nature to say that there has scarcely ever been a year when the Board of Student Representatives has had to face more difficulties and perplexities than the current one. It is inevitable that the same statement should be true of the academic year, 1917-1918, for, due to a situation brought about by the war, it was a month after College had reopened in September, 1917, before there was a Board of Student Representatives on the campus. Although eight 1918 men had been elected in the spring of 1917, at the beginning of the winter session only four men had returned to their studies, and one of these was declared ineligible because he had already received a degree. The four men who did not return were in government service. Robert R. O'Loughlin was a first lieutenant in France, Duncan W. Leys, an ambulance driver at the front, Herbert E. Vollmer, an ensign in the Navy, and Joseph H. Brown, a chief-petty officer in the Navy. The other men, Alfred L. Huelsenbeck, Jerome M. Bijur, I. Theodore Rosen and Lech W. Zychlinski, failed to form a quorum of the Board, and hence the campus was left without an organized group of leaders.

Shortly after College activities got into full swing this deficiency became very apparent. Various individuals in the two upper classes assisted in planning and holding two under-class rushes, the Tie Rush and the Tug of War, but their

actions lacked the authority of Student Boards of previous years. Editorial comment in *Spectator* and discussion in the student body made it evident that some remedy for the situation had to be devised quickly. As a result the University Committee on Student Organizations adopted with changes the suggestion of the chairman of the 1916-1917 Board, and on October 8, Mr. Fackenthal, chairman of that committee, announced that the new Board should consist of five Seniors and two Juniors, with the provision that the three eligible men elected previously should automatically become members. This plan of allowing Juniors as well as Seniors to be eligible for election was to receive a year's trial, owing to the depleted condition of the Senior class. At the elections which were held during the week of October 15, James B. Gibson and Thomas G. Schaedle, of the class of 1918, and Angus S. McCabe and Walter S. Robinson, of the class of 1919, were elected to the Board by a vote of the three upper classes. These men with the three who had been elected in May met several days later and organized with Mr. Schaedle as chairman and M. Huelsenbeck as secretary-treasurer. The Board immediately entered upon its duties. Its work was divided into two main classes, campus activities immediately concerned with the great national interests of the moment, and activities of campus concern primarily.

I

First came the campaign on the campus for the Y. M. C. A. War Fund. At the request of the Cabinet of the Columbia branch of the Y.M.C.A. the Student Board under War Work took the management of the campaign in Columbia College. The cooperation of the more prominent students was enlisted and a Committee of 100 was organized to canvass the undergraduate body. A huge meeting of students from the entire University was held in the Gymnasium on November 14, at which Sherwood Eddy was the principal speaker. Eleven o'clock classes were dismissed early and practically all the students from Columbia College attended. The actual canvass was launched immediately afterward and with the aid

of special efforts at the Columbia-Wesleyan football game more than \$10,000 was raised in pledges from the undergraduates. This amount, added to the contributions from other parts of the University, gave Columbia a total subscription of nearly \$50,000, surpassing all other universities in the country in this drive. The results of this campaign showed clearly that despite classroom and extra-curricular work the undergraduates were vitally interested in doing their utmost for the greater national activities, and the returns exceeded all expectations. Early in February the Board again cooperated with the Y. M. C. A. in getting Columbia students interested in the metropolitan campaign to have college men participate in various kinds of war-time social work. Three meetings were held on the campus and Columbia was well-represented among the delegations from New York City colleges.

Several weeks later the College again had an opportunity to respond to an outside call for help with war work in connection with the preparations for the Third Liberty Loan. Dean Hawkes, with the hastily-organized War Activities Board, two of whose members were Student Board men, undertook the proposition of having the undergraduates copy 500,000 cards to be used by Liberty Loan solicitors. For two weeks students were busy in the Gemot copying these cards from nine in the morning until ten at night. Various classes were dismissed so that students could do this work, and with the volunteer services of hundreds of others, all but a few thousand cards had been completed by the beginning of the Easter recess on March 27.

In a less important way the Student Board assisted in two Red Cross campaigns throughout the University and in the sale of thrift stamps in the downtown business sections. Aid was also given to the enrollment of Four-Minute-Men speakers from among the students, and the participation of numerous other students in the house-to-house canvass for the Liberty Loan in different portions of the city.

II

Most important of all the activities of concern to the campus primarily was the fixing of the Student Activities Fee. It

became more and more apparent to the Board as the fall session passed that there were some campus activities which were essential enough to maintain in war times.

These included practically all of the athletic activities and such non-athletic activities as 'Spectator', the Glee Club and an undergraduate theatrical production. But amid the many outside interests of the students as long as the war should last, the Board felt that these activities would not receive the amount of attention and interest that their importance demanded. Consequently, for several weeks the Board worked diligently in inventing some method whereby these activities would receive their merited support. Conferences were held with various University authorities, with the athletic and non-athletic governing boards, and with the leading men in each class. The support accorded the plan by the editors of 'Spectator' was of infinite value in getting the student body to sanction the plan devised.

As a result of this preparation the Student Board early in December passed the following set of resolutions:

Resolved: That a fee, to be known as 'The Student Activities Fee', be included as a statutory fee as by law enumerated in Chapter XXVII, page 39, of the Official Statutes.

Resolved further: That this fee be known as 'The Student Activities Fee', and that it be in amount ten dollars (\$10) per year and be payable semi-annually—five dollars (\$5) at the beginning of each semester by every matriculated undergraduate in Columbia College.

Resolved further: That the fund created by this fee be known as 'The Student Activities Fund', and be held to the use, maintenance, and furtherance of undergraduate activities as hereinafter specified, namely:

One-half of the fund to go to the maintenance of athletic activities, and one-half to go to the maintenance of non-athletic activities; the fund, subject to this division, to be exclusively administered, or the administration thereof duly delegated, by the University Committee on Student Organizations.

Resolved further: That this fund be collected as a regular fee as above provided, and held in trust by the Bursar of Columbia University subject to the order of the University Committee on Student Organizations.

Resolved further: That in view of the fact that the payment of such a Student Activities Fee might work an undue hardship upon some students in Columbia College, some machinery be devised to pass upon the merits of each application for exemption based upon this plea.

To present these resolutions to the student body an Undergraduate Smoker was held in the Commons on the night of December 12. The resolutions had been printed several days previously in 'Spectator', and wide discussion of the plan appeared in its editorial columns. On the night of the Smoker the resolutions were presented to about 500 undergraduates by Chairman Schaedle. There was considerable discussion of the plan, but as most of the comment seemed favorable a vote was called for. The enthusiastic undergraduates voted almost unanimously for the adoption of these resolutions and their presentation to the Trustees. Petitions were circulated and about five hundred signatures were secured that evening. The Christmas vacation and the examination period intervened but the several weeks following more than eight hundred signatures were obtained. The Kings Crown Board of Governors and the University Committee on Athletics, in joint session with the Student Board, formally approved the resolutions also.

A copy of the resolutions and petitions was then forwarded to President Butler for presentation to the Board of Trustees. At the April meeting the resolutions were referred to the College Committee on Instruction for formal approval. After some consideration, especially of the administration of the exemption clause, this Committee recommended to the Trustees that the resolutions be adopted. Accordingly, the first reading of the resolutions took place at the May meeting, and at the June meeting the resolutions were passed and the new fee became a part of the statutes of the University. It will become effective in September, 1918.

III

Changed conditions and attitudes which the war was sure to bring about led to various other less important changes in the Activities undergraduate life at Columbia. Many of the tinsel decorations were shown in their true light, and Columbia men patriotically cast them aside for less pretentious and more beneficial activities.

In this class are included the famous Junior Prom and Varsity Show. Regarding the former, permission was granted the Class of 1919 to hold its Junior Prom as usual, but as the weeks passed this event aroused some discussion in the Board, and finally after consultation with the Prom Committee the Class of 1919 with fine spirit agreed to abolish this fete for the present year. The shortness of time did not allow for the holding of a less elaborate substitute, but the Board strongly recommends next year that the Class of 1920 plan a dance of a far simpler nature to be held somewhere on the campus.

Similarly, no Varsity Show was held. Instead the Student Board appointed a committee to arrange a Campus War Show. 'Ten for Five', the show selected, was presented in the Gymnasium on May 2 and 3. By general agreement it was just as successful and enjoyable as any of the Varsity Shows downtown, and furnished a good precedent for future years.

IV

Many routine matters were also dealt with by the Board. The Class of 1921 elections were held early in December. Mass meetings were held at intervals during the year with more or less success in an effort to arouse interest in a coming football, basketball or baseball game. The services of a band were secured for the football games. The election of representatives for the Kings Crown Board of Governors and the University Committee on Athletics was held under its supervision. Because of the number of class officers who did not return to College last fall the Board adopted the plan of having the next highest officer serve as acting president for the year. The attempted election of new officers in the class of 1918 was declared void, and the vice-president authorized to act in place of the absent president. In the elections for permanent officers of this class the Board gave its consent to an election by mail among all members in service instead of by a small majority on the campus. A visit to the N. Y. U. campus was planned prior to the N. Y. U. football game, and a receiving party for the return visit of the uptowners organized.

The Board followed last year's precedent of holding the cane sprints as part of the Alumni Day program. In order to arouse interest for these sprints and for indoor sports in general, on the night of the Undergrad Smoker a general indoor sports carnival was held with boxing, wrestling and sprint exhibitions, and talks by the athletic coaches. It proved highly successful, and its continuance in future years is recommended. Various cheering contingents were organized for several out-of-town athletic contests. After a trial of several months the Board also voted to give the University Committee on Athletics permanently the power of awarding athletic insignia and of appointing managers.

Owing to the poor result of the plans for the 1921 Freshman dinner, the Board ruled that all underclass dinners in the future must be held not earlier than March 1 and not later than the Easter recess. All interclass scraps at such times must be confined to the campus. The suggestion was also made that the chairmen of the class dinner committees keep the chairman of the Student Board constantly advised concerning dinner plans. The ruling was also made that in the future the expenses of all underclass dinners be paid from the dinner proceeds and not from dues collected from the class.

This year the Board revived with changes the old Interclass Song Contest, restricting it to the two lower classes. A very successful 'sing' was held on South Court on May 8. With the increasing importance of singing in military life such a contest should be held again next year.

The editorial board of the 1919 *Columbian* was advised to turn over its profits to the class treasury.

The board also recommended that next year the Senior Valedictorian be chosen from a list of three suggested by the College Committee on Instruction as to the best all-around man in the class. The election is not to be limited to these three suggested names.

Finally, the organization of the 1918-1919 Student Board was considered. The Board voted to return to the old system of an all-Senior Board, instead of allowing two Juniors to be eligible for election. Seven 1919 men were to be elected to

form the official Student Board, and the two who receive the next highest number of votes were to be alternates to take the places of any men who do not return to College in the fall. In case a majority of the men elected do not return next fall an election is to be held not later than the second Saturday of the fall term. In the elections that took place the week of May 6, the following men were elected as members of the 1918-1919 Board: Hubert G. Larson, Angus S. McCabe, W. Barrett Brown, Walter S. Robinson, Nelson N. Alexander, Michael J. Buonaguro, and Francis W. Rogers. The alternates chosen are Ejnar S. H. Svennson and Frederick R. Sanborn. By a mail election held later Walter Scott Robinson was chosen chairman of the new Board.

V

In closing this report of Columbia's first war-time Student Board there are innumerable other suggestions and recommendations which might be made in addition to those already made. Conditions will probably be radically different in many respects at the University next year. Columbia may be converted completely into an army camp. In that case military law will prevail and there may be no reason for the existence of a Student Board, except insofar as it may be retained by the military authorities for purposes of control or leadership. Should this change not occur, the most important work of the Board will be to central-ize to a far greater degree even than last year the campaigns and activities among the undergraduates of the many national war-work departments and agencies.

Looking to the future, there will be two other great problems, in the solution of which the Student Boards of future years will have to cooperate. The administration of the Student Activities Fee will demand much deliberation during the first year. The choice of the activities which are to receive support from this Fund will have to be made upon the advice and suggestions of the Student Board. Secondly, future Student Boards should accord their heartiest support to such a scheme of organization for Columbia as President Butler suggested in

his report on the Junior College. The College must be kept from degenerating into a 'day-school', and the plan of compelling students registered in Columbia College to live on or very near the campus will be an efficient remedy. The new military plan which will probably require all students to reside at the University is the first step toward the realization of President Butler's plan. Columbia will not be performing its educational duty unless considerably more attention is paid to these activities and associations of students, both inside and outside the classroom, during their four years at College.

On the whole, the past year may be said to have marked the rise of extra-curricular activities to their rightly-deserved plan of importance. As man after man left the campus for the Army or the Navy it became evident that the students who were proving of the greatest value to the government were those who had maintained a creditable classroom rating and who had devoted as much of their spare time as possible to the multifarious self-educating extra-curricular activities of the College campus. These men were being accepted in preference to men who had maintained excellent classroom records only. The value of these activities from a broad educational standpoint became more and more apparent, and gradually provisions were made for their maintenance. The war-work in which Columbia men engaged during the year, the institution of the Student Activities Fee, and the proposed Junior College of President Butler's report—all showed this change of spirit. As a result campus life in the future will be much different from that of a year ago, but it will be a change which every patriotic American and loyal Columbia man will welcome as a further evidence of Columbia's contributions to the nation, both in men and ideas, that have characterized her career ever since 1754.

Respectfully

THOMAS C. SCHAEDEL

Chairman

June 30, 1918

REPORT OF THE REGISTRAR
FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

As Registrar of the University, I have the honor to present the following report for the academic year 1917-1918:

The tables that summarize the records of the year correspond in general to those of the last previous report. The statistics of Extension Teaching appear in an additional section, and the report of the Summer Session of 1918 immediately follows. It has seemed well this year to report as an appendix the action which was taken last Spring by the authorities of the several schools and colleges of the University relative to the granting of academic credit in the case of students withdrawing to enter national service.

The total enrollment for 1917-1918, excluding students in Extension Teaching and all duplicates, was 12,324, a net loss of 2,575 or about 17.28 per cent. from Enrollment 1916-1917. In the Summer Session of 1917 the loss was 1,879. If to the grand net total of 12,324 given for the whole University under Table I be added, with proper allowance for duplicates, those who took work at the University in Extension Teaching classes, the total number of persons in classes at the University will be found to be 16,783. The corresponding total last year was 19,462; in 1915-1916, 18,273. In addition to the 16,783 who studied at the University, there were 821 students enrolled in the extramural courses of Extension Teaching. This makes a grand total of 17,604 different individuals who received instruction from the University from July 1, 1917, to June 30, 1918. This does not include 2,057 registrations in brief, special classes which bestow no general University privileges and carry no academic credit. The actual number of registration units, duplicates not having been deducted, was 22,043. Making proper deduction for non-matriculated students, for duplicate matric-

ulated students in the Summer Session and for students in Extension Teaching, there were 7,617 candidates for degrees and diplomas in residence during the year.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1917-1918

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1917-18
Columbia College ¹	479	363	219	207	47		1,315
Barnard College	211	155	150	131	50		697
<i>Total undergraduates</i>	690	518	369	338	97		2,012
Faculty of Political Science							
Faculty of Philosophy						1,052	
Faculty of Pure Science							
<i>Total non-professional graduate students ²</i>							1,052
Faculty of Applied Science	40	18	15		8		81
Faculty of Law ³	56	68	56		32	7	219
Faculty of Medicine ³	175	92	148	114	25		554
School of Journalism ³			49	24	3		76
Faculty of Pharmacy	312	163	10		39		524
Teachers College ⁴ { School of Education					466	612	1,078
{ School of Practical Arts	153	166	331	273	218	166	1,307
School of Architecture			17		22		39
School of Business			28		36	13	77
<i>Total professional students</i>							3,955
Unclassified University students					107		107
Deduct double registration ⁵							38
<i>Net total</i>							7,088
Summer Session 1917							6,144
<i>Grand total</i>							13,232
Deduct double registration ⁶							890
<i>Grand net total</i>							12,342
Extension Teaching							
Regular classes (net) ⁷							5,262
Special classes (see B page)							2,057

¹ The registration by years in Columbia College is according to the technical classification, deficient students being required to register with a class lower than that to which they would normally belong.

² The total 1,052 does not include 5 college graduates: in Law (4), Medicine (1), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 579 candidates for higher degrees enrolled in the Summer Session only.

³ Exclusive of College students who registered also under the professional faculties (in the exercise of a professional option), as follows 1 Junior and 20 Seniors in the School of Law; 32 Juniors and 28 Seniors in the School of Medicine; 1 Junior and 2 Seniors in the School of Architecture.

⁴ Does not include 642 candidates for a higher degree enrolled in the Summer Session only.

⁵ Represents students who, during the course of the year, transferred from one school or college to another.

⁶ Summer Session students who returned for work at the University.

⁷ Attendance at the University (excluding 1,203 matriculated students and 251 students also registered in the Summer Session) 4,441; attending away from the University, 821.

TABLE Ia

STATISTICS OF REGISTRATION BY SESSIONS 1917-1918

	1917 Summer Session	Winter Session	Spring Session	Gross Totals
Columbia College	212	1,185	1,141	2,538
School of Law	35	224	174	433
College of Physicians and Surgeons	29	554	554	1,137
Schools of Mines, Engineering and Chemistry	7	77	64	148
Graduate Faculties	620	921	776	2,317
School of Architecture	2	34	29	65
School of Business	7	64	58	129
School of Journalism	10	73	60	143
Barnard College	87	657	646	1,390
Teachers College } School of Education	1,588	1,033	980	2,013
} School of Practical Arts		1,042	1,001	3,631
College of Pharmacy		524	524	1,048
Extension Teaching		3,656	5,497	9,153
Unclassified University Students	3,547	101	72	3,720
<i>Gross Totals</i>	<i>6,144</i>	<i>10,145</i>	<i>11,576</i>	<i>27,865</i>
Duplicate registrations				10,261
<i>Net Total for the year</i>				<i>17,604</i>

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1906-1907 TO 1916-1917

FACULTIES	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918
Columbia College	638	650	667	692	802	820	877	941	1116	1256	1453	1315
Barnard College	419	453	498	535	547	640	618	666	730	694	734	697
<i>Total undergraduates</i>	1057	1103	1165	1227	1349	1460	1495	1607	1846	1950	2187	2012
Faculties of Political Science, Philosophy, Pure Science ¹	877	977	1015	1138	1367	1433	1570	1727	2074	1516	1358	1052
<i>Total non-professional graduate students</i> ¹	877	977	1015	1138	1367	1433	1570	1727	2074	1516	1358	1052
Faculty of Applied Science	537	618	697	686	724	671	669	675	481	375	276	81
Faculty of Law	264	249	330	324	376	417	478	467	453	485	474	219
Faculty of Medicine	381	314	330	346	329	351	344	344	374	376	451	554
Journalism							76	115	143	144	155	76
Faculty of Pharmacy	247	224	267	313	275	287	414	448	495	510	428	524
Teachers College												
Education ²	743	896	992	1123	1571	1623	1422	1475	950	1157	1277	1078
Practical Arts							262	335	1057	1065	1167	1307
Fine Arts { Architecture	106	125	130	142	158	135	141	151	112	95	90	39
{ Music ³	31	31	28	23	24	20	16	19				
School of Business											61	77
<i>Total professional students</i>	2309	2457	2774	2957	3457	3504	3822	4029	4065	4207	4379	3955
Unclassified University Students										161	206	107
Deduct double registration ⁴	154	195	204	205	280	324	362	429	651	160	36	38
<i>Net total</i>	4089	4342	4750	5117	5893	6073	6525	6934	7334	7674	8094	7088
Summer Session	1041	1395	1532	1971	2632	2973	3602	4539	5590	5961	8023	6144
<i>Grand net total</i> ⁵	4852	5373	5887	6602	7858	8363	9379	10460	11876	12482	14899	12342
Students in Extension Teaching	2719	3267	3013	2583	1008	1280	1828	2813	3305	4252	5368	5262

¹ In 1915-1916 candidates for the degree of Master of Arts whose subject of major interest was Education (654) were, for the first time, included only under the Faculty of Education. In 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

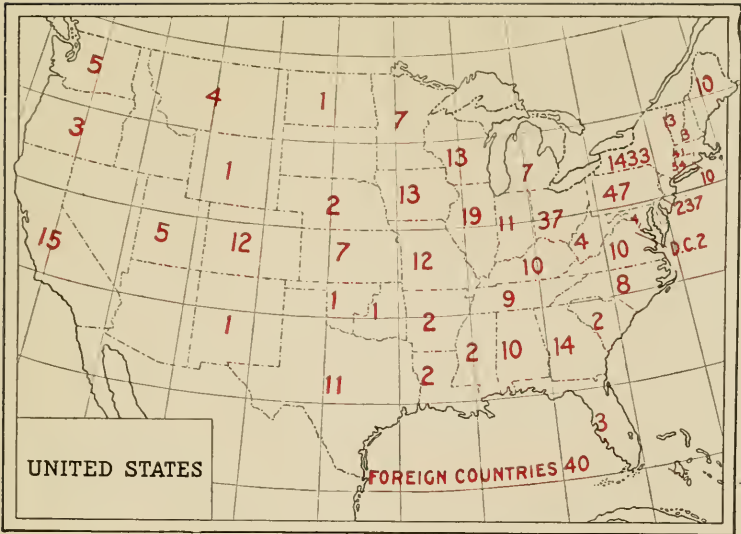
² Including, prior to 1912-1913, those here classified under the School of Practical Arts.

³ In 1914 the School of Music was discontinued.

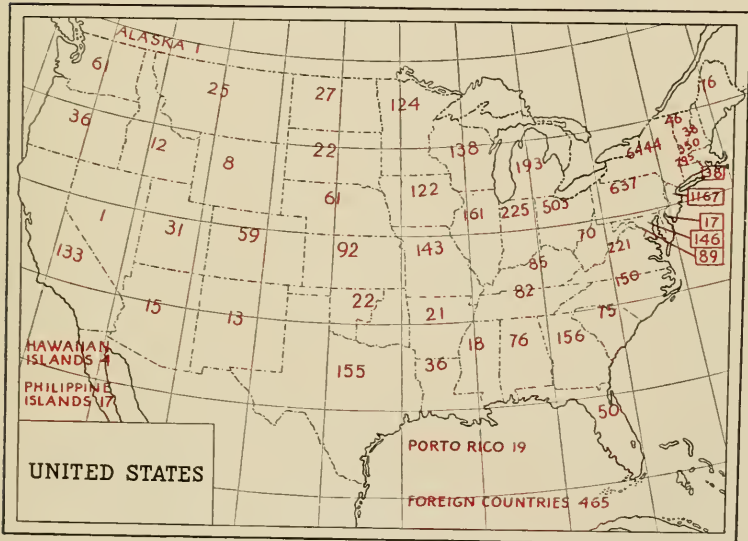
⁴ Students in Teachers College enrolled in the non-professional graduate faculties as candidates for the higher degrees and students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

⁵ 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 1917. A detailed report of the Summer Session of 1918 is appended.

1897-1898



1917-1918



GEOGRAPHICAL DISTRIBUTION OF STUDENTS

(1917-1918 is inclusive of 1917 Summer Session, but not of Extension Teaching)

COLUMBIA UNIVERSITY
 Total Enrollment including Summer Session
 1866-1918

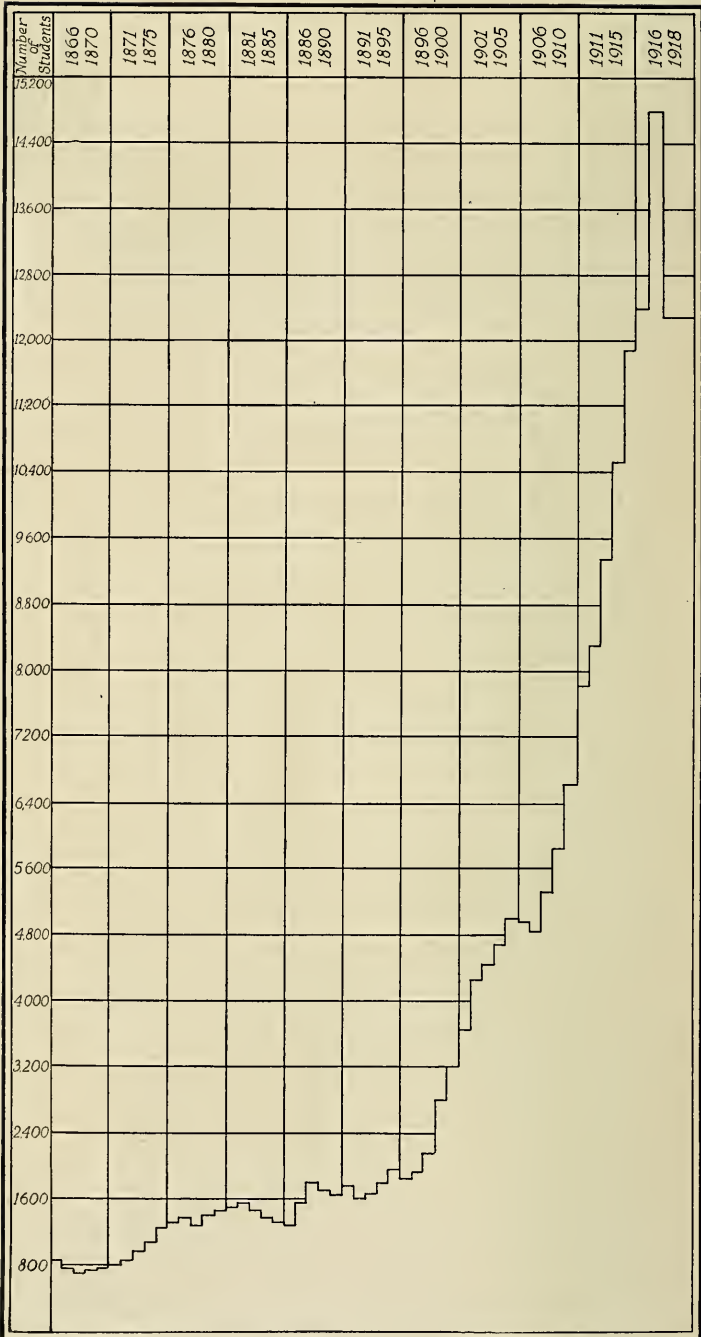


TABLE III
 PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1908-1909 TO 1917-1918, BY YEARS,
 BY FIVE-YEAR PERIODS AND FOR THE TEN YEARS)

The minus sign indicates a decrease. Elsewhere an increase is to be understood.

FACULTIES	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918	1907-1908	1912-1913	1911-1912	1910-1911	1909-1910	1908-1909
Columbia College	2.61	3.74	15.90	2.24	6.95	7.29	18.59	12.54	15.68	-0.41	34.90	40.04	2.24	3.74	2.61	
Barnard College	9.93	7.43	17.00	17.00	-3.44	7.76	9.60	-4.93	6.34	-5.04	36.42	12.78	17.00	7.43	9.93	
Total undergraduates	5.02	5.32	9.94	8.23	2.40	7.49	14.87	5.63	12.15	-8.00	35.54	34.58	8.23	5.32	5.02	
Political Science	3.88	12.11	20.12	4.83	9.56	10.00	20.09	-110.14	-110.42	-22.53	66.69	-32.99	4.83	12.11	3.88	
Pure Science	3.88	12.11	20.12	4.83	9.56	10.00	20.09	-10.14	-10.42	-22.53	66.69	-32.99	4.83	12.11	3.88	
Non-professional graduate students	12.78	-1.58	5.54	-7.29	-0.29	0.89	-28.74	-22.03	-26.40	-70.65	8.25	-87.89	-7.29	-1.58	12.78	
Applied Science	32.12	-1.82	16.05	10.90	14.62	-2.30	-2.99	7.06	-2.27	-53.79	91.97	-54.18	16.05	-1.82	32.12	
Law	5.00	4.85	-4.91	6.68	-2.20	8.72	0.61	0.61	19.94	22.84	9.55	61.05	-4.91	4.85	5.00	
Medicine	10.19	17.23	-12.14	4.36	44.25	51.45	24.34	0.69	7.64	50.07	84.82	26.57	-12.14	17.23	10.19	
Pharmacy	10.71	13.21	39.89	3.31	3.76	7.48	10.88	16.81	9.09	-2.41	87.94	41.62	39.89	13.21	10.71	
Practical Arts	4.00	0.23	11.27	-14.56	4.44	7.00	-25.82	-17.85	-5.26	-56.66	12.80	-72.34	-14.56	0.23	4.00	
Fine Arts (Architecture)	-0.67	-1.78	4.35	-10.67	-20.00	18.75					48.39		4.35	-1.78	-0.67	
Business	12.90	6.59	16.61	1.36	8.93	5.41	0.89	3.41	New	26.23	55.00	3.48	16.61	6.59	12.90	
Total professional students	9.30	7.73	15.17	3.05	7.44	6.26	5.76	4.59	4.08	-9.68	55.00	3.48	15.17	7.73	9.30	
Net total	9.82	28.46	33.54	12.96	21.12	26.01	23.15	6.63	5.48	-12.43	50.28	8.63	33.54	28.46	9.82	
Summer Session	9.56	20.35	19.02	6.43	12.16	11.52	13.53	5.07	17.08	-17.16	74.56	31.59	19.02	20.35	9.56	
Grand net total	-7.77	-14.27	10.18	10.65	42.81	19.09	18.86	28.65	26.24	-1.97	-44.05	187.85	10.18	-14.27	-7.77	
Students in Extension courses																

1) In 1915-1916 candidates for the degree of Master of Arts, whose subject of major interest was Education (654) were, for the first time, counted only under the Faculty of Education; in 1916-1917 all students engaged in graduate study with Education as their subject of major interest were counted under the Faculty of Education only.

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

	1908- 1909	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918
Men	3,205	3,297	3,662	3,763	4,072	4,277	4,466	4,524	4,682	3,797
Women	1,545	1,820	2,231	2,310	2,453	2,657	2,868	3,150	3,412	3,291
<i>Totals</i>	<i>4,750</i>	<i>5,117</i>	<i>5,893</i>	<i>6,073</i>	<i>6,525</i>	<i>6,934</i>	<i>7,334</i>	<i>7,674</i>	<i>8,094</i>	<i>7,088</i>

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1917 AND THE ACADEMIC YEAR 1917-1918

A. Students of the Summer Session Who Returned in the Winter or Spring Session of 1917-1918

SCHOOL OR FACULTY TO WHICH THEY RETURNED	Men	Women	Total
Architecture	5		5
Barnard College		87	87
School of Business	7	4	11
Columbia College	217		217
Graduate Faculties (Political Science, Philosophy and Pure Science)	83	93	176 ¹
Journalism	5	5	10
Law	25		25
College of Physicians and Surgeons	44		44
School of Mines, Engineering and Chemistry	12		12
Teachers College—Education and School of Practical Arts:			
Undergraduate	27	176	203
Graduate	57	43	100 ²
Extension Teaching	69	182	251
<i>Totals</i>	<i>551</i>	<i>500</i>	<i>1,141</i>

B. Matriculated Graduate Students of the Summer Session of 1917 Who Did or Did Not Return in the Spring or Winter Session of 1917-1918

FACULTIES	Returned	Did Not Return	Total
Political Science, Philosophy and Pure Science	176 ¹	579	724
Education and Practical Arts	100 ²	642	731
<i>Totals</i>	<i>276</i>	<i>1,221</i>	<i>1,455</i>

¹ Of this number (16 men and 15 women) were not graduate students in the Summer Session.

² Of this number (5 men and 6 women) were not graduate students in the Summer Session.

TABLE V

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

DEPARTMENTS	First Year	Second Year	Third Year	Non-Candidates	Post-Graduate	Total 1917-1918	Total 1916-1917	Total 1915-1916
Chemical Engineering	17	9	4			30	63	67
Chemistry	2					2	9	4
Civil Engineering	5	2	3			10	49 ¹	75
Electrical Engineering	4	3		1		8	47	71
Highway Engineering							6	23
Mechanical Engineering	4	1	2	2		9	52	63
Metallurgy	2			3		5	19	17
Mining Engineering	6	3	6	2		17	39	55
<i>Total</i>	<i>40</i>	<i>18</i>	<i>15</i>	<i>8</i>		<i>81</i>	<i>284</i> ²	<i>375</i>

¹ Including 6 students taking option in Sanitary Engineering.

² The totals 37 and 284 include 8 College Seniors exercising professional option in Applied Science, as follows: 4 C. E.; 2 M. E.; 2 E. M.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	1917-1918	1916-1917	1915-1916
Union Theological Seminary	46	82	92
General Theological Seminary	12	18	22
Drew Theological Seminary	4	13	9
Jewish Theological Seminary	8	12	12
New Brunswick Theological Seminary			2
<i>Total</i>	<i>70</i>	<i>125</i>	<i>137</i>

TABLE VII

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS,
 MASTER OF LAWS, MASTER OF SCIENCE AND DOCTOR OF PHILOSOPHY

A. By Primary Registration

	1917-1918	1916-1917
Political Science, Philosophy and Pure Science	879	1,103
Law	12	14
Medicine	1	1
Applied Science		29
Architecture		2
Business	13	5
Education and Practical Arts	778	840
Theological Seminaries	70	125
Philanthropy	23	23
Botanical Garden	1	1
Officers	89	97
Summer Session	1,455	1,501
<i>Total</i>	<i>3,312</i>	<i>3,741</i>

B. By Faculties, including the Summer Session

	1917-1918	1916-1917
Political Science, Philosophy and Pure Science	1,782	2,074
Applied Science		29
Architecture		2
Education and Practical Arts	1,509	1,625
Business	13	5
Law (LL.M.)	8	6
<i>Total</i>	<i>3,312</i>	<i>3,741</i>

*C. By Faculties, omitting students registered primarily for a professional degree in the
 Faculties of Law and Medicine, but including Summer Session*

	1917-1918	1916-1917
Political Science, Philosophy and Pure Science	1,777	2,065
Law (LL.M.)	8	6
Applied Science		29
Architecture		2
Education and Practical Arts	1,509	1,629
Business	13	5
<i>Total</i>	<i>3,307</i>	<i>3,732</i>

*D. By Faculties, omitting Summer Session and students registered primarily for a
 professional degree in the Faculties of Law and Medicine*

	1917-1918	1916-1917
Political Science, Philosophy and Pure Science	1,052	1,349
Law (LL.M.)	8	6
Applied Science		29
Architecture		2
Education and Practical Arts	778	840
Business	13	5
<i>Total</i>	<i>1,852</i>	<i>2,231</i>

TABLE VIII

SUBJECTS OF MAJOR INTEREST OF STUDENTS REGISTERED FOR THE
HIGHER DEGREES

SUBJECTS	Political Science Philoso- phy and Pure Science	Law	Business	Educa- tion and Practical Arts	Total
Agriculture	8				8
Bacteriology	17				17
Biological Chemistry	6				6
Botany	16				16
Business	2		13		15
Chemical Engineering	5				5
Chemistry	66				66
Classical Archaeology	2				2
Comparative Literature	10				10
Economics	87				87
Educational and Practical Arts				612 166 } 778	778
English	156				156
Geology	10				10
German	27				27
Greek (incl. Greek Arch.)	5				5
History	124				124
Indo-Iranian	4				4
International Law	8				8
Latin	33				33
Journalism	1				1
Mathematical Physics	1				1
Mathematics	33				33
Metallurgy	5				5
Music	4				4
Neurology	2				2
Pathology	1				1
Philosophy (incl. Ethics)	75				75
Physics	14				14
Physiology	7				7
Politics	32				32
Psychology	37				37
Public Law	19	8			27
Romance Languages (incl. Celtic)	75				75
Semitic Languages	17				17
Slavonic Languages	5				5
Social Economy	49				49
Sociology and Statistics	68				68
Zoology	28				28
<i>Total</i>	<i>1,059</i>	<i>8</i>	<i>13</i>	<i>778</i>	<i>1,858</i>

TABLE IX

A. SUMMARY BY DIVISIONS

DIVISIONS	Political Science Philosophy and Pure Science	Law	Business	Educa- tion and Practical Arts	Total
Anatomy	1				1
Ancient and Oriental Languages	61				61
Biology	78				78
Business	2		13		15
Chemistry	66				66
Education and Practical Arts				778	778
Engineering	5				5
Geology and Mineralogy	10				10
History, Economics and Public Law	287	8			295
Mathematics and Physical Science	48				48
Mining and Metallurgy	5				5
Modern Languages and Literature	274				274
Philosophy, Psychology and Anthro- pology	120				120
<i>Total</i>	<i>1,059</i>	<i>8</i>	<i>13</i>	<i>778</i>	<i>1,858</i>

B. SUMMARY BY FACULTIES

FACULTIES	Number of Students
Political Science, Philosophy and Pure Science	1,059
Law	8
Business	13
Education and Practical Arts	778
<i>Total</i>	<i>1,858</i>

TABLE X

RESIDENCE OF STUDENTS

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts	College of Pharmacy	Net Total
UNITED STATES													
North Atlantic Division (77.38 per cent.)	1,227	161	458	58	26	40	40	707	63	634	1,576	515	5,514
Connecticut	17	3	31			2	1	12		7	59	11	143
Maine	1	1	1				1	8		1	21	2	36
Massachusetts	11	2	12				2	28	1	7	81		149
New Hampshire	3		5	1			1	3			5		18
New Jersey	101	22	65	6	3	2	2	82	8	81	322	48	742
New York	1,069	130	334	50	23	38	28	537	50	533	939	450	4,181
Pennsylvania	21	3	6	1		2		32	3	4	134	3	214
Rhode Island	2	2						1			2		7
Vermont	2		2					4	1	1	13	1	24
South Atlantic Division (3.61 per cent.)	8	9	28	1	3	6	4	44	6	28	120		257
Delaware	1									1	1		3
District of Columbia		1			1			9		4	9		24
Florida	1	1	1								5		7
Georgia	2		14		1		2	3	3	6	17		48
Maryland	2	2		1	1		1	8	1		26		40
North Carolina	2	1	6			4	1	5		2	19		40
South Carolina	1	3						5	1	2	8		20
Virginia	1	2	3			2		13	1	8	20		50
West Virginia	1	2	1					1		5	15		25
South Central Division (2.13 per cent.)	14	12	5				2	30	6	10	71	2	152
Alabama	4	2	1				1	1	2	2	8	1	22
Arkansas		2						1			3		6
Kentucky	3	2						7	2	3	13		30
Louisiana	2	1									4	1	8
Mississippi		1						2	1		4		8
Oklahoma								3			4		7
Tennessee	1	2	2				1	4	1	1	15		27
Texas	4	2	2					12		4	20		44
North Central Division (8.97 per cent.)	26	15	27	3	5	16	10	121	6	16	394		639
Illinois	2	2	1		1	2		9		1	41		59
Indiana	3	1	2					10	1	1	31		49
Iowa	2	2		1	1	3		23		1	35		68
Kansas	1					1		6			24		32
Michigan	1	1	2				1	9	2		49		65
Minnesota	1		2			1	1	4		1	41		51
Missouri	2	2	3		1	5	3	12	3	3	28		59
Nebraska	1	1				2		2			15		22
North Dakota							1	2			9		12
Ohio	9	5	6	1	1	2		30	2	7	79		144
South Dakota	1	1						3			4		9
Wisconsin	3		11	1	1		2	10	1	2	38		69

TABLE X—(Continued)

1917-1918		College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts	College of Pharmacy	Net Total
Western Division (3.19 per cent.)		11	5	26	5	1	5	4	55	4	5	107		228
Arizona		1		1					1		1	5		9
California		1	1	1			3		28			36		73
Colorado		3	1	2	1		1	2	7	1	1	16		35
Idaho		1		2								4		7
Montana		1			1			1	1		1	8		13
Nevada					1									1
New Mexico			1	3			1		1			3		9
Oregon		2		2	2				5			9		20
Utah				14				1	3			3		21
Washington		1	2	1		1			8		1	21		35
Wyoming		1							1	1		2		5
Insular and Non-con- tiguous Territories (.31 per cent.)		3	1	1		1		2	1	2	1	8	2	22
Hawaiian Islands		1				1				1				3
Philippine Islands		1	1	1				2	1			4		9
Porto Rico										1	1	2	1	6
<i>Totals</i>		1,288	203	545	67	36	76	62	958	87	694	2,274	518	6,808
New York City (43.37 per cent.)		888	112	275	41	17	28	23	450	45	412	416	384	3,091
FOREIGN COUNTRIES														
Argentina		1												1
Armenia			1									4		5
Australia					1							1		2
Belgium												1		1
Bulgaria												1		1
Canada		4		1	1				8			31	1	46
Chile									1			1		2
China		12	6		1	2		7	43	1		31	1	114
Colombia													1	1
Costa Rica												1		1
Cuba		1	4		2				2	1		2		12
Denmark									1					1
Ecuador										1				1
France									1			1		2
Germany		1		1								1		3
Great Britain									2			2		4
Greece											1			1
Guatemala		1								1				1
Iceland												1		1
India		1								1		1		3
Italy				1										2
Japan		1	1	2	2	1		8	31	10		10		56
Korea												1		1
Liberia												1		1
Mexico		1	4		2									7
Newfoundland												1		1
Norway												3		3

TABLE X—(Continued)

1917-1918	College										Net Total	
	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Barnard College	Education and Practical Arts		College of Pharmacy
Panama	1									2	1	4
Persia							1			2		3
Peru			1							1		2
Poland										1		1
Portugal							1					1
Rumania	1									1		2
Russia		1	3				2	2			1	9
Santo Domingo									1	1		2
Singapore									1	1		2
South Africa				1						2		3
Spain								1				1
Sweden			1							1		2
Switzerland							1					1
Turkey in Asia	1		1							3		5
Venezuela								1			1	2
West Indies	1		1					1	1	1		5
Total (4.41 per cent.)	27	16	9	14	3	15	94	20	3	111	6	318
Grand Total	1,315	219	554	81	39	76	1,052	107	697	2,385	524	7,126

The following summary compares the percentage of students from the several geographical divisions during the last nine years:

	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918
North Atlantic Division	79.87	79.40	77.65	79.84	79.53	80.51	79.86	78.14	77.38
South Atlantic Division	3.17	3.56	3.85	4.35	4.03	3.27	3.55	3.56	3.01
South Central Division	2.42	2.26	2.54	2.25	2.30	2.32	2.30	2.63	2.13
North Central Division	8.72	8.72	8.76	7.92	8.32	8.22	8.62	9.28	8.97
Western Division	2.68	2.58	2.82	2.58	2.79	2.48	2.37	3.34	3.19
Insular Territories	0.27	0.24	0.16	0.26	0.24	0.17	0.17	0.25	.31
Foreign Countries	2.87	3.24	4.22	2.80	2.75	3.02	3.13	3.22	4.41

Three thousand and ninety-one students are permanent residents of New York City. This is 43.37 per cent. of the total enrollment. Last year's total was 3,670.

4800
525

~~4725~~

25
8
85
—
100

Table XI shows the comparative geographical distribution of students in the University for the past ten years.

TABLE XI

RESIDENCE OF THE STUDENTS OF THE ENTIRE UNIVERSITY (EXCLUDING SUMMER SESSION AND EXTENSION TEACHING) FOR THE PAST TEN YEARS

	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918
UNITED STATES										
North Atlantic Division	3,807	4,087	4,670	4,716	5,200	5,515	5,004	6,128	6,325	5,514
Connecticut	86	91	95	119	134	110	125	143	153	143
Maine	26	24	33	32	24	31	29	15	32	36
Massachusetts	89	86	86	108	118	130	150	164	187	149
New Hampshire	13	13	10	11	17	16	23	21	20	18
New Jersey	458	494	560	562	636	627	752	752	864	742
New York	2,990	3,195	3,076	3,603	4,021	4,351	4,539	4,738	4,756	4,181
Pennsylvania	125	100	175	230	224	209	247	239	270	214
Rhode Island	11	13	16	16	19	18	16	19	17	7
Vermont	9	11	19	29	16	23	23	37	26	24
South Atlantic Division	152	162	210	234	284	280	240	272	288	257
Delaware	9	4	4	4	1	5	4	5	5	3
District of Columbia	12	14	14	24	28	23	17	22	29	24
Florida	7	8	7	9	12	15	13	11	7	7
Georgia	27	24	35	30	48	51	34	55	65	48
Maryland	22	28	38	37	38	33	39	52	44	40
North Carolina	23	24	26	40	51	51	30	28	28	40
South Carolina	17	21	30	29	24	26	30	26	33	20
Virginia	25	36	46	49	70	59	61	64	58	50
West Virginia	10	3	10	12	12	17	12	9	19	25
South Central Division	00	124	133	154	147	160	170	178	213	152
Alabama	17	21	28	39	28	25	20	23	26	22
Arkansas	7	13	4	7	5	6	14	12	17	6
Kentucky	14	24	19	22	16	19	25	30	33	30
Louisiana	7	6	6	8	7	9	11	9	9	8
Mississippi	4	11	19	12	11	13	15	9	8	8
Oklahoma	7	9	7	11	11	16	13	14	17	7
Tennessee	9	18	27	23	28	33	37	35	41	27
Texas	25	22	23	32	41	39	35	46	62	44
North Central Division	308	446	514	532	517	577	603	661	751	630
Illinois	57	68	71	67	58	76	74	87	87	59
Indiana	55	52	63	72	58	71	62	85	76	49
Iowa	24	32	41	40	36	41	45	58	65	68
Kansas	23	24	30	22	27	36	34	51	46	32
Michigan	35	49	54	54	49	52	65	76	66	65
Minnesota	35	43	37	40	44	34	51	45	58	51
Missouri	33	39	49	44	49	42	64	46	82	59
Nebraska	16	14	16	22	21	22	28	25	25	22
North Dakota	9	7	3	4	4	18	12	9	7	12
Ohio	86	96	107	127	130	139	134	136	162	144
South Dakota	1	6	4	5	4	7	5	7	14	9
Wisconsin	24	16	39	35	37	39	29	36	63	69
Western Division	124	137	152	171	168	104	182	182	271	228
Arizona	2	3	5	4	4	4	1	3	4	9
California	41	45	55	64	67	71	67	61	103	73
Colorado	15	20	23	37	28	29	28	29	30	35
Idaho	1	2	2	2	7	5	4	11	9	7
Montana	14	9	10	7	7	9	7	10	8	13
Nevada	1	2	1	3	2	1	1	1	2	1
New Mexico	2	2	2	2	3	4	8	6	4	9
Oregon	17	13	14	14	12	18	11	14	36	20
Utah	8	17	12	14	17	27	19	17	19	21
Washington	22	23	26	24	17	22	32	29	53	35
Wyoming	1	1	2	3	3	3	4	1	3	5

TABLE XI—(Continued)

	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918
Insular and Non-contiguous Territories	13	14	14	10	17	17	13	13	20	22
Alaska			1		1	2	1	1	1	1
Hawaiian Islands	3	4	5	5	5	4	3	7	4	3
Philippine Islands	4	3			3	5	4		4	9
Porto Rico	6	7	8	5	8	6	5	5	11	6
Totals (United States)	4,584	4,970	5,702	5,817	6,342	6,034	7,112	7,434	7,868	6,808
New York City	2,423	2,670	2,931	2,846	3,194	3,368	3,613	3,509	3,670	3,091
FOREIGN COUNTRIES										
Argentina	2	1					2	2	5	1
Armenia									3	5
Australia	1	1	3	1	3	2	2	1	3	2
Austria-Hungary	3	1		9	1			1	2	
Bermuda and Bahamas				1				1	1	
Brazil		1	1	3	2	2	1	2	1	
Belgium						3	2		1	1
Bulgaria		1	1						2	1
Bolivia				1						
Canada	31	37	53	61	44	42	43	48	51	46
Chile	2	2	2	2	1			1	1	2
China	12	24	39	52	56	51	68	62	69	114
Colombia	3			1	1	2	2	1	1	1
Costa Rica				1	2	3	2	2	2	1
Cuba	14	5	3	8	6	10	8	8	9	12
Denmark		1	1				2		1	1
Ecuador	3								1	1
Egypt							2	2	1	
Finland									1	
France	4	4	5	5		3	2	2	1	2
Germany	8	5	12	25	5	6	3	8	6	3
Great Britain	13	9	9	9	7	8	7	11	8	4
Greece	1	1		2	1	2	2		1	1
Guatemala										1
Holland	1		3	1					4	
Honduras	1									1
Iceland									1	1
India	3	6	6	5	4	6	12	5	12	3
Italy	1	1		5	3	2	2	4	1	2
Japan	23	15	27	19	23	17	20	41	30	56
Korea							1			1
Liberia										1
Mexico	6	9	8	4	3	4	2	3	3	7
Newfoundland								2	1	1
Nicaragua	1			1	2	2	1	2	1	
Norway				1	1	1	1	2	1	3
New Zealand							1			
Panama	3	2	2		2	2	4	4	3	4
Peru	1			1	1	2	3	5		1
Persia	1	2	1			1	1			3
Poland	1	2	1						2	1
Portugal									1	1
Rumania							1	2	2	2
Russia	10	6	1	22		2	4	5	5	9
Santo Domingo								1	1	2
Singapore										1
Spain	2	1	1	1				1	8	1
Siam							2		1	
South Africa		1	2		1	2	4	4	3	3
Sweden	2	1	1	1		2		2	2	2
Switzerland	4	1	1				1		1	1
Syria	2						3	1		
Turkey in Europe	3	1	7	10	12	9	11	7	4	
Turkey in Asia	1	1	1	2	2	2		5	2	5
Uruguay		1						1	1	
Venezuela										2
West Indies	3	3	1	2		2	1	1	2	5
Totals (Foreign Countries)	168	147	191	256	183	191	222	245	262	318
Grand Total	4,750	5,117	5,893	6,073	6,525	6,934	7,334	7,679	8,130	7,126

TABLE XII

PARENTAGE OF HIGHER DEGREES HELD BY STUDENTS

Note: The inclusion of an institution in this Table does not signify the recognition of its degrees by Columbia University.

A. HIGHER INSTITUTIONS IN THE UNITED STATES

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
Adelbert College							1			1
Adelphi College							6	13		19
Agnes Scott College							2	3		5
Agricultural and Mechanical College of Florida			1							1
Alabama Polytechnic Institute							1			1
Albion College							1			1
Albright College								1		1
Alfred University								1		1
Allegheny College							1	1		2
Alma College								1		1
American Veterinary College					1					1
Amherst College		1	3				9	6		19
Amity College							1			1
Augustana College							1			1
Baker University							1	1		2
Baldwin Wallace College							4			4
Bates College							3	4		7
Baylor University		1					1	1		3
Beloit College							1	1		2
Berea College							2			2
Bessie Tift College								2		2
Bethany College								2		2
Blackburn College								1		1
Blairsville College								1		1
Boston University							2	6		8
Bowdoin College								2		2
Brandon College							1			1
Brenan College							1			1
Brigham Young University			1				3			4
Brooklyn Polytechnic Institute							3			3
Brown University			1				8	7		16
Bryn Mawr College			2				15	4		21
Bucknell University							2	5		7
Butler College							3			3
Canisius College								1		1
Carleton College								2		2
Carnegie Institute of Technology				1						1
Carroll College				1			1	1		3
Catholic University of America								1		1
Central College of Missouri							1	1		2
Central Normal College of Indiana								1		1
Chicago Theological Seminary								1		1
Chicara College, South Carolina							1			1
Clark University								2		2
Coe College								1		1
Colby College			1				2	3		6
Colgate University		2	2				3	8		15
College of the City of New York	1	20	26	5	1		86	38		177
College of Emporia							1			1
College of New Rochelle							3			3

TABLE XII—(Continued)

1917-1918		College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
		College for Women, South Carolina							1		1
		Colorado Agricultural College								1	1
		Colorado College						3	2		5
		Colorado State Teachers College						1	5		6
		Columbia College (South Carolina)							1		1
	I	Columbia University	54	83	28	4		4	257	236	667
		Connecticut College for Women								1	1
		Converse College							1		1
		Cooper Union				1			5		6
		Cornell College (Iowa)							2	2	4
		Cornell University	5	4	1		1	1	27	13	52
		Crozer Theological Seminary							2	1	3
		Cumberland College								1	1
		Dartmouth College	4	16	1				9	3	33
		Davidson College							1		1
		Delaware College								1	1
		Denison University								2	2
		De Pauw University		1					1	2	4
		Detroit College of Law	1								1
		Dickinson College	1							8	9
		Doane College							1	3	4
		Drake University	1						2	3	6
		Drew Theological Seminary							4	2	6
		Drury College							2	1	3
		Earlham College							2	1	3
		Ellsworth College							1	1	2
		Elmira College							3	3	6
		Emory College				1			1		2
		Emory and Henry College							1		1
		Emporia College								1	1
		Erskine College		1							1
		Fisk University							1		1
		Florida State College for Women								1	1
		Fordham University	1	3	1				2		7
		Franklin College								2	2
		Franklin and Marshall College							5		5
		Frederick College							1		1
		Furman University							1		1
		Gallaudet College							1		1
		Garret Biblical Institute								2	2
		General Theological Seminary							4		4
		Georgetown University								1	1
		George Washington University							5	2	7
		Gettysburg College								1	1
		Goshen College								1	1
		Goucher College							10	7	17
		Grinnell College							3		3
		Grove City College							2		2
		Hamilton College	1	1					5	3	10
		Hampden Sidney College		1							1
		Hanover College								1	1
		Hartford Theological Seminary							2	1	2
		Harvard University	7	3					19	15	44
		Haverford College							1		1
		Heidelberg University (Ohio)							1	1	2
		Highland Park College							1		1
		Hillsdale College								1	1
		Hiram College		1					4		5

TABLE XII—(Continued)

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
University of Maine								1	1	2
University of Maryland								1		1
University of Michigan		2	3					18	13	36
University of Minnesota			1					5	8	14
University of Mississippi		1							1	1
University of Missouri		1	1					5	9	16
University of Montana				1				1	1	3
University of Nashville								1		1
University of Nebraska						1	1	3	8	13
University of North Carolina		1	1			1	1		1	6
University of Notre Dame								1	1	2
University of Oklahoma								1	1	2
University of Oregon	1		1	1				1	3	7
University of Pennsylvania		1						10	6	17
University of the Philippines								1		1
University of Pittsburgh		1				1	1	1		4
University of Redlands								1	1	2
University of Rochester		1	5	1				3	3	13
University of the South								1		1
University of South Carolina			1					3		4
University of South Dakota								1	1	2
University of Southern California		1						5	3	9
University of Tennessee		1						1		2
University of Texas		1						5	5	11
University of Utah			7					1		8
University of Vermont								3	4	7
University of Virginia								1		1
University of Washington			1					5	8	14
University of Wisconsin		1	10			1	3	19	11	45
University of Wyoming									1	1
Upper Iowa University									1	1
Upsala College								1		1
Ursinus College								1	1	2
Utah Agricultural College			1						1	2
Valparaiso University								1	1	2
Vanderbilt University		1				1		2	1	5
Vassar College			1		1			29	21	52
Virginia Inter. Mont. College									1	1
Virginia Military Institute				1						1
Wabash College		1						2		3
Wake Forest College			7			1		1		9
Washburn College						1				1
Washington College									1	1
Washington and Jefferson College								2		2
Washington and Lee University		3	1			1		1	2	5
Washington State College								3	1	4
Washington University							1	30	28	62
Wellesley College			3					1	2	4
Wells College						1		1	1	2
Wesleyan College (Georgia)								1	1	2
Wesleyan University		2	1					4	1	8
Western College for Women									2	2
Western Maryland College								1		1
Western Reserve University				2				5	4	11
Westminster College									1	1
West Virginia University								1	4	5
Wheaton College									1	1
Whitman College				1				2		3

TABLE XII—(Continued)

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
William and Mary College			1						1	2
William Jewell College					1					1
Williams College		4	7		1			3	2	17
William Smith College							1			1
William Wood College									1	1
Wilson College								5	1	6
Winthrop College									1	1
Winthrop Normal and Industrial School									1	1
Woman's Medical College of Pennsylvania			1						1	2
Wooster College								4		4
Yale University		6	27					7	10	50
Young Harris College			1							1
<i>Total (Domestic Institutions)</i>	5	177	318	51	12	25	27	1,162	906	2,773

TABLE XII—(Continued)

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
University of Montpellier (France)								1		1
University of Nanking (China)								3		3
University of New Brunswick (Canada)								1		1
University of Paris (France)								1	1	2
University of the Philippines							1			1
University of Poitiers (France)								1		1
University of Sorbonne (France)				1				2		3
University of South Africa									1	1
University of Strassbourg (Germany)			1							1
University of Toronto (Canada)								1	1	2
University of Vienna (Austria)								1	1	2
University of Wales								1		1
University of Zurich (Switzerland)								1		1
Victoria College (South Africa)									1	1
Waseda University (Japan)		1					1	3		5
Yuriff Class. Gymn. (Russia)			1							1
<i>Total (Foreign Institutions)</i>	<i>1</i>	<i>10</i>	<i>7</i>	<i>5</i>		<i>1</i>	<i>4</i>	<i>61</i>	<i>22</i>	<i>111</i>

TABLE XII—(Continued)

SUMMARY

1917-1918	College	Law	Medicine	Applied Science	Architecture	Journalism	Business	Graduate Faculties of Political Science, Philosophy and Pure Science	Education and Practical Arts	Total
Total graduates of domestic institutions	5	177	318	51	12	25	27	1,162	996	2,773
Total graduates of foreign institutions	1	10	7	5		1	4	61	22	111
Grand total graduates of higher institutions	6	187	325	56	12	26	31	1,223	1,018	2,884
Deduct for graduates of more than one institution		15		1	1	1		215	245	478
Total students holding degrees	6	172	325	55	11	25	31	1,008	773	2,406*
Total students enrolled	1,315	219	554	81	39	76	77	1,052	2,385	5,798
Percentage holding degrees, 1917	1.1	84.1	61.42	40.2	34.0	14.19	34.4	96.97	33.4	44.64
Percentage holding degrees, 1918	.45	78.2	58.7	67.9	28.2	32.89		95.72	32.83	41.49

* This does not include 30 Unclassified University students.

TABLE XIII

NATURE OF DEGREES HELD BY STUDENTS

Degrees 1917-1918	College	Law	Medicine	Applied Science	Graduate Faculties of Political Science, Philosophy and Pure Science	Unclassified University Students	Architecture	Journalism	Business	School of Education and School of Practical Arts	Total
Bachelor of Architecture					3						3
Bachelor of Arts	2	126	168	7	759	20	5	23	15	531	1,656
Bachelor of Chemistry					1						1
Bachelor of Didactics										3	3
Bachelor of Divinity					31					16	47
Bachelor of Economics					1						1
Bachelor of Engineering				1	3						4
Bachelor of Hygiene		1									1
Bachelor of Industry										1	1
Bachelor of Laws	2	13			12	2				4	33
Bachelor of Letters			4							12	16
Bachelor of Literature		7			15				1	4	27
Bachelor of Medicine					1						1
Bachelor of Music										4	4
Bachelor of Pedagogy					5					29	34
Bachelor of Philosophy	1	2	7		29	1			1	47	88
Bachelor of Science	1	22	120	44	165	2	5	1	5	247	612
Bachelor of Letters and Science		1									1
Bachelor of Commercial Science		1			1				4		6
Bachelor of Theology										2	2
Chemist					1						1
Chemical Engineer		1	1	1	1						4
Civil Engineer					2						2
Doctor of Jurisprudence			1								1
Doctor of Laws		3			1					1	5
Doctor of Letters								1			1
Doctor of Medicine			5		8	3			1	2	19
Doctor of Osteopathy										1	1
Doctor of Pedagogy										2	2
Doctor of Pharmacy			1								1
Doctor of Philosophy			4		13	4				7	28
Doctor of Science					3						3
Doctor of Veterinary Surgery					1		1				2
Electrical Engineer				1	4						5
Engineer of Mines					1						1
Graduate in Pharmacy			2		1	1					4
Master of Arts		10	8		274	1	1	1	3	164	461
Master of Didactics										2	2
Master of Laws					3						3
Master of Pedagogy					2	1				8	8
Master of Philosophy					16					8	38
Master of Science			4		4					3	9
Mechanical Engineer			1						1		2
Metallurgical Engineer				2							2
Pharmaceutical Chemist			12								12
<i>Total degrees held</i>	<i>6</i>	<i>187</i>	<i>338</i>	<i>56</i>	<i>1,361</i>	<i>34</i>	<i>12</i>	<i>26</i>	<i>31</i>	<i>1,098</i>	<i>3,149</i>
Deduct for students holding more than one degree		15	13	1	353	4	1	1		325	713
<i>Total students holding degrees 1918</i>	<i>6</i>	<i>172</i>	<i>325</i>	<i>55</i>	<i>1,008</i>	<i>30</i>	<i>11</i>	<i>25</i>	<i>31</i>	<i>773</i>	<i>2,436</i>
<i>Total students holding degrees 1917</i>	<i>24</i>	<i>300</i>	<i>277</i>	<i>112</i>	<i>1,317</i>	<i>—</i>	<i>30</i>	<i>22</i>	<i>21</i>	<i>817</i>	<i>3,019</i>

TABLE XIV

DEGREES AND DIPLOMAS GRANTED, 1917-1918

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts	136	142	278
Bachelor of Laws	54		54
Bachelor of Science	76	15	91
Bachelor of Science (Business)	2	2	4
Bachelor of Science (Practical Arts)	36	309	345
Bachelor of Architecture	1		1
Bachelor of Literature	8	11	19
Chemical Engineer	3		3
Civil Engineer	8		8
Electrical Engineer	3		3
Engineer of Mines	9		9
Metallurgical Engineer	1		1
Doctor of Medicine	118		118
Pharmaceutical Chemist	5	1	6
Master of Arts	134	147	281
Master of Arts (Education)	129	177	306
Master of Laws	3		3
Master of Science (Applied Science)	1		1
Master of Science (Business)	6	1	7
Master of Science (Practical Arts)		4	4
Doctor of Philosophy	73	10	83
<i>Total</i>	<i>806</i>	<i>819</i>	<i>1,625</i>
Deduct duplicates ¹	3		3
<i>Total individuals receiving degrees in course</i>	<i>803</i>	<i>819</i>	<i>1,622</i>
B. Honorary degrees			
Master of Arts	3		3
Doctor of Letters	1		1
Doctor of Laws	5		5
Doctor of Science	1		1
<i>Total</i>	<i>10</i>		<i>10</i>
C. Certificates and Teachers College Diplomas granted			
Certificate of Proficiency in Architecture	1		1
Bachelor's Diploma in Education	28	198	226
Master's Diploma in Education	75	112	187
Doctor's Diploma in Education	7		7
Bachelor of Arts Certificate for Academic Record and National Service	58		58
Secretarial Certificate in Business		2	2
<i>Total</i>	<i>169</i>	<i>312</i>	<i>481</i>
<i>Total degrees and diplomas granted</i>	<i>985</i>	<i>1,131</i>	<i>2,116</i>
Deduct duplicates ²	100	302	402
<i>Total individuals receiving degrees and diplomas</i>	<i>885</i>	<i>829</i>	<i>1,714</i>

¹ Distributed as follows: A.M. and A.B., 2 men; A.M. and LL.B., 1 man.

² In addition to those noted under Note 1 (3), the following duplications occur: B.S. and Teachers College Diploma, 20 men, 195 women; A.M. and Teachers College Diploma, 70 men, 105 women; Ph.D. and Teachers College Diploma, 7 men; Teachers College Diploma, 2 women.

TABLE XV

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1907-1918

	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1913-1914	1914-1915	1915-1916	1916-1917	1917-1918
A. Degrees conferred in course											
Bachelor of Arts (men)	94	91	93	94	94	127	99	105	101	125	136
Bachelor of Arts (women)	97	98	86	105	114	136	113	141	112	136	142
Bachelor of Laws (Columbia College)	55	69	80	94	110	137	140	135	134	165	54
Bachelor of Science (Barnard College)	15	25	28	48	58	61	77	85	75	110	76
Bachelor of Science (Teachers College)	120	139	158	214	255	235	218	357	337	326	345
Bachelor of Science in Practical Arts							5	19			
Bachelor of Science (Architecture)	6	6	2	1	1		1			2	4
Bachelor of Science (Business)											
Bachelor of Science (Chemistry)	9	6	1								
Bachelor of Science (Pharmacy)										2	
Bachelor of Architecture		2	6	7	7	3	17	10	7	19	1
Bachelor of Music			2	2	1	1		3			
Bachelor of Literature						9	15	22	24	26	19
Chemist			2	2	2	2	3	4		1	
Chemical Engineer		6	6	6	11	20	18	20	18	36	3
Civil Engineer	20	25	31	28	26	37	27	37	33	33	8
Electrical Engineer	21	20	27	10	7	15	8	15	17	25	3
Engineer of Mines	30	29	39	46	38	25	38	20	11	22	9
Mechanical Engineer	12	22	12	15	30	21	14	27	19	24	
Metallurgical Engineer	3	4	3	6	3	5	8	6	5	3	1
Doctor of Medicine	81	82	70	70	86	100	71	85	73	90	118
Pharmaceutical Chemist	21	7	8	11	15	20	24	8	12	15	6
Doctor of Pharmacy	3	5	4	3	2	7	7	2	1		
Master of Arts	219	231	269	315	370	503	492	633	407	389	281
Master of Laws	2				1	1	3	1	2	3	3
Master of Arts (Teachers College)									226	305	306
Master of Science (Applied Science)									29	25	1
Master of Science (Architecture)										2	
Master of Science (Business)										4	7
Master of Science (Practical Arts)										2	4
Doctor of Philosophy	55	59	44	76	81	67	65	71	88	82	83
Total	863	926	973	1,153	1,322	1,535	1,470	1,814	1,737	1,992	1,625
Deduct duplicates	7	7	6	11	14	20	18	13	21	8	3
Total individuals receiving degrees	856	919	967	1,142	1,308	1,515	1,452	1,801	1,716	1,984	1,622
B. Honorary degrees											
Master of Arts	1	1	2	1		2	3	2	2	2	3
Master of Science		1	1	2	1		12				
Doctor of Science	1	1	3	1	1	2	1	2		3	1
Doctor of Letters	2	2	4	2	4	2	1	1	1	1	1
Doctor of Sacred Theology	1	1	1	2	1	1	1		1	1	
Doctor of Laws	5	7	2	4	3	3	5	5	2	8	5
Doctor of Music							1				
Total	10	13	13	12	10	10	24	10	6	15	10

TABLE XV—(Continued)

	1907- 1908	1908- 1909	1909- 1910	1910- 1911	1911- 1912	1912- 1913	1913- 1914	1914- 1915	1915- 1916	1916- 1917	1917- 1918
C. Certificates and Teachers College diplomas granted											
Certificates in architecture	1		3	2	4	6	13	8	12	8	1
Consular certificate	1							2			
Bachelor of Arts Certificate for Academic Record and National Service											58
Secretarial Certificate in Business											2
Bachelor's diploma in education	133	134	158	220	273	277	253	323	268	238	226
Special diploma in education	89	109	103	153	205	169	21				
Master's diploma in education	51	56	65	82	83	148	174	226	199	199	187
Doctor's diploma in education	5	4	8	15	11	10	13	5	5	4	7
<i>Total</i>	<i>280</i>	<i>303</i>	<i>337</i>	<i>472</i>	<i>576</i>	<i>610</i>	<i>474</i>	<i>564</i>	<i>484</i>	<i>449</i>	<i>481</i>
<i>Total degrees and diplomas granted</i>	<i>1,153</i>	<i>1,242</i>	<i>1,323</i>	<i>1,637</i>	<i>1,908</i>	<i>2,155</i>	<i>1,968</i>	<i>2,388</i>	<i>2,227</i>	<i>2,456</i>	<i>2,116</i>
Deduct duplicates	187	201	230	303	400	495	436	563	410	447	402
<i>Total individuals receiving degrees and diplomas</i>	<i>966</i>	<i>1,041</i>	<i>1,093</i>	<i>1,334</i>	<i>1,508</i>	<i>1,660</i>	<i>1,532</i>	<i>1,825</i>	<i>1,817</i>	<i>2,009</i>	<i>1,714</i>

TABLE XVI

A. SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1917-1918

SUBJECTS OF MAJOR INTEREST	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Anthropology				1						1
Astronomy		1								1
Bacteriology	2	2	4						6	2
Biological Chemistry	1		1	1					2	1
Botany	4	5	1						5	5
Business					6	1			6	1
Chemical Engineer- ing	3		1						4	
Chemistry	16	8	5						21	8
Classical Philology		5	2						2	5
Constitutional Law							1		1	
Education and Prac- tical Arts			19						19	
English and Compar- ative Literature	15	31	4	1					19	32
Geology	1	3	2						3	3
Germanic Languages	3	7	1						4	7
History	22	24	6	2					28	26
Indo-Iranian		1								1
International Law			1				1		2	
Latin	1	4	1						2	4
Mathematics	2	9	1						3	9
Metallurgy	4				1				5	
Pathology	1								1	
Philosophy	7	2	1						8	2
Phonetics	1								1	
Physics			2						2	
Physiology	2	1		1					2	2
Political Economy	10	8	4						14	8
Politics	7		3						10	
Psychology	1	5	1	1					2	6
Public Law	5	1	2				1		8	1
Romance Languages	2	8	3	2					5	10
Semitic Languages			4						4	
Slavonic Languages		1								1
Social Economy	9	5	1						10	5
Sociology and Sta- tistics	10	10	2						12	10
Zoology	5	6	1	1					6	7
<i>Total</i>	<i>134</i>	<i>147</i>	<i>73</i>	<i>10</i>	<i>7</i>	<i>1</i>	<i>3</i>		<i>217</i>	<i>158</i>

TABLE XVI—(Continued)

B. HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		M.S.		LL.M.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Political Science, Philosophy and Pure Science	134	147	73	10					207	157
Applied Science					1				1	
Business					6	1			6	1
Law							3		3	
<i>Total 1918</i>	<i>134</i>	<i>147</i>	<i>73</i>	<i>10</i>	<i>7</i>	<i>1</i>	<i>3</i>		<i>217</i>	<i>158</i>
Education and Practical Arts	126	178					4		126	182
<i>Total 1918 (including Teachers College)</i>	<i>260</i>	<i>325</i>	<i>73</i>	<i>10</i>	<i>7</i>	<i>4</i>	<i>3</i>		<i>343</i>	<i>340</i>
<i>Total 1917 (including Teachers College)</i>	<i>341</i>	<i>353</i>	<i>67</i>	<i>15</i>	<i>31</i>	<i>2</i>	<i>3</i>		<i>442</i>	<i>370</i>
<i>Total 1916</i>	<i>332</i>	<i>301</i>	<i>75</i>	<i>13</i>	<i>29</i>		<i>2</i>		<i>436</i>	<i>314</i>
<i>Total 1915</i>	<i>362</i>	<i>271</i>	<i>61</i>	<i>10</i>			<i>1</i>		<i>423</i>	<i>281</i>

TABLE XVII

TABLE OF AGES

AGES OF ENTERING FRESHMEN, COLUMBIA COLLEGE, 1917-1918

Age	Number	Age	Number	Age	Number	Age	Number
15-16	8	19-20	74	24-25	2	29-30	
16-17	57	20-21	20	25-26	1	30-31	1
17-18	123	21-22	10	26-27		31-32	2
18-19	100	22-23	10	27-28	1	42-43	1
		23-24	4	28-29			
						<i>Total</i>	414

AGES OF SENIORS, COLUMBIA COLLEGE, 1917-1918

Age	Number	Age	Number	Age	Number	Age	Number
16-17	1	21-22	41	25-26	1	30-31	
17-18	10	22-23	18	26-27	1	31-32	1
18-19	15	23-24	14	27-28	1	32-33	
19-20	31	24-25	8	28-29	1	33-34	1
20-21	61			29-30	1		
						<i>Total</i>	206

COMPARATIVE TABLE OF AGES OF ENTERING FRESHMEN,
COLUMBIA COLLEGE, FOR THE PERIODS INDICATED

Period	1917-1918	1916-1917	1907-1908
Average age	18 years, 6 months	18 years, 11 months	18 years, 5 months
Median age	18 years, 1 month	18 years, 11 months	18 years, 3 months

COMPARATIVE TABLE OF AGES OF SENIORS OF COLUMBIA COLLEGE
FOR THE PERIODS INDICATED

Period	1917-1918	1916-1917	1907-1908
Average age	21 years, 1 month	21 years, 6 months	21 years, 9 months
Median age	20 years, 10 months	21 years, 2 months	21 years, 1 month

TABLE XVIII—(Continued)

1917-1918	College					Law	Medicine	Applied Science	Political Science, Philosophy and Pure Science	Unclassified Graduate Students	Architecture	Journalism	Business	Total Number of Students
	Freshmen	Sophomores	Juniors	Seniors	Non-Candidates									
<i>Department</i>														
Ophthalmology						148								148
Oriental Languages														
Indo-Iranian Languages									12					12
Semitic Languages									20	1				21
Orthopedic Surgery						148								148
Pathology			1	21		114			3					139
Pharmacology, Materia Medica and Therapeutics			1	21		114								136
Philosophy	370	116	42	24	15	1		103	9		3			683
Physical Education	407	125	31	17	16	2	1	6	2		3	4		619
Physics	70	94	52	43	11		45	31						346
Physiology			31	27			328	14	1					401
Politics and Government	113	100	40	32	8	1		61	5		44	1		405
Practical Arts												1		1
Practice of Medicine			1	21			380							402
Psychology	13	60	51	26	2			53	5					210
Public Law			1	20		90		54	6					171
Religion	1	10	7	9	1			2	1		1			32
Roman Law and Jurisprudence						32								46
Romance Languages and Lit.														
French	159	90	38	27	6	2		68	10	2	13	8		423
Italian	4	3	1	3				3			1			15
Spanish	42	42	20	18	6			40	4			17		189
Science of Language								4	1					5
Semites (Hebrew)	2	1	1	2										6
Slavonic Lang. and Lit.														
Russian				1				8	2					11
Social Economy								71	2					73
Sociology	3	7	7	6	1			110	8					142
Surgery			1	21			378							380
Urology							148							148
Zoology	68	61	18	7	4			31	1					190

TABLE XIX

AGGREGATE ATTENDANCE IN ALL COURSES, 1917-1918 (EXCLUDING SUMMER SESSION, EXTENSION TEACHING, TEACHERS COLLEGE, BARNARD COLLEGE AND THE COLLEGE OF PHARMACY)

1917-1918	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
<i>Departments</i>			
Agriculture	2	9	.03
Anatomy (including Histology)	7	547	1.88
Anthropology	17	68	.23
Architecture	45	408	1.40
Astronomy	3	99	.34
Bacteriology	11	217	.74
Biological Chemistry	13	394	1.35
Botany	29	91	.31
Business	49	774	2.66
Chemical Engineering	15	149	.51
Chemistry	66	1,331	4.57
Civil Engineering	27	114	.39
Classical Philology	2	7	.02
Classical Civilization	2	37	.13
Comparative Philology	2	4	.01
Greek	30	118	.41
Latin	41	250	.86
Dermatology	3	148	.51
Diseases of Children	9	524	1.80
Economics	41	1,145	3.93
Education	99	354	1.22
Electrical Engineering	17	151	.52
Engineering Drafting	8	180	.62
English	73	2,490	8.55
Comparative Literature	13	243	.83
Fine Arts	9	10	.03
Geology	35	205	.70
Germanic Languages and Literatures	60	729	2.50
Gynecology	8	410	1.41
History and Political Philosophy	75	1,797	6.27
Household Arts	3	3	.01
Hygiene and Preventive Medicine	1	115	.39
Journalism	23	580	1.96
Laryngology (including Otology)	8	296	1.02
Mathematics	40	1,033	3.55
Mechanical Engineering	35	252	.87
Metallurgy	21	120	.41
Military Training	2	483	1.66
Mineralogy	5	58	.20
Mining	13	67	.23
Municipal and Private Law	52	1,872	6.43
Music	23	171	.59
Neurology	12	647	2.22
Obstetrics	6	490	1.68
Ophthalmology	2	148	.51
Oriental Languages			
Indo-Iranian Languages	14	15	.05
Semitic Languages	28	85	.29
Orthopedic Surgery	3	262	.90
Pathology	6	120	.41
Pharmacology, Materia Medica and Therapeutics	2	228	.78
Philosophy	43	1,253	4.30
Physical Education	14	1,244	4.28
Physics	35	656	2.25
Mathematical Physics (Mechanics)	5	121	.42
Physiology	10	347	1.19

TABLE XIX—Continued

1917-1918	Number of Half-Year Courses	Number of Registrations	Percentage of Total Enrolment
<i>Departments</i>			
Politics and Government ¹	24	731	2.51
Practice of Medicine	24	642	2.21
Psychology	23	433	1.49
Public Law	19	189	.65
Religion	12	56	.19
Roman Law and Jurisprudence	7	25	.09
Romance Languages and Literatures			
French	52	1,057	3.63
Italian	7	23	.07
Phonetics	1	6	.02
Spanish	15	337	1.16
Slavonic Languages			
Russian	6	18	.06
Social Economy	19	203	.70
Sociology	12	278	.96
Surgery	16	752	2.58
Urology	2	296	1.02
Zoology	27	386	1.33
<i>Total</i>	<i>1,491</i>	<i>20,101</i>	<i>100.00</i>

¹ Government and Industry 2

Politics

22

—
24

EXTENSION TEACHING

A. STUDENTS CLASSIFIED ACCORDING TO SEX

	Morning- side	Extra- Mural	Total
Men	2,485	299	2,784
Women	3,410	522	3,932
<i>Totals</i>	<i>5,895</i>	<i>821</i>	<i>6,716</i>
Duplicate Registrations:			
Matriculated Students			1,203
Summer Session (1917)			251
<i>Total attendance in Extension Teaching only</i>			<i>5,262</i>

B. REGISTRATIONS IN SPECIAL CLASSES (NOT INCLUDED IN OTHER TABLES)

	MEN			WOMEN			Total
	Winter	Spring	Both	Winter	Spring	Both	
Clerical Service	43	12		65	112		232
Fine Arts	8	9	6	44	51	19	137
General Service		8			20		28
Insurance	46	18	12	11	1	1	89
National Service		38			76		114
Navigation		19					19
Ordinance	158	141					299
Politics					66		66
Social Service				371			371
Spoken Language	78	58	21	321	204	100	692
Camouflage		10					10
<i>Totals</i>							<i>2,057</i>

C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES

	Morning- side	Extra- Mural	Total
1. Non-matriculated:			
Columbia	4,071	821	4,892
Teachers College (exclusively)	621		621
2. Matriculated:			
Columbia College	386		386
Barnard College	47		47
Mines, Engineering and Chemistry	9		9
Fine Arts	11		11
Journalism	30		30
Business	48		48
Graduate Faculties	302		302
Medicine	3		3
Pharmacy	5		5
Teachers College	354		354
Law School	8		8
<i>Totals</i>	<i>5,895</i>	<i>821</i>	<i>6,716</i>

EXTENSION TEACHING—(Continued)

D. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	Morning- side	Extra- Mural	Grand Total
New York City:			
Manhattan and the Bronx	3,278	63	3,341
Brooklyn	594	91	595
Queens	142	2	144
Richmond	31	1	32
New York State (outside New York City)	491	74	565
New Jersey	582	163	745
<i>Totals</i>	<i>5,028</i>	<i>394</i>	<i>5,422</i>
Other States:			
Alabama	16		16
Arizona	4		4
Arkansas	2		2
California	30	1	31
Colorado	16	2	18
Connecticut	87	182	269
Delaware	1		1
District of Columbia	12		12
Florida	4		4
Georgia	22	1	23
Idaho	1		1
Illinois	28		28
Indiana	19	1	20
Iowa	21		21
Kansas	6		6
Kentucky	13		13
Louisiana	6		6
Maine	16	1	17
Maryland	9	2	11
Massachusetts	74	151	225
Michigan	16		16
Minnesota	19		19
Mississippi	3		3
Missouri	18	2	20
Montana	5		5
Nebraska	7		7
New Hampshire	6		6
New Mexico	3		3
North Carolina	12		12
North Dakota	2		2
Ohio	51	3	54
Oklahoma	4		4
Oregon	8	1	9
Pennsylvania	81	67	148
Rhode Island	14	1	15
South Carolina	14		14
South Dakota	3		3
Tennessee	14		14
Texas	30	2	32
Utah	1	1	2
Vermont	10	1	11
Virginia	24	3	27
Washington	15	2	17
West Virginia	5		5
Wisconsin	17		17
Wyoming	2	1	3
<i>Totals</i>	<i>5,793</i>	<i>819</i>	<i>6,612</i>
Foreign Countries:			
Canada	13	2	15
Chili	2		2
China	40		40

EXTENSION TEACHING—(Continued)

	Morning- side	Extra- Mural	Grand Total
Cuba	13		13
Germany	1		1
India	1		1
Japan	26		26
Mexico	2		2
Persia	1		1
Russia	2		2
Sweden	1		1
<i>Totals</i>	<i>102</i>	<i>2</i>	<i>104</i>
<i>Grand Total</i>	<i>5,895</i>	<i>821</i>	<i>6,716</i>

EXTENSION TEACHING—(Continued)

E. AGGREGATE ATTENDANCE ON COURSES

SUBJECT	No. of Half-Year Courses			No. of Registrations			Percentage of Total Enrolment
	Morning-side	Extra-Mural Centers	Total	Morning-side	Extra-Mural Centers	Total	
Administration	19		19	85		85	.49970
Advanced Dentistry		46	46		205	205	1.20540
Agriculture	13		13	83		83	.57804
Anthropology	2		2	13		13	.16644
Architecture	27		27	177		177	1.04076
Astronomy	2		2	22		22	.12936
Biology	11		11	43		43	.25384
Bookkeeping	4		4	159		159	.93492
Botany	7		7	52		52	.30576
Business	59		59	1,755		1,755	10.41940
Chemistry	13	4	17	362	128	490	2.89530
Civil Engineering	7		7	51		51	.29988
Comparative Literature	2		2	46		46	.27048
Contemporary Literature	5		5	135		135	.79380
Clothing	35		35	324		324	1.99512
Cookery	28		28	223		223	1.41124
Drafting	10		10	75		75	.44100
Drawing	12		12	48		48	.28224
Economics	11		11	218		218	1.28184
Economic Science	3		3	8		8	.04704
Education	3	5	8	24	340	364	2.14032
Educational Dramatics	1		1	10		10	.05880
Educational Psychology	1		1	20		20	.11760
Electrical Engineering	6		6	118		118	.69384
English	109	11	120	2,936	411	3,347	19.61726
Fine Arts	59		59	515		515	3.12820
French	49	4	53	837	46	883	5.29204
Geography	2		2	14		14	.08232
Geology	5		5	36		36	.21168
German	31	4	35	233	67	300	1.86400
Greek	3		3	20		20	.11760
History	27		27	630		630	3.72440
Household Arts	2		2	2		2	.01176
Household Economics	3		3	10		10	.05880
Hygiene	2		2	16		16	.09408
Industrial Arts	4		4	37		37	.21756
International Law	6		6	48		48	.28224
International Relations	2		2	24		24	.14112
Italian	4		4	31		31	.18228
Latin	13		13	118		118	.69384
Law	2		2	57		57	.33516
Library Economy	10		10	248		248	1.45824
Mathematics	20		20	426		426	2.50488
Metalworking	4		4	11		11	.06468
Military Training	2		2	52		52	.30576
Music	27		27	124		124	.74112
Neurology	4		4	41		41	.24108
Nursing	9		9	139		139	.81732
Nutrition	2		2	29		29	.17052
Optometry	15		15	229		229	1.34652
Oral Hygiene	25		25	777		777	4.56876
Penmanship	2		2	10		10	.05880
Philosophy	11		11	244		244	1.43472
Phonetics	1		1	58		58	.34104
Photography	1		1	4		4	.02352
Photoplay Composition	8		8	57		57	.33516
Physical Education	24		24	148		148	.87024
Physical Training	4		4	23		23	.13524
Physics	2	2	4	77	129	206	1.21128
Politics	5		5	86		86	.50568
Practical Arts	6		6	16		16	.09408

EXTENSION TEACHING—(Continued)

SUBJECTS	No. of Half-Year Courses			No. of Registrations			Percent- age of Total Enrol- ment
	Morning- side	Extra- Mural Centers	Total	Morning- side	Extra- Mural Centers	Total	
Practical Arts Chemistry	10		10	43		43	.25284
Practical Arts Music	27		27	70		70	.41160
Practical Arts Physics	2		2	10		10	.05880
Psychology	13	1	14	310	19	329	1.93452
Public Health	1		1	22		22	.12936
Religion	1		1	2		2	.01176
Secretarial Correspondence	4		4	93		93	.54684
Slavonic	8		8	24		24	.14112
Social Science	4		4	24		24	.14112
Sociology	18		18	238		238	1.39944
Spanish	38		38	743		743	4.36884
Speech	10		10	92		92	.54996
Stenography	19		19	571		571	3.35748
Statistics	1		1	23		23	.13524
Structural Mechanics	10		10	86		86	.50568
Textiles	7		7	37		37	.21756
Typewriting	17		17	561		561	3.29868
Typography	2		2	77		77	.45276
Zoology	2	3	5	44	156	200	1.24020
<i>Totals</i>	<i>980</i>	<i>80</i>	<i>1,060</i>	<i>15,484</i>	<i>1,501</i>	<i>16,985</i>	<i>100.00000</i>

SUMMER SESSION OF 1918

Six thousand and twenty-two were registered in the Summer Session of 1918.

The total enrolment of 6,022 marks a decrease of 122 over 1917. The percentage loss over 1917 is 1.99.

Year	General	Medical	Total	Percentage of Increase Over Preceding Year
1900	417		417	
1901	579		579	38.85
1902	643		643	11.05
1903	940	53	993	54.43
1904	914	47	961	-3.22
1905	976	42	1,018	5.93
1906	1,008	33	1,041	2.26
1907	1,353	42	1,395	33.72
1908	1,498	34	1,532	10.05
1909	1,949	22	1,971	28.65
1910	2,632		2,632	33.54
1911	2,973		2,973	12.96
1912	3,602		3,602	21.16
1913	4,539		4,539	26.01
1914	5,590		5,590	23.14
1915	5,961		5,961	6.63
1916	8,023		8,023	34.59
1917	6,144		6,144	-23.42
1918	6,022		6,022	-1.99

2,920 degrees are held by 2,251 of the students as follows:

1,521	A.B.	54	Pd.B.	5	B.Di.	1	V.M.D.
507	B.S.	9	Pd.M.	3	M.Di.	1	C.R.M.
32	B.L.	1	Pd.D.	16	B.E.	2	S.T.B.
2	M.L.	11	L.I.	3	B.O.	1	Th.M.
1	Litt.D.	27	LL.B.	2	D.S.	3	B.P.
13	B.Mus.	5	LL.M.	1	D.O.	1	B.P.I.
401	A.M.	5	LL.D.	5	M.E.	2	A.A.
22	M.S.	16	M.D.	5	C.E.	1	A.A.B.O.
122	Ph.B.	13	B.D.	2	Ch.E.	3	C.B.
8	Ph.M.	1	D.D.	1	E.E.	1	C.M.
33	Ph.D.	4	D.D.S.	3	M.Ed.	1	J.C.D.
10	B.Litt.	5	B.C.S.	1	B.S.C.	2	S.T.D.
12	Ph.G.	4	Ed.B.	2	J.D.	12	Misc.
1	Phar.D.						

The tables appended hereto need but little comment. The percentage of women students has increased from 67.40 per cent. to 71.60 per cent. The percentage of new students shows a slight increase, 56.96 per cent. against 55.38 per cent. The number of matriculated students has decreased by 89, about 3.55 per cent.

SUMMER SESSION—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
A. STUDENTS CLASSIFIED ACCORDING TO SEX				
Men	1,710		28.40	
Women	4,312		71.60	
		6,022		100.00
B. STUDENTS CLASSIFIED AS OLD AND NEW				
Previously registered	2,591		43.04	
New students	3,431		56.96	
		6,022		100.00
C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES				
I. Non-matriculated				
		3,514		58.35
II. Matriculated:				
1. Columbia College	257			
2. Barnard College	73			
3. Mines, Engineering and Chemistry	12			
4. Law	19			
5. Medicine	32			
6. Architecture	6			
7. Political Science	109			
8. Philosophy	273			
9. Pure Science	118			
10. Ph.D. in Education	122			
11. Applied Science	2			
12. Teachers College				
Undergraduate	814			
Graduate	628			
Unclassified	27			
13. Journalism	8			
14. Business	8			
		2,508		41.65
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS				
Elementary schools	733		12.17	
Secondary schools	959		15.93	
Higher educational institutions	355		5.18	
Normal schools	210		3.49	
Industrial schools	31		.51	
Principals (school)	362		6.01	
Supervisors	187		3.14	
Superintendents	115		1.90	
Special teachers	136		2.26	
Private school teachers	256		4.25	
Private teachers	45		.75	
Librarians	11		.18	
Technical schools	36		.60	
Business schools	2		.03	
Vocational schools	26		.43	
Not engaged in teaching	2,558		42.47	
		6,022		100.00
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE				
North Atlantic Division:				
Connecticut	123			
Maine	39			
Massachusetts	220			
New Hampshire	27			
New Jersey	424			

SUMMER SESSION—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
New York				
Outside of N. Y. City	562			
Manhattan	1,369			
Brooklyn	307			
Queens	46			
Richmond	11			
	<u>1,733</u>	2,295		
Pennsylvania		425		
Rhode Island		28		
Vermont		32		
		<u>3,613</u>	—	60.00
South Atlantic Division:				
Delaware	14			
District of Columbia	56			
Florida	37			
Georgia	90			
Maryland	84			
North Carolina	111			
South Carolina	55			
Virginia	159			
West Virginia	55			
		<u>661</u>	—	10.98
South Central Division:				
Alabama	57			
Arkansas	24			
Kentucky	45			
Louisiana	17			
Mississippi	19			
Oklahoma	18			
Tennessee	51			
Texas	65			
		<u>296</u>	—	4.91
North Central Division:				
Illinois	125			
Indiana	137			
Iowa	53			
Kansas	63			
Michigan	158			
Minnesota	84			
Missouri	80			
Nebraska	36			
North Dakota	13			
Ohio	331			
South Dakota	22			
Wisconsin	67			
		<u>1,169</u>	—	19.41
Western Division:				
Arizona	7			
California	48			
Colorado	21			
Idaho	4			
Montana	11			
New Mexico	6			
Oregon	5			
Utah	8			
Washington	19			
Wyoming	1			
		<u>130</u>		2.16

SUMMER SESSION—(Continued)

Classification	Numbers	Number Totals	Percentages	Percentage Totals
Insular and Non-contiguous Terri- tories:				
Hawaiian Islands	1			
Philippine Islands	4			
Porto Rico	3			
	<hr/>	8		.13
Foreign Countries:				
Brazil	1			
Canada	47			
China	41			
Cuba	6			
England	2			
Japan	28			
Mexico	6			
Palestine	1			
Persia	1			
Russia	2			
Siam	4			
South America (Chili)	3			
South Africa	1			
Sweden	1			
Iceland	1			
	<hr/>	145	<hr/>	2.41
		6,022		100.00

SUMMER SESSION—(Continued)

Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrolment
F. STUDENTS CLASSIFIED ACCORDING TO ATTENDANCE ON COURSES			
Accounting	2	37	.24
Administration	7	173	1.13
Agriculture	4	14	.09
Anatomy	1	13	.09
Architecture	6	12	.08
Art Metal Working	1	10	.07
Astronomy	3	70	.45
Bacteriology	1	83	.54
Biological Chemistry	3	11	.07
Biology	3	64	.42
Botany	13	41	.27
Business	16	204	1.33
Cancer Research	1	6	.04
Chemical Engineering	6	33	.22
Chemistry	51	889	5.82
Civil Engineering	2	2	.01
Clothing	7	176	1.15
Comparative Literature	4	122	.79
Cookery	9	287	1.88
Drawing	4	34	.22
Economics	6	113	.74
Education	141	5,359	35.07
Electrical Engineering	2	22	.14
Engineering Drafting	3	33	.22
English	27	991	6.48
Fine Arts	14	314	2.05
French	24	817	5.35
General Linguistics	1	7	.05
Geology	5	10	.07
Geography	8	87	.58
German	21	104	.68
Greek	5	34	.22
History	19	490	3.21
Household Arts	12	126	.83
Hygiene	1	23	.15
Industrial Arts	1	23	.15
Italian	3	38	.25
Japanese	3	4	.03
Journalism	1	41	.27
Kindergarten	6	147	.96
Latin	16	198	1.29
Law	8	60	.45
Library Economy	5	126	.83
Mathematics	15	380	2.55
Mechanics	3	8	.06
Mineralogy	3	27	.18
Music	8	97	.63
Nature Study	1	14	.09
Neurology	5	31	.20
Nursing	4	100	.65
Nutrition	3	83	.54
Penmanship	1	37	.24
Philosophy	8	132	.86
Phonetics	2	24	.16
Photoplay Composition	2	10	.07
Physical Education	27	1,032	6.75
Physical Therapy	1	22	.14
Physics	15	191	1.25
Physiology	6	87	.58
Politics	4	43	.28
Practice of Medicine	1	51	.33
Psychology	7	211	1.38
Public Health	1	45	.29

SUMMER SESSION—(Continued)

Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrolment
Public Law	2	19	.12
Religion	4	33	.22
Russian	2	8	.06
Secretarial Correspondence	2	27	.18
Social Science	1	49	.32
Sociology	4	148	.96
Spanish	8	356	2.33
Speech	2	111	.73
Statistics	2	57	.37
Stenography	3	126	.83
Surgery	1	9	.06
Textiles	2	57	.37
Typewriting	3	165	1.08
Zoology	2	24	.16
<i>Totals</i>	<i>631</i>	<i>15,280</i>	<i>100.00</i>

Respectfully submitted

FRANK A. DICKEY
Registrar

June 30, 1918

REPORT OF THE ACTING LIBRARIAN
FOR THE ACADEMIC YEAR ENDING JUNE 30, 1918

To the President of the University

SIR:

As Acting Librarian of the University, I have the honor to submit the following report for the year ending June 30, 1918.

The year in the Library, and largely because of war conditions, has been an active one. In spite of the smaller number of students in certain departments of the University, the use of the General Reading Room Reading Room was greatly increased, the use of books showing a gain of more than 5,000 volumes over 1916-1917. This has been due to two causes. In the first place, a temporary increase in the fall months was caused by the fact that the new library of Barnard College could not be opened in September, as intended, and Barnard students were largely provided for, from September to December, in the General Reading Room. In the second place, a more permanent increase, not so much in the number of books used as in the amount of reference service called for, has been due to the large amount of war research work done by various committees and individuals who have liberally used the resources of the University. Statistics of the use of the Periodical Reading Room also show an increase over its recorded use in 1916-1917.

The collection of books shelved in the General Reading Room now numbers some 18,000 volumes, that is kept timely and active by a vigorous weeding out of volumes no longer constantly needed. In more ways than one the collection has reflected the changed conditions of the past year. It has been possible to reduce the number of books allotted to certain subjects in which the demand has lessened—the collection of German literature, for example, has been very materially curtailed—while other subjects have been expanded and new subjects have been added. The collection of statistical annuals,

always good, has had to be much extended to meet the many demands made upon it by war workers. Much economic and trade material, such as the commercial reports and bulletins of the Bureau of Foreign and Domestic Commerce, heretofore used on call from the stacks, has been in such constant demand that the whole set has had to be moved to the open shelves of the Periodical Reading Room, and the public document reference material in other subjects has had to be largely increased. New conditions created by the War and the many new demands made upon the Library by war research workers are forcing, also, at least a temporary revision of former policies of selection and purchase of material. Before the War, the British parliamentary papers were bought only when those of a session had been completed and bound, and the fact that the set was thus several years behind the times was no great objection under *ante-bellum* conditions. The same was true of both the Parliamentary Debates and the French *Journal officiel*. Now, however, the call for current issues of these three publications has been so great that duplicate subscriptions for unbound issues, as well as for bound volumes, have had to be placed, and the unbound sets are kept in the Periodical Reading Room for current reference use. Many publications of foreign governments for which the Library was formerly accustomed to rely upon the document collections of the New York Public Library are now needed so constantly that copies have had to be ordered for this Library.

The reference work of the Library has also been largely increased by the large amount of government work which is being done at the University, and there have been many outside demands of a government or quasi-government nature. The greater part of this demand for extra service has come from the various historical, economic, and scientific experts who are working for the House commission, but questions have also come from members of the Army and Navy, from workers for the Attorney-General, from the Post-office, and from various other sources. While such demands have called for much extra effort, they have been counted as a privilege

rather than a burden and have been gladly met as an opportunity for national service.

Another new development due to War conditions has been the need for a certain amount of censorship over publications displayed in the General and the Periodical Reading Rooms. Propaganda periodicals of a seditious or suspicious nature, of which a fair number were sent to the Library by interested parties during the summer and fall of 1917, had to be carefully watched, and publications ruled against by the Post-office Department were withdrawn at once, on the principle that what was excluded from the mails should also be excluded from the Library. On the other hand, a too strict 'library censorship' had to be guarded against. The plan followed was not only to withdraw from the public collections and from the catalogues all book or periodical publications ruled against by the Post-office authorities, but to withdraw also from general circulation books condemned as unpatriotic or unsafe by reliable judges or by public opinion. These restricted books are not, however, discarded from the Library, since the book which is dangerous while the nation is at war may possess a definite value fifty years hence to the student of the various phases of the great conflict.

The demands upon the Loan Desk, which with the Reference Reading Room reflects the general use of the Library, were similar, and show, in the unusual call for statistical, descriptive, and scientific material that has characterized the circulation, the effect of the War.

Elsewhere in the Library the War has had an even more immediate influence to change normal conditions. Although serious inroads have been made upon the number of students enrolled, the various government classes established for the training of officers and enlisted men in the army and navy have drawn largely upon the Engineering Library for the loan of books, as well as for reference and research. To supplement the text-books and government publications supplied to these students, there is placed on reserve a collection of the most recent material relative to gas engines, aeroplanes, radio-telegraphy, and the subjects in which these men may be spec-

ializing, and bibliographies have been prepared for the officers in charge of the instruction.

In the Natural Science Libraries, in the same way, there has been a notable increase in reference work for instructors and government commissions. The Geology Reading Room has been especially in demand for this work and books and maps dealing with the geography and topography of the belligerent countries have been more extensively used than ever before. The Agricultural Library has also been largely used by war workers who have been compiling statistics on the agricultural products of foreign countries.

War conditions have affected the Library in still other respects. The difficulty of obtaining assistants, both pages and others, has greatly increased, and to such an extent that no part of the Library has had its full Staff quota except for only a few weeks at a time throughout the year. The difficulty of securing evening assistants has been partly met for both the Loan and the Reference departments by changing the general closing hour of the Library from eleven to ten o'clock, and by closing at six o'clock during all periods when the University was not in session. Wherever possible, girl pages have been substituted for boys, but the situation is no less acute and promises to become worse. Vacancies in various positions from time to time have thrown much extra work on all remaining members of the staff, and all have met the demand for additional effort in an admirable spirit, and as a matter of course. The question of stipend, however, is rapidly becoming a crucial one in several departments of the Library. In the Catalogue division every copyist resigned in the course of the summer to accept business positions at largely increased salaries. Untrained high school girls were taken in to fill these places, at a great disadvantage to the work of the department, during the early half of the year. These new girls are now well trained, but since their training gives them an especial and added value in a business office they will presently be offered a much larger sum than we can pay, and they will disappear to make room for others to go through the same process. The Loan division is a still greater sufferer

under recent conditions, and its page service and that of the Shelf division, both of which have had in the past the active and reasonably continuous service of boys, has been at times seriously crippled to the detriment of the efficiency of the Library in the ready supply of books to readers. The pages, both boys and the girls who are now largely employed, are literally here to-day and gone to-morrow, and there is no apparent means at the present time to retain them.

Other problems of administration have arisen as a consequence of the War. The whole matter of book ordering at home and abroad has become an unusually complicated problem. No German publications whatever have come through during the year and all foreign shipments have been greatly delayed. This delay has been further accentuated by the congestion of freight and express at home and the curtailment of shipping facilities, all of which have combined to cause, at times, a retarded service that under more normal conditions would not have occurred. Exchanges for abroad for the time being have been practically discontinued. Material has been sent when especially requested, but only when it could be replaced if lost in shipment. How to bind books is also a problem that has become more and more perplexing on account of war conditions that have brought about an enormous increase in the cost of materials and labor. Binders boards, which are, perhaps, the most important material used in book binding and for which there is no substitute, are no longer to be had in quantities to fill the legitimate requirements of the trade, and binders' leathers of usable quality are steadily becoming scarcer and as a direct result more expensive. We have fortunately thus far suffered no great impairment of service from these conditions, and the binding record of the year is a reasonably satisfactory one.

Changes completed in the Library during the year were the removal of the entire collection of Philology from Room 208 to Room 402; Celtic literature from Room 208 to 413; and the transfer of some of the most important works relating to History from Room 107 to Room 208. The special reference collection on Church History was transferred

from Room 106 to Room 107. The folios in the Phoenix collection were removed to the loft of Room 402, which is now under lock and key; as were also the Mary Queen of Scots collection and the Holland Society library which had previously been shelved in Room 413. A good deal of work was also done in moving and readjusting the collections of the various departmental libraries and reading rooms.

In addition to current accessions by purchase, gift, and exchange, there have been catalogued this year about 700 titles for the Classics Reading Room, and about
Catalogue 460 titles for the Architecture Reading Room, completing the cataloguing of these collections to date. From the first of September until the first of May the work of re-cataloguing and re-carding in the main catalogue was carried on systematically and completed to the letter H. The re-cataloguing of serials has been continued steadily through the year, and 1,197 titles, 13,491 volumes, have been completed. Seven hundred volumes of Italian literature have been re-classed and re-catalogued. Eighteen hundred titles of classic authors have been revised. Twelve hundred titles in Mathematics have been re-catalogued, completing the re-cataloguing of that subject. The Mathematics collection, shelved in Room 108, has now a complete author catalogue in that room. A typewritten list of all subject headings in Mathematics with the classification number of each subject indicated has also been prepared. This list has about 600 entries, including cross references, and used in connection with the shelves serves admirably in place of a subject catalogue. A temporary catalogue of all unbound doctors dissertations in Mathematics has also been made and placed in this room.

In my report of last year a new plan was outlined for dealing with serial analyticals which involved placing the cards in the General Reading Room in the immediate vicinity of the printed indexes. During the winter two new catalogue cases were received and about 100,000 analytical cards have been filed. The arrangement has proved itself extremely useful in supplementing the printed indexes.

The Library has recently subscribed for the monthly list of accessions of the British Museum, beginning with the year 1916 and continuing currently. These lists have been cut up and mounted on cards and filed in cases near the British Museum catalogue. To date about 46,000 cards have been filed. The monthly lists are in this way made readily available as supplements to the printed catalogue and will serve admirably until the second supplements are printed. The purchase of new catalogue cases for the Avery Library, and the consequent bringing together of several small catalogues, made necessary a careful revision of the whole catalogue in order to bring subject and author headings into uniformity. The author headings have been revised and the subject headings are under way.

A new scheme of cataloguing for the Law Library was put into effect at the beginning of the fiscal year, the essential features of which are to have as much as possible done in the Law Library itself by cataloguers assigned from the general Cataloguing Department, thus avoiding, so far as possible, the delay in getting books to the shelves and cards into the catalogue. At the same time, a limitation was put upon the number of law books to be represented in the general library catalogue. Not only has the work been more quickly done, but it has been better done than in preceding years, because all is done from the books themselves and with easy access to the rest of the collection into which the book is to fit. In addition, much other work has been done in verifying the cataloguing of the text-book collection; the removal of unnecessary law cards from the general catalogue, a task which has continued during the entire year, and is still to be completed; the representation in the law catalogue of legal material shelved elsewhere; in checking the French legal dissertations and filing all cards in the law catalogue. The recataloguing of the following groups of law books has been completed: international law, text-books and treatises; abridgments; dictionaries, legal periodicals; attorney-generals' reports; bar association reports; public utility reports.

The statistics appended to this report show the number of volumes bound and rebound outside the Library building and the volumes repaired and the pamphlets bound in our own bindery. In addition to this work in the building, call numbers were gilded or affixed on 25,268 volumes. A large number of this total were not new books. Through the constant changing of classification it was necessary to remove the old gilding and to substitute new numbers on 13,364 volumes. The number of lines of relettering, due to correcting titles, volume and series numbers, was 1,659. Material incomplete or not ready for binding to the number of 480 pieces was sent to the shelves in binders boards cut to the size of the publication for subsequent use, marked with the call number and tied together with tape, in which form they are perfectly available. In addition, maps were repaired and mounted and thirty-nine cases were made. A number of original letters written by Stephen Whitney Phoenix and others were mounted and are now in process of binding, as are also a large number of letters relating to the installation of Seth Low as President of the University. A large number of photographs belonging to the Avery collection were mounted. About 600 small photographic plates concerning Botany were mounted and bound in two large quarto volumes. For the Law Library the indexes for Reporter System were mounted in eight quarto volumes. Several thousand newspaper clippings relating to the death of Seth Low were mounted, and are now in process of binding. Commencement cards of Kings College, Columbia College, and Columbia University were mounted and bound in two volumes. Four scrap books were made.

The General Library distributed pamphlets, doctoral dissertations, and various volumes not desired for preservation among the following institutions: Teachers College, Union Theological Seminary, Jewish Theological Seminary, American Museum of Natural History, Hispanic Museum, New York Public Library, and New York Botanical Garden. Sixty-seven mail sacks containing duplicates of United States Government

documents were returned to the Superintendent of Documents, Washington.

Under the system of inter-library loans, 325 volumes were borrowed by Columbia, exclusive of those obtained from the Branch Station of the New York Public Library within the Library building. The number of books loaned by Columbia was 500. It was found necessary to decline in many instances the requests for loans of books in immediate use, like dictionaries of foreign languages, or technical books apart or as numbers of a series and largely in engineering and chemistry, that under existing conditions it would be difficult or impossible to replace. The number of loans, however, in spite of this curtailment was larger than in the preceding year.

The statistics at the end of this report show the number of volumes acquired by the Library during the year. The more notable gifts were as follows: from President Butler, 375 volumes, 19 pamphlets; Provost Carpenter, 50 volumes, 121 pamphlets; Professor Seligman, 212 pieces; Columbia University Press, 28 volumes. From the Ministère des Travaux Publics of France, through the French Ambassador, was received the *Carte Géologique de la France*, in all 333 pieces, which has been of the utmost value to special work in the geology, geography and topography of France in their connection with the War. From Mr. Keitaro Tanaka, of Tokyo, Japan, was received the great Chinese work, *Ch'un tsai t'ang, Ts'ung shu*, in 160 volumes. From Dr. J. Ackerman Coles, a frequent benefactor of the Library, was received two volumes and portfolio of an *édition de luxe* of *Forest, Lake and River; The Fishes of New England and Eastern Canada*, by F. M. Johnson, M.D.; from Mr. Henry E. Huntington, the valuable English Literature Catalogue of the Church Collection in two volumes; from Mr. Clement Le Boutillier, 21 bound volumes, 8 unbound volumes, and 3 packages of plates on architectural subjects; from Mr. C. M. Lewis, 191 books and pamphlets on engineering; from Mrs. Samuel Thorne, 324 pieces; from Mr. Charles Butler, blue prints of the Rockefeller demonstration base hospital and of the United States base hospital in France;

from Mr. William C. Lane, Librarian of Harvard University, an album of photographs of the Columbia class of 1866. From Mr. Clement Acton Griscom the Library received \$32.40 for the purchase of the *Atlas universel de géographie* in 90 parts, and from Mr. Henry Osborn Taylor \$100 designated 'for the Library'.

Gifts specifically to the Law Library were from Professor William D. Guthrie, 458 volumes of Illinois Reports; from Mr. Thomas K. McCarthy, 210 volumes of New York Reports; from the Memorial Library Association of Westerly, R. I., 75 volumes of Rhode Island, Connecticut, and Massachusetts laws; from Mr. Walter Frank, 56 volumes of American reports and legal periodicals; from Mr. H. Steffen, 24 volumes of text-books. An interesting gift of Japanese works on international law was received from Mr. S. Tomimasu, a graduate student in the Faculty of Political Science.

A gift from Dean Stone consisting of 57 volumes of case books was not made a part of the permanent library collections, but was designated as a Students Loan Collection, the volumes of which are to be loaned out to needy students who are unable to buy their own books. It is hoped that from time to time accessions to this loan collection may be made by gifts from students and graduates. All of these books are duplicates of those in the regular collection. The most notable single purchase of the year for the Law Library was a collection of Mexican, Cuban, and Spanish law books bought from the widow of Mr. Joseph Darling, a specialist in Spanish law. Of the volumes thus purchased, 257 were added to the library.

In this connection it is important to record the appointment by the Law Faculty of a committee to cooperate with the Law Librarian and the Librarian of the University in the development of the Law Library. It is the purpose of the committee both to consider immediate and pressing needs and to draw up a comprehensive statement of policy. As a result of its discussions, a preliminary statement of the "Financial Needs of the Law Library" was presented to the Acting Librarian, and on the condition that the committee should formulate a comprehensive plan for the expenditure of

the entire amount a special appropriation was made by the Trustees of the University to be expended in three annual installments for upbuilding the library, and in addition to the regular, but wholly inadequate, annual appropriation for law books and binding. The action of the Law Faculty in the constitution of the committee is an indication of a fuller appreciation of the real destiny and function of the library and will undoubtedly still further result in a direct stimulation to its growth. The special appropriation made by the Trustees for the purchase of books on International Law has been partially expended and has already largely increased the University resources in this important subject.

The most noteworthy gifts of the year to the library of the College of Physicians and Surgeons have been from Dr. Evan M. Evans, 290 volumes; from Dr. John S. Browne, Librarian of the Academy of Medicine, to whom special acknowledgment should be made for repeated benefactions, 546 bound volumes and 1,030 unbound volumes of journals. The M. J. Breitenbach Company contributed 2,476 journal numbers; the Borden Condensed Milk Company, 1,364 journal numbers; the Purdue Frederick Company, 880 journal numbers. Many smaller gifts of books, journals, and reprints were received.

The University Library has been for a number of years in possession of a considerable collection of books in the Chinese language, whose importance has not been generally recognized because of the lack of a catalogue, except for a very small part of the collection which was bound and catalogued previous to 1917. The cataloguing of Chinese books differs so materially from the method of cataloguing books in other languages that it was necessary to seek expert assistance from an outside source and the University was especially fortunate in securing the willing service of Mr. Walter T. Swingle, of the United States Department of Agriculture in Washington, who has given his time and his enthusiasm most freely to the project. The catalogue was begun in the early part of the year, and while it is not yet complete, practically all books not previously catalogued have been

Medical
Library

Chinese
Collection

listed, under Mr. Swingle's direction, by a Chinese student of the University who was first sent to the Library of Congress to become thoroughly acquainted with the approved system there in use. The list as prepared is on cards and in Chinese characters. The cards were first arranged under subjects and a photostat copy was made as a shelf list. Subsequently, the cards were arranged as a catalogue according to the first stroke of each character of the first word in the title, which is practically the same as the arrangement under an English alphabet. The classification used is based on that of the catalogue of the Imperial Library at Peking with some few changes and with the addition of new classes that have come into existence since the Imperial Catalogue was published in 1782. The four great classes of Chinese books are lettered A, B, C, D and under such headings the main subject classes are numbered as in ordinary library practice. This system permits the identification of Chinese books by a very brief reference number and facilitates the arrangement of books on the shelves and in charging them as loans. The Library of Congress system of classification, thus followed, is as simple and practical as the unusual conditions permit. If all American libraries will use it, it will greatly facilitate the preparation of a union catalogue and enable us and others to avoid unnecessary duplication in the future purchase of Chinese books.

The collection needed, beside cataloguing, a thorough overhauling in order to bring together scattered parts of the larger works and to determine the missing parts of others, and a large number of the books were unbound. In binding, the original covers and the original sewing have been preserved and the edges left untrimmed. A number of books are in need of repairing, especially where the leaves have been eaten by book worms, and this work will be undertaken so soon as the proper paper is received from China. Some of them cannot be bound because of the method of printing and the lack of a margin for sewing, and in the very old ones because of the brittle paper, in which instances it is necessary to put them in special paste-board cases.

The collection now numbers about 9,920 volumes in the Chinese language. The special appropriation made by the Trustees has enabled the Library to make the material already at hand for the first time readily available for use by Chinese students, who have frequently complained in the past of its inaccessibility. Orders have also been placed through Mr. Swingle, who is now in the Orient, for a considerable number of books to supplement and complete our collection along well considered lines, and the foundation has been laid of a Chinese library that will be in the end reasonably commensurate with the importance of the subject.

The various departmental and special libraries have received attention. The new Chemistry Reading Room, made available at the beginning of the academic year, has greatly increased the facilities in a subject that has become of extraordinary importance under the conditions of the War. For the first time in many years, adequate space is provided to accommodate both books and readers. The room contains at the present time in its size and contents one of the most valuable collections of the University. A great drawback, however, to its efficiency is the inadequacy of the catalogue, and an enormous amount of work is yet to be done in analyzing and cataloguing and making available through bibliographies and indexes the great bulk of information which the library contains, a task that will require the services of a trained assistant with a knowledge of chemical literature and the ability to abstract and catalogue it.

The University Bibliography for 1916, compiled as usual by the Reference Librarian, was issued as a pamphlet of 79 pages, containing 1,462 titles. An addition of especial importance to the catalogue of the Library was the list of essays submitted for the Masters Degree, *i. e.*, Master of Arts, Master of Science, and Master of Laws, from 1891 to 1917, inclusive, arranged alphabetically under author and indexed by subject, and printed as a pamphlet of 347 pages. The prefatory note by the Supervisor of the Catalogue Department, who had the compilation in charge, states that unlike

the doctoral dissertations, these essays are not required to be printed and have not been included in any library catalogue. They frequently contain original material of value, even though it may be on some minor and more restricted aspect of a subject of research, and with the growth of graduate work in the University they are in frequent and continually increasing demand. The list as printed makes this material, which is of very wide range, immediately and readily available. It is proposed hereafter to print an annual list of these essays and to cumulate the separate lists at the end of a four or five years' period. The Alumni Bibliography of the year, to the date of compilation, was published in the *Alumni News* for March 1.

On Alumni Day an exhibition of rare books and manuscripts from the various collections of the Library was held in the Exhibitions Columbian Room and a descriptive pamphlet was printed for distribution to visitors. Exhibitions held in the Avery Library in addition to those specifically of an architectural character recorded in the report of the School of Architecture, were photographs and etchings of paintings by Frank Duveneck and sculpture by Solon Borglum, continued from the latter part of the preceding year: books and prints illustrating the history of aqueducts, in connection with the Mayor's Catskill Aqueduct Celebration; reproductions of drawings by Muirhead Bone illustrating British munition manufacture; the Third Annual Exhibition of contemporary bookplates by the American Bookplate Society; and the notable collection of photographs of the Columbia University campus in competition for the Jaeger prize.

During the year, Mr. Ralph F. Miller, Librarian of the Columbia College Study, has served, with notable conscientiousness and zeal, as Acting Assistant Librarian in place of Mr. Roger S. Howson, Assistant Librarian of the University, who went into military service as an enlisted private in infantry at the beginning of the fiscal year. Professor John R. Crawford, who became on the first of July Librarian of the Avery Library, left also in May to

Changes
in Staff

enter military service. During the four months of his administration the Avery Library received a more careful and competent attention than it has had in its whole history, and it has already notably responded in appearance and service to the labor bestowed upon it.

The most important matter of additional Library equipment was the installation during the year of the two electric lifts to take the place of the outworn pneumatic lifts that were part of the original equipment of the building. The new lifts have now been in operation for several months and have greatly contributed to the convenience and efficiency of the loan service which has been seriously hampered by the constant breakdown of the older system. In addition to the equipment of the new Chemistry Reading Room, already mentioned, new filing cases were provided for the General Reference Reading Room and map cases for the Journalism and Natural Science libraries, and much needed electrical lighting was installed in the galleries of the General Reading Room which for some time past have been unlighted.

The new library of Barnard College, which it had been intended to open for use at the beginning of the academic year, was ultimately opened on January 8, Barnard College students, in the meantime and until their own library was ready having used, as has been noted, the General Reference Reading Room and other reading rooms of the University. The provision of these fine new rooms, with their abundant light and space for readers and ready accessibility to the stacks, has furnished Barnard College for the first time with an adequate library equipment. The accessions of the year to this library were 605 volumes, making the total number of volumes in the library 12,235.

The library of the College of Pharmacy was increased during the year by 236 volumes, 29 by purchase, 142 by gift, and 65 newly bound volumes of periodicals. The cumulative index of pharmaceutical literature, begun in 1917, has been continued and has reasonably progressed.

The appeal sent out by the American Library Association War Service for books for the soldiers and sailors met with a ready and active response on the part of the Library, and to the end of May, 4,800 volumes, including 500 from Barnard College and 200 from the College of Physicians and Surgeons, were sent to the receiving office at the New York Public Library. Our contributions were made ready for immediate distribution and use, volunteer workers from various departments of the Library having plated, pocketed, and prepared book and shelf cards for each book. In addition to those delivered, there are some 3,000 volumes now on hand awaiting preparation for shipment and others are constantly coming in. The largest single gift, numbering 250 volumes, came from the local Chapter of the Delta Tau Delta Fraternity whose members had all entered government service. The volumes to be delivered were carefully selected and undesirable books were set aside. Some books unavailable for the purpose were sold and purchases to the number of sixty-five volumes, as recommended by the American Library Association, were made with the proceeds. Among the books delivered were 100 copies of Baedeker guides to various parts of the war area, collected by the Reference Librarian, which were particularly desired. To bring about the results indicated practically everybody on the Library staff did something, either in soliciting or plating or fetching books. In this latter work students and boy scouts also gave willing assistance. Eighteen additional volumes on Economics were sent on the request for such material to the Transportation Department, Officers Training Camp, Camp Joseph E. Johnson, Jacksonville, Florida, as a gift, with the understanding that when they were through with them they would send them on, as circumstances might dictate, to some other branch of the United States service.

The immediate need of the Library is, as before, for additional shelving in many parts of the General Library and in several of the department libraries, and for improved conditions of lighting. In detail, Room 108 should have at once added shelving to relieve the crowded condition of the Mathe-

matal Collection, as should Room 307, which contains the Columbiana Collection. Additional shelving is also urgently needed in the Columbia College Study and in the School of Mines Library. The shelving in the latter library is wholly inadequate and necessitates the constant transfer of books to the stacks of the General Library that should properly be on reference in the room. The shelving, furthermore, throughout the General Library has nearly reached its capacity, and radical measures must be taken within the next two years at most to make room for new volumes and to relieve the pressure that already exists. On a careful estimate, there is still room for only about 32,500 volumes, which according to the present rate of growth would be used up in two years. To meet the demand for additional space subsequent to this period in any adequate manner, it is quite probable that parts of the Library building not now used for library purposes will need to be utilized and structural changes will have to be made that will involve considerable expense.

The Law Library is insufficiently lighted, to the detriment of its use. To remedy these conditions, which are not new ones, drop lights should be installed over the tables in the second deck of the law stacks, so that readers who have been given permission to use the stacks may do so at night, and much better lighting should be provided for the law stacks themselves. At the loan desk in the General Library lights are needed properly to light the filing cabinets. In the new Chemistry Library the lighting system is inadequate and is in especial need of betterment. To provide for these needs would require an appropriation additional to the general budget of the Library.

In conclusion, I would submit the following statistics:

Accessions:

Gifts: 2285 volumes, 925 pamphlets

Exchanges:

	Dissertations	Others	Total
Pieces received.....	398	200	598
Pieces exchanged.....			1,398

Accessions: (Continued)

Orders: sent out, 8517

Volumes added:

General Library and Departments.....	12,070
School of Law.....	3,422
School of Medicine.....	5,036
Barnard College.....	605
Teachers College.....	2,768
College of Pharmacy.....	236

Total.....	24,137
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Total of volumes in Library, June 30, 1918.....	711,416
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Estimated unbound pamphlets in Library.....	53,000
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Cataloguing:

Cards made and filed in General Library and Departments:

New cards.....	52,711
Cards replaced.....	30,862
Depository catalogue.....	47,947

Total.....	131,520
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Printed cards received for Depository catalogue:

Library of Congress.....	37,718
Harvard University.....	3,712
John Crerar Library.....	6,517

Total.....	47,947
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Binding:

Volumes repaired in building.....	3,161
Books and pamphlets bound in building.....	6,634

Total.....	9,795
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Volumes bound outside.....	5,232
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Volumes rebound outside.....	4,251
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Total.....	9,483
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Circulation:

Volumes supplied from Loan Desk for outside use (including 26,112 renewals).....	190,803
For use in building.....	57,909
Supplied from reading rooms for outside use.....	264,572
Used in reading rooms.....	650,290

Total recorded use of libraries.....	1,163,574
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Respectfully submitted

WM. H. CARPENTER
Acting Librarian

June 30, 1918

REPORT

*To the Trustees of
Columbia University in the City of New York*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1918.

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INCOME AND EXPENSE ACCOUNT FOR THE YEAR ENDING JUNE 30, 1918

INCOME FROM ALL SOURCES

From Students:	
Fees. (See page 322).....	\$1,158,292.62
Other Charges. (See page 322).....	23,293.07
	\$1,181,585.69
From Endowment:	
Rents. (See page 323).....	687,199.96
Income of Investments in Personal Property. (See page 323).....	65,712.13
Kennedy (John Stewart) Fund. (See page 323).....	101,600.20
Webber (John) Fund. (See page 323).....	3.05
Redemption Fund Investments. (See page 323).....	28,692.18
	883,207.52
From Special Funds. (See page 323).....	311,172.89
From Gifts and Receipts for Designated Purposes. (See page 323).....	172,907.56
From Payments by Allied Corporations for Salaries, etc. (See page 323)	434,382.67
From Miscellaneous Sources. (See page 323).....	53,054.00
	\$3,036,310.33
Deficit after providing for Redemption Fund.....	211,106.77
	\$3,247,417.10

EXPENSES INCLUDING REDEMPTION FUND PAYMENT

Educational Administration and Instruction. (See page 341).....	\$2,396,762.22
Buildings and Grounds—Maintenance. (See page 343).....	369,531.43
Library. (See page 346).....	124,889.14
Business Administration of the Corporation. (See page 347).....	80,676.87
Annuities. (See page 348).....	36,913.33
Interest on Corporate Debt, Notes, etc. (See page 349).....	138,644.11
Redemption Fund for Bond Issue (See page 393).....	100,000.00
	\$3,247,417.10

INCOME OF THE CORPORATION, YEAR ENDING JUNE 30, 1918

FROM STUDENTS:

FEES:		
Morningside:		
University	\$ 25,590.88	
Late Registration	1,875.00	
Tuition	342,077.10	
Graduation	19,670.00	
Entrance and Special Examinations	3,445.00	
Locker	62.00	
Rooms in Residence Halls	142,759.89	
		\$535,479.87
College of Physicians and Surgeons:		
University	5,205.00	
Late Registration	50.00	
Tuition	119,807.20	
Examinations	350.00	
Graduation	2,950.00	
		128,362.20
Summer Session, 1918		
Morningside	\$238,521.00	
Less Teachers College proportion	115,861.25	
		\$122,659.75
Camp Columbia		
Summer Course in Surveying		1,939.00
College of Physicians and Surgeons	4,241.00	
Excursions	750.00	
		127,650.75
Extension Teaching		364,860.80
		\$1,158,292.62
OTHER CHARGES:		
Morningside:		
Supplies and Materials furnished to Students in		
Chemistry	\$22,466.43	
Metallurgy	73.93	
Breakage and Keys in Residence Halls	168.61	
		22,708.97
College of Physicians and Surgeons:		
Supplies and Materials furnished to Students in		
Anatomy	\$24.50	
Osteology	5.00	
Biological Chemistry	554.60	
		584.10
FROM ENDOWMENT:		23,293.07
RENTS:		
Upper and Lower Estates 1917-1918	\$664,024.38	
620 Fifth Avenue	9,416.65	
No. 407 West 117th Street	930.14	
No. 421 West 117th Street	1,041.20	
No. 431 West 117th Street	1,354.03	
No. 433 West 117th Street	919.07	
No. 83 Barclay Street	1,967.12	
No. 72 Murray Street	1,876.82	
Carried forward	\$681,529.41	\$1,181,585.69

REPORT OF THE TREASURER

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Brought forward.....	\$681,529.41	\$1,181,585.69
No. 18 East 16th Street.....	3,000.00	
No. 712 Madison Avenue.....	1,704.58	
Interest on Rents.....	965.97	
	<hr/>	\$687,199.96
INCOME OF INVESTMENTS IN PERSONAL PROPERTY:		
Interest:		
On General Investments.....	\$63,490.46	
On Deposits of General Funds.....	2,187.65	
On Loans From Special 1914-1915		
Student's Loan Fund.....	8.18	
On Loans from Extension Teaching		
Student's Loan Fund.....	25.84	
	<hr/>	65,712.13
Kennedy (John Stewart) Fund Income.....	101,600.20	
Webber (John) Fund Income.....	3.05	
Redemption Fund Investment Income.....	28,692.18	
	<hr/>	883,207.52
FROM SPECIAL FUNDS. (See page 360).....		311,172.89
FROM GIFTS AND RECEIPTS FOR DESIGNATED		
PURPOSES. (See page 369).....	\$172,907.56	
FROM PAYMENTS BY ALLIED CORPORATIONS		
FOR SALARIES. (See pages 370 and 371).....		
Teachers College.....	\$203,235.00	
Barnard College.....	157,166.62	
Carnegie Foundation.....	58,547.84	
Harkness Fund.....	15,433.21	
	<hr/>	\$434,382.67
		607,290.23
FROM MISCELLANEOUS SOURCES:		
Barnard College:		
Electric Current.....	\$ 1,297.84	
Steam Heat and Power.....	16,398.05	
	<hr/>	\$17,695.89
Diplomas.....		3.25
Annual Catalogue.....		81.15
Post Office.....		458.33
Telephone Service.....		12,773.61
Income from Tennis Courts.....		610.00
Consents.....		710.53
Sale of Produce—Columbia Farm.....		206.50
Civil Engineering—Highway Engineering.....		1,754.15
Miscellaneous:		
President's War Preparation		
Fund.....	616.04	
Gifts Account.....	902.06	
Economics Equipment.....	43.75	
Physics Experimental Lecture		
Apparatus.....	72.03	
Faculty Scholarship.....	85.00	
Miscellaneous.....	41.71	
	<hr/>	\$1,760.59
		\$1,760.59
Gifts for General Income.....		\$17,000.00
		<hr/>
		53,054.00
		<hr/>
		<u>\$3,036,310.33</u>

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EDUCATIONAL ADMINISTRATION					
Salaries.....	\$115,748.38		\$99,593.63	\$1,654.75	\$14,500.00
Bureau of Supplies.....	14,500.00		14,500.00		
Diplomas.....	7,569.45		7,569.45		
Lectures.....	1,945.79		1,945.79		
Columbia University Printing Office.....	49,452.44		49,452.44		
Conduct of Examinations.....	2,335.27		2,335.27		
National Emergency Fund.....	7,983.76				7,983.76
President's Emergency Fund.....	6,377.67		2,357.62		4,020.05
Columbia Service Bureau in Paris.....	6,677.45				6,677.45
President's War Preparation Fund.....	4,603.94				4,603.94
President's Fund.....	7,500.00		7,500.00		
United States Signal Corps, Radio School.....	7,116.58				7,116.58
Columbia University Press.....	7.08		7.08		
Printing.....	15,000.00		14,500.00	500.00	
Public Ceremonies.....	1,500.00		1,500.00		
Sexennial Catalogue.....	1,500.00		1,500.00		
Kings Crown.....	1,000.00		1,000.00		
University Quarterly.....	1,250.00		1,250.00		
Columbia University Athletic Association.....	1,909.66		1,500.00	409.66	
Alumni Federation.....	45.03			45.03	
Office of Appointments: Postage, Printing and Miscellaneous.....	1,909.90		1,700.00	209.90	
Committee on Undergraduate Admissions: Postage, Printing and Miscellaneous.....	5,765.11		5,765.11		
Preparation and Rating of Examination Books.....	1,745.00		1,745.00		

REPORT OF THE TREASURER

Office of Registrar:					
Printing Room Assignments.....	725.10	725.10			
University Medical Officer:					
Supplies.....	999.90	999.90			
State Aid to Blind Students.....	262.40				262.40
American University Union in Europe.....	500.00	500.00			
General Purposes of the University.....	17,000.00				17,000.00
Anonymous Gift for Current Needs.....	1,000.00				1,000.00
Special Assistance in Earl Hall.....	5.95				5.95
		283,935.86			
DEUTSCHES HAUS					
Salaries.....	400.00				400.00
Maintenance.....	1,418.49				1,418.49
		1,818.49			
MAISON FRANCAISE					
Maintenance.....	1,506.67				1,506.67
Book Account.....	.35				.35
Bulletin.....	168.61				168.61
		1,675.63			
AGRICULTURE					
Salaries.....	3,287.49				3,287.49
Supplies and Equipment.....	200.00				200.00
Columbia Farms, Fishkill, N. Y.....	206.50				206.50
Special Equipment Fund.....	1,001.60				1,001.60
		4,695.59			
ANTHROPOLOGY					
Salaries.....	11,500.00				11,500.00
Departmental Appropriation.....	50.00				50.00
Equipment for Undergraduate Teaching.....	12.63				12.63
Research Fund.....	356.16				356.16
Research on the Indians of British Columbia.....	304.64				304.64
		12,223.43			
		\$304,319.00			
		\$225,896.51			
		\$6,419.34			
		\$72,033.15			
<i>Carried forward.....</i>					

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$304,319.00	\$225,896.51	\$6,419.34	\$72,033.15
ARCHITECTURE					
Salaries.....	22,030.00		22,030.00		
Departmental Appropriation.....	1,000.00		1,000.00		
For Drawing and Modeling.....	1,285.98		1,285.98		
Maintenance of Ateliers.....	126.96		126.96		
		24,442.94			
ASTRONOMY					
Salaries.....	4,735.00		4,735.00		
Departmental Appropriation.....	129.56			129.56	
Observatory: For Apparatus.....	7.20			7.20	
Publication of Work on Variation of Latitude.....	38.77				38.77
		4,910.53			
BOTANY					
Salaries.....	24,009.69		16,009.69		8,900.00
Equipment.....	84.72		84.72		
Departmental Appropriation.....	1,200.00			1,200.00	
		26,194.41			
CHEMICAL ENGINEERING					
Engineering Chemistry Salaries.....	10,500.00		10,500.00		
Electro-Chemistry Salaries.....	1,900.00		1,900.00		
Laboratory Servants.....	2,225.00		2,225.00		
Equipment and Supplies.....	2.84			2.84	
Laboratory Costs.....	2,190.00		2,190.00		
Research Equipment.....	875.00		875.00		
		17,692.84			

CHEMISTRY

General and Inorganic: Salaries.....	25,091.85	25,091.85	.....	.....
Organic: Salaries.....	8,840.26	8,840.26	.....	.....
Physical: Salaries.....	3,000.00	3,000.00	.....	.....
Analytical: Salaries.....	3,100.00	3,100.00	.....	.....
Food: Salaries.....	4,999.99	3,999.99	.....	1,000.00
Barnard: Salaries.....	6,100.00	.....	.....	6,100.00
Laboratory Assistantships.....	937.50	937.50	.....	.....
Laboratory Servants.....	3,612.00	3,612.00	.....	.....
Equipment and Supplies.....	5,520.00	5,520.00	.....	.....
Breakage and Supplies.....	18,334.46	18,334.46	.....	.....
Laboratory Costs.....	14,946.50	14,946.50	.....	.....
Industrial Research Laboratory.....	953.66	.....	.....	953.66
	95,436.22	.....	.....	.....

CHINESE

Purchase of Books.....	685.27	.....	.....	685.27
Printing.....	35.47	.....	.....	35.47
	720.74	.....	.....	.....

CIVIL ENGINEERING

Salaries.....	10,050.00	9,990.00	.....	60.00
Instruction in Highway Engineering.....	1,754.15	.....	.....	1,754.15
Departmental Appropriation.....	581.00	.....	.....	581.00
For Research.....	178.86	.....	.....	178.86
Testing Laboratory.....	2,920.68	.....	.....	2,920.68
	15,484.69	.....	.....	.....

CLASSICAL PHILOLOGY

Salaries.....	44,200.00	30,800.00	.....	.....
Greek: American School at Athens.....	250.00	250.00	.....	.....
Latin: American School at Rome.....	250.00	250.00	.....	.....
Drisler Fund.....	223.60	.....	.....	223.60
Departmental Appropriation.....	39.16	39.16
	44,962.76

Carried forward.....

	\$534,194.13	\$412,050.58	\$15,007.67	\$107,135.88
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	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$534,194.13	\$412,050.58	\$15,007.67	\$107,135.88
ECONOMICS					
Salaries.....	35,433.30		25,699.99	800.00	8,933.31
Departmental Appropriation.....	1,000.00		1,000.00		
Equipment.....	250.00		250.00		
		36,683.30			
ELECTRICAL ENGINEERING					
Salaries.....	11,999.95		11,999.95		
Departmental Appropriation.....	1,182.53			1,182.53	
Meter Tests.....	539.03		539.03		
New Equipment.....	248.00		248.00		
Radio Instruction.....	258.52		258.52		
		14,228.03			
ENGINEERING DRAUGHTING					
Salaries.....	8,800.00		8,800.00		
Drawing Appropriation.....	42.38			42.38	
		8,842.38			
ENGLISH AND COMPARATIVE LITERATURE					
Salaries.....	72,199.90		46,899.90	5,000.00	20,300.00
Departmental Appropriation.....	200.00		200.00		
		72,399.90			
EXTENSION TEACHING					
Salaries.....	10,000.00		10,000.00		
Administration and Instruction.....	258,880.10		256,380.10		2,500.00
Courses in International Relations.....	650.00				650.00
Dental School Equipment.....	4,190.19				4,190.19

Courses in Oral Hygiene.....	1,140.76				1,140.76
Institute of Arts and Sciences.....	24,872.16			24,872.16	
Practical Penal Problems—Special.....	1,400.00				1,400.00
			301,133.21		
GEOGRAPHY					
Salaries.....			500.00		
GEOLOGY					
Salaries.....	16,800.00			4,000.00	4,400.00
Departmental Appropriation.....	1,000.00			500.00	
Summer Course.....	200.00				
Special Lectures.....	500.00			500.00	
Crosby Collection of Lantern Slides.....	45.10			45.10	
			18,545.10		
GERMANIC LANGUAGES					
Salaries.....	25,416.65			17,725.00	825.00
Departmental Appropriation.....	50.00			50.00	
Lecture Fund.....	34.85				34.85
			25,501.50		
HISTORY					
Salaries.....	51,716.59			38,616.59	13,100.00
Departmental Appropriation.....	300.00			300.00	
			52,016.59		
INDO-IRANIAN LANGUAGES					
Salaries.....	6,175.00			5,000.00	500.00
Departmental Appropriation.....	50.00			50.00	
			6,225.00		
<i>Carried forward</i>			\$1,070,269.14	\$871,039.82	\$171,116.79

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,070,269.14	\$871,039.82	\$28,112.53	\$171,116.79
JOURNALISM					
Salaries.....	25,075.00		500.00	24,575.00	
Lectures.....	211.39			211.39	
Equipment.....	600.00			600.00	
Supplies.....	1,000.00			1,000.00	
Newspaper Clippings.....	745.34			745.34	
Laboratory Costs.....	599.66			599.66	
		28,231.39			
LAW SCHOOL					
Salaries.....	52,750.00		39,250.00	13,500.00	
Departmental Appropriation.....	300.00		300.00		
Moot Courts.....	25.00			25.00	
		53,075.00			
MATHEMATICS					
Salaries.....	44,150.00		34,950.00		9,200.00
Departmental Appropriation.....	75.00		75.00		
Equipment of Laboratory.....	51.77				51.77
		44,276.77			
MECHANICAL ENGINEERING					
Salaries.....	14,635.87		14,635.87		
Departmental Appropriation.....	1,800.00			1,800.00	
Laboratory Equipment.....	840.00		840.00		
New Machinery and Tools.....	2,196.49				2,196.49
		19,472.36			

METALLURGY						
Salaries.....	13,500.00	.....	13,500.00	.....	.....	.....
Departmental Appropriation.....	791.75	.....	791.75	.....	.....	.....
Summer Course.....	159.81	.....	159.81	.....	.....	.....
		14,451.56				
MINERALOGY						
Salaries.....	8,100.00	.....	8,100.00	.....	.....	.....
Departmental Appropriation.....	650.00	.....	250.00	.....	400.00	.....
		8,750.00				
MINING						
Salaries.....	11,866.64	.....	11,866.64	.....	.....	.....
Departmental Appropriation.....	1,216.11	.....	.....	.....	1,216.11	.....
		13,082.75				
MUSIC						
Salaries.....	13,800.00	.....	1,500.00	.....	12,300.00	.....
Departmental Appropriation.....	735.00	.....	700.00	.....	35.00	.....
Library.....	50.00	.....	.....	.....	.....	50.00
University Orchestra.....	50.00	.....	.....	.....	.....	50.00
		14,635.00				
PHILOSOPHY AND PSYCHOLOGY						
Salaries.....	41,782.97	.....	22,005.45	.....	4,977.52	.....
Departmental Appropriation: Philosophy.....	98.52	.....	98.52	.....	.....	.....
Departmental Appropriation: Psychology.....	423.87	.....	423.87	.....	.....	.....
Instrument Maker: Psychology.....	83.13	.....	83.13	.....	.....	.....
		42,388.49				
PHYSICAL EDUCATION						
Salaries.....	22,439.96	.....	12,823.30	.....	.....	9,616.66
Supplies and Repairs.....	699.80	.....	699.80	.....	.....	.....
Care of Swimming Pool.....	800.00	.....	800.00	.....	.....	.....
Columbia University Athletic Association.....	1,000.00	.....	1,000.00	.....	.....	.....
		24,939.76				
<i>Carried forward</i>		\$1,333,572.22	\$1,035,601.21	\$90,889.30	\$207,081.71	

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,333,572.22	\$1,035,601.21	\$90,889.30	\$207,081.71
PHYSICS (Experimental)					
Salaries.....	25,840.47	.....	24,301.64	1,538.83	.....
Equipment.....	1,097.44	.....	1,097.44	.....	.....
Adams Precision Laboratory.....	1,414.80	.....	.....	.....	1,414.80
Equipment of Laboratory for Measurement of Heat and Light.....	1,250.00	.....	.....	1,250.00	.....
Research Laboratory.....	201.07	.....	.....	.....	201.07
Research in War Problems.....	610.93	.....	.....	.....	610.93
Research Apparatus.....	1,170.39	.....	1,170.39	.....	.....
	31,585.10	.....	.....	.....	.....
PHYSICS (Mathematical)					
Salaries.....	19,599.98	.....	19,599.98	.....	.....
Apparatus.....	250.00	.....	.....	250.00	.....
Departmental Appropriation.....	75.00	.....	75.00	.....	.....
	19,924.98	.....	.....	.....	.....
PHYSICS (Barnard)					
Salaries.....	.....	5,200.00	.....	.....	5,200.00
PUBLIC LAW AND JURISPRUDENCE					
Salaries.....	33,000.00	.....	28,275.00	4,125.00	600.00
Departmental Appropriation.....	40.30	.....	40.30	.....	.....
Legislative Drafting Research Fund.....	4,708.43	.....	.....	.....	4,708.43
Blumenthal Fund.....	3,311.28	3,311.28
Legislation.....	1,350.00	1,350.00
	42,410.01

REPORT OF THE TREASURER

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RELIGION								
Salaries.....	6,450.00	10,519.47	3,750.00	2,700.00
Chapel Services.....	3,400.00	3,400.00
University Choir.....	246.97	.....	.....	.....	246.97	.....	.....	.....
Religious Work.....	422.50	.....	.....	.....	422.50	.....	.....	.....
ROMANCE LANGUAGES								
Salaries.....	43,700.00	.....	34,650.00	.....	9,050.00	.....	.....	.....
Departmental Appropriation.....	200.00	.....	200.00	.....	.....	.....	.....	.....
Phonetic Laboratory.....	114.06	44,014.06	114.06	.....	.....	.....	.....	.....
SEMITIC LANGUAGES								
Salaries.....	5,400.00	.....	5,000.00	400.00	.....	.....	.....	.....
Departmental Appropriation.....	23.19	5,423.19	23.19	.....	.....	.....	.....	.....
SLAVONIC LANGUAGES								
Salaries.....	.....	3,300.00	3,000.00	.....	300.00	.....	.....	.....
SOCIAL SCIENCE								
Salaries.....	14,474.98	.....	4,000.00	9,474.98	1,000.00	.....	.....	.....
Departmental Appropriation.....	250.00	.....	250.00	.....	.....	.....	.....	.....
Bulletin of Social Legislation.....	425.95	15,150.93	.....	425.95	.....	.....	.....	.....
SUMMER SESSION								
Administration and Instruction.....	130,039.93	.....	129,789.93	.....	250.00	.....	.....	.....
Camp Columbia:								
Administration.....	3,992.51	.....	3,992.51	.....	.....	.....	.....	.....
Buildings and Grounds.....	1,992.13	.....	1,992.13	.....	.....	.....	.....	.....
Taxes.....	350.21	.....	350.21	.....	.....	.....	.....	.....
<i>Carried forward</i>	\$136,374.78	\$1,511,099.96	\$1,300,672.99	\$113,015.34	\$233,786.41	.....	.....	.....

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>	\$136,374.78	\$1,511,099.96	\$1,300,672.99	\$113,015.34	\$233,786.41
Insurance.....	504.48	.....	504.48	.....	.....
Military Training.....	239.19	.....	.....	.....	239.19
Special Expenses.....	31.05	.....	.....	.....	31.05
		137,149.50	.....	.....	.....
ZOOLOGY					
Salaries.....	36,900.00	.....	23,638.47	3,661.53	9,600.00
Departmental Appropriation.....	2,700.00	.....	.....	2,700.00	.....
Additional Equipment.....	192.93	.....	.....	192.93	.....
Marine Table, Wood's Hole.....	500.00	.....	.....	500.00	.....
Dyckman Fund.....	400.00	.....	.....	400.00	.....
Special Equipment.....	2.05	.....	.....	.....	2.05
		40,694.98	.....	.....	.....
College of Physicians and Surgeons					
ADMINISTRATION					
Salaries.....	10,023.00	.....	9,613.00	410.00	.....
Alcohol.....	1,013.11	.....	1,013.11	.....	.....
Office Supplies and Sundries.....	817.00	.....	817.00	.....	.....
Printing and Distribution of Announcement.....	1,250.00	.....	1,250.00	.....	.....
		13,103.11	.....	.....	.....
ANATOMY					
Salaries.....	26,753.28	.....	23,753.28	.....	3,000.00
Departmental Appropriation.....	5,500.00	.....	5,500.00	.....	.....
Supplies in Histology and Embryology.....	1,200.00	.....	1,200.00	.....	.....
		33,453.28	.....	.....	.....

BACTERIOLOGY						
Salaries.....	5,583.26	.....	5,583.26	.....	.....	.....
Departmental Appropriation.....	4,217.67	.....	2,717.65	.....	.....	1,500.02
		9,800.93				
BIOLOGICAL CHEMISTRY						
Salaries.....	9,097.11	.....	7,497.11	.....	.....	1,600.00
Departmental Appropriation.....	4,023.70	.....	3,500.00	.....	.....	523.70
		13,120.81				
CLINICAL INSTRUCTION						
Salaries.....	.....	.....	6,249.92	.....	.....	.....
CROCKER FUND						
Salaries.....	30,668.28	.....	.....	.....	.....	30,668.28
Departmental Expenses.....	21,295.03	.....	.....	.....	.....	21,295.03
		51,963.31				
DISEASES OF CHILDREN						
Salaries.....	3,495.82	.....	1,495.82	.....	.....	2,000.00
Clinical Teaching.....	1,200.00	.....	.....	.....	.....	1,200.00
		4,695.82				
GYNECOLOGY						
Salaries.....	.....	.....	3,849.99	.....	.....	.....
HYGIENE AND PREVENTIVE MEDICINE						
Salaries.....	1,200.00	.....	1,200.00	.....	.....	.....
Departmental Appropriation.....	192.00	.....	192.00	.....	.....	.....
		1,392.00				
NEUROLOGY						
Salaries.....	5,962.50	.....	5,962.50	.....	.....	.....
Equipment and Supplies.....	500.00	.....	500.00	.....	.....	.....
		6,462.50				
<i>Carried forward</i>		\$1,833,036.11	\$1,406,710.58	\$176,043.11		\$250,282.42

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$1,833,036.11	\$1,406,710.58	\$176,043.11	\$250,282.42
OBSTETRICS					
Salaries.....	3,850.00		2,350.00	1,500.00	
For Pathological Work.....	500.00			500.00	
Departmental Appropriation.....	152.45		152.45		
		4,502.45			
PATHOLOGY					
Salaries.....	11,805.37		10,738.75		1,066.62
Supplies.....	2,500.00		2,500.00		
		14,305.37			
PHARMACOLOGY					
Salaries.....	6,454.27		4,750.00		1,704.27
Laboratory.....	20.18				20.18
Departmental Appropriation.....	1,500.00		950.00		550.00
		7,974.45			
PHYSIOLOGY					
Salaries.....	17,832.17		16,415.52		1,416.65
Departmental Appropriation.....	2,300.00		2,300.00		
Whelock Fund.....	195.71			195.71	
		20,327.88			
PRACTICE OF MEDICINE					
Salaries.....	25,379.11		17,762.50		7,616.61
Laboratory Appropriation—Clinical Pathology.....	1,292.08		1,292.08		
Medical Nursing Fund—Bellevue Hospital.....	600.00		600.00		
Metabolism Clinic Equipment.....	8.98				8.98

REPORT OF THE TREASURER

Departmental Appropriation.....	1,620.00		1,620.00		
Medical Ethics.....	100.00		100.00		
SURGERY			29,000.17		
Salaries.....	24,714.78				11,976.65
Departmental Appropriation.....	3,410.00				
Surgical Research.....	14,340.84				14,340.84
Supplies Research Laboratory.....	2,328.70				2,328.70
Instruction in Surgical Research.....	780.00				780.00
William T. Bull Memorial Fund.....	1,000.00			1,000.00	
Pollomyelitis Research Fund.....	222.59				222.59
		46,796.91			
HOSPITAL INSTRUCTION					
For Medical and Surgical Instruction to Fourth Year Students.....		475.00		475.00	
SLOANE HOSPITAL					
		33,399.26		33,399.26	
VANDERBILT CLINIC					
		5,650.00		5,650.00	
TEACHERS COLLEGE					
Salaries.....		199,235.00			199,235.00
EAST RIVER HOMES GIFT					
To be applied toward the work in tuberculosis at the College of Physicians and Surgeons.....		9,000.00			9,000.00
Miscellaneous					
RETIRING ALLOWANCES					
		57,807.04		6,279.13	51,527.91
WIDOWS' ALLOWANCES					
		8,539.84		1,519.91	7,019.93
<i>Carried forward</i>		\$2,270,049.48		\$1,492,664.05	\$559,097.35
				\$218,288.08	

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>		\$2,270,049.48	\$1,492,664.05	\$218,288.08	\$559,097.35
FELLOWSHIPS					
Adams.....	1,250.00			1,250.00	
Special—Ernest Kempton Adams Research Fellowship Fund.....	1,000.00				1,000.00
Class of '70.....	250.00		250.00		
Curtis.....	618.74			618.74	
Drisler.....	650.00		650.00		
Garth.....	675.00			675.00	
Gilder.....	1,963.56			1,963.56	
Goldschmidt.....	675.00			675.00	
Industrial Research Fellowship.....	1,200.00				1,200.00
Mitchell.....	209.74			209.74	
N. Y. Diocesan.....	250.00				250.00
Proudfit.....	618.74			618.74	
Schiff.....	656.06			656.06	
Tyndall.....	972.00			972.00	
University.....	3,358.32		3,358.32		
Industrial Research—Chemical Engineering.....	176.82				176.82
		14,523.98			
SCHOLARSHIPS					
Alumni Association.....	695.25		695.25		
Alumni Competitive.....	371.50		371.50		
Beck.....	175.00		92.50	82.50	
Benefactors.....	10,715.50		10,715.50		
Brooklyn (College).....	2,027.00		2,027.00		
Brooklyn (Barnard).....	1,800.00		1,800.00		

REPORT OF THE TREASURER

Burgess (Annie P.)	175.00			175.00	
Burgess (Daniel M.)	162.50			162.50	
Campbell	350.00		102.50	247.50	
Class of '48	412.50			412.50	
Curtis	225.00		225.00		
DeWitt	618.75			618.75	
Faculty	3,390.30		3,390.30		
Faculty Scholarship Fund	6,386.50		6,386.50		
Hall	592.48			592.48	
Harper	256.25		256.25		
Hewitt	298.75		298.75		
Jones (John D.)	200.00			200.00	
McClymonds	1,296.00			1,296.00	
Marcus Daly	1,000.00			1,000.00	
Moffat	350.00		267.50	82.50	
President's Scholarship Fund	967.00		967.00		
Professors (Sons of)	1,659.00		1,659.00		
Pulitzer Scholarship Fund	18,464.00		8,227.00	10,237.00	
Saunders	247.50			247.50	
Schermerhorn	801.35		595.10	206.25	
Society for Promotion of Religion and Learning	902.00		902.00		
Stuart	350.00		102.50	247.50	
State	28,450.00			28,450.00	
Special	580.00			580.00	
Additional Scholarships	1,000.00		1,000.00		
University	1,059.00		1,059.00		
Wheeler (John Visscher)	519.12			519.12	
		86,497.25			
PRIZES AND MEDALS					
Alumni Association Prizes	50.00			50.00	
Beck Prize	165.00			165.00	
<i>Carried forward</i>	\$215.00	\$2,371,070.71	\$1,538,062.52	\$239,923.02	\$593,300.17

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>	\$215.00	\$2,371,070.71	\$1,538,062.52	\$239,923.02	\$593,300.17
Bunner Prize.....	7.25			7.25	
Butler (N. M.) Medal.....	20.00			20.00	
Chanler Historical.....	41.25			41.25	
Columbia Menorah Prize.....	100.00				100.00
Curtis Medals.....	15.95			15.95	
Deutscher Verein Prize.....	39.44			39.44	
Earle Prize.....	55.00			55.00	
Einstein Prize.....	200.00			200.00	
Eisberg Prize.....	50.00			50.00	
Green Memorial Prize.....	50.00			50.00	
Loubat Prize.....	1,400.00				1,400.00
Montgomery Prize.....	41.25			41.25	
Ordronaux Prize.....	125.00			125.00	
Philolexian Prize.....	63.22			63.22	
Poetry Society Prize.....	500.00				500.00
Pulitzer.....	9,065.15			9,065.15	
Rolker Prize.....	42.50			42.50	
Toppau Prize.....	150.00			150.00	
Van Amringe Prize.....	210.00			210.00	
		12,391.01			
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS					
Blumenthal Scholarships.....	900.00			900.00	
Devendorf Fellowship.....	262.00			262.00	
Doughty Scholarships.....	400.00			400.00	

DuBois Fellowship.....	2,738.50	.....	.....	2,738.50	.....
Faculty Scholarships.....	1,000.00	.....	1,000.00	.....	.....
Harsen Scholarships.....	1,250.00	.....	.....	1,250.00	.....
Hartley Scholarships.....	250.00	.....	.....	250.00	.....
Research Scholarships.....	1,500.00	.....	.....	.....	1,500.00
Vanderbilt Scholarships.....	1,000.00	.....	1,000.00	.....	.....
Additional Scholarships.....	4,000.00	.....	4,000.00	.....	.....
	13,300.50	.....	.....	.....	.....
	\$2,396,762.22	\$1,544,062.52	\$255,899.53	\$596,800.17	

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
MORNINGSIDE HEIGHTS					
Salaries.....	\$ 4,000.00	.....	\$ 4,000.00	.....	.....
Care of Boat House.....	1,678.85	.....	1,678.85	.....	.....
Boat House, Gould Gift.....	511.93	.....	.....	.....	\$ 511.93
Cleaning.....	3,300.00	.....	3,300.00	.....	.....
Fuel.....	53,016.00	.....	53,016.00	.....	.....
Furniture and Fixtures.....	741.01	.....	741.01	.....	.....
Gas and Electricity.....	6,000.00	.....	6,000.00	.....	.....
Maintenance, General Buildings.....	26,930.07	.....	26,930.07	.....	.....
Residence Halls.....	66,650.29	.....	66,650.29	.....	.....
School of Journalism.....	10,696.00	.....	.....	\$10,696.00	.....
Planting.....	1,018.14	.....	1,018.14	.....	.....
Post Office.....	1,777.14	.....	1,777.14	.....	.....
Power House and Janitorial Service.....	65,102.80	.....	65,102.80	.....	.....
Superintendent's Supplies.....	6,178.09	.....	6,178.09	.....	.....
New Equipment, etc. in Laboratory, Havemeyer Hall.....	1,529.77	.....	.....	.....	1,529.77
Installing and Equipping Laboratory in Havemeyer Hall.....	230.55	.....	.....	.....	230.55
Telephone Service.....	12,930.37	.....	12,930.37	.....	.....
Uniforms.....	487.15	.....	487.15	.....	.....
Water Rates.....	3,942.05	.....	3,942.05	.....	.....
No. 415 West 117th Street—Expenses.....	38.58	.....	38.58	.....	.....
No. 27 West 49th Street—Expenses.....	7,603.27	.....	7,603.27	.....	.....
No. 91-93 Ninth Avenue—Expenses.....	475.02	.....	475.02	.....	.....
		\$274,837.08			

COLLEGE OF PHYSICIANS AND SURGEONS

Cleaning.....	812.86			812.86	
Departmental Assistance.....	10,531.00			10,531.00	
Fuel.....	23,170.00			23,170.00	
Furniture and Fixtures.....	525.98			525.98	
Gas and Electricity.....	1,497.52			1,497.52	
Power House and Janitorial Service.....	15,875.00			15,875.00	
Maintenance of Buildings.....	3,222.25			3,222.25	
Superintendent's Supplies.....	2,345.19			2,345.19	
Pathology Fire Loss.....	383.26			383.26	
Water Rates.....	2,600.00			2,600.00	
		60,963.06			
GYMNASIUM					
Janitorial Service.....	1,430.00			1,430.00	
Laundry Service.....	1,299.00			1,299.00	
Evening Service.....	825.00			825.00	
Furnald Hall:					
Janitorial Service, Athletic Room.....	208.67			208.67	
Laundry Service.....	301.87			301.87	
		4,064.54			
SUMMER SESSION					
General Expenses.....		8,137.20		8,137.20	
MAINTENANCE OF SOUTH AND EAST FIELDS					
Special Maintenance.....	591.69			591.69	
Attendance and Supplies.....	2,400.00			2,400.00	
BOOKCASES IN RESIDENCE HALLS.....	84.00			84.00	
SCHERMERHORN PEDESTAL, RESETTING.....	91.50			91.50	
VERY LIBRARY.....		3,167.19			
PUBLIC CEREMONIES.....		8,420.43			
URGENT REPAIRS.....		1,200.00		8,420.43	
REST ROOM EQUIPMENT FUND.....		5,259.27		1,200.00	
REPLACEMENTS IN LIBRARY.....		981.00		5,259.27	
		2,501.66		981.00	
				2,501.66	
		\$369,531.43		\$347,583.99	
					\$19,116.43
					\$2,831.01

EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
EXPENSES—LIBRARY					
Salaries.....	\$59,283.62	.....	\$56,683.62	\$1,400.00	\$1,200.00
Emergencies.....	3,393.60	.....	3,165.75	.....	227.85
Purchases of Books and Serials.....	11,083.97	.....	10,242.85	.....	841.12
Binding.....	5,494.45	.....	5,490.70	.....	3.75
Printed Catalogue Cards.....	1,000.00	.....	1,000.00	.....	.....
Incidentals.....	4,287.90	.....	4,000.00	.....	287.90
		\$84,543.54			
PURCHASES FROM SPECIAL FUNDS					
Barnard Library Fund.....	1,817.02	.....	.....	1,817.02	.....
Carpentier, James S.....	4,284.00	.....	.....	4,284.00	.....
Cothéal Fund.....	391.97	.....	.....	391.97	.....
Currier Fund.....	588.69	.....	.....	588.69	.....
Dean Lung Fund.....	212.42	.....	.....	212.42	.....
Schurz Fund.....	357.50	.....	.....	357.50	.....
		7,651.60			
PURCHASES FROM GIFTS, ETC.					
Barnard Library Books and Binding.....	20.00	.....	.....	.....	20.00
Chinese Bookbinding Fund.....	98.50	.....	.....	.....	98.50
Crane, (Charles R.) Fund.....	15.57	.....	.....	.....	15.57
Loeb Fund.....	54.23	.....	.....	.....	54.23
Low Fund.....	181.27	.....	.....	.....	181.27
Committee of Fifty Fund.....	8.41	.....	.....	.....	8.41
		377.98			

COLLEGE STUDY	2,580.00	2,580.00	2,580.00	.....
KENT HALL READING ROOMS Assistance.....	768.75	768.75	768.75	.....
HAVEMEYER READING ROOMS Salaries.....	3,738.44	3,738.44	3,738.44	.....
PHILOSOPHY READING ROOMS Assistance.....	1,650.00	1,650.00	1,650.00	.....
SCHERMERHORN HALL READING ROOMS Assistance.....	2,221.59	2,221.59	2,221.59	.....
ENGINEERING LIBRARY Salaries.....	972.51	972.51	972.51	.....
AVERY LIBRARY Library Staff.....	3,996.11	3,996.11	3,996.11	.....
Avery Library Fund.....	1,276.48	1,276.48	1,276.48	.....
LAW SCHOOL LIBRARY Library Staff.....	2,886.00	2,886.00	2,886.00	.....
Books and Binding.....	3,763.84	3,255.05	216.54	292.25
Law School Alumni Fund.....	395.00	.....	.....	395.00
James S. Carpenter Fund.....	374.49	.....	374.49	.....
SCHOOL OF JOURNALISM LIBRARY Library Staff.....	1,595.28	.....	1,595.28	.....
Books and Binding.....	1,459.08	.....	1,459.08	.....
<i>Carried forward</i>	\$3,054.36	\$117,196.33	\$102,651.37	\$3,625.85

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
<i>Brought forward</i>	\$3,054.36	\$117,196.33	\$102,651.37	\$13,973.47	\$3,625.85
Newspapers.....	499.44	.....	.....	499.44	.....
Equipment.....	392.41	.....	.....	392.41	.....
Incidentals.....	27.86	.....	.....	27.86	.....
		3,974.07			
MEDICAL SCHOOL LIBRARY					
Library Staff.....	750.00	.....	750.00	.....	.....
Books and Binding.....	1,739.15	.....	1,739.15	.....	.....
W. T. Bull Memorial Fund.....	6.60	.....	.....	6.60	.....
E. G. Janeway Library Endowment Fund.....	437.74	.....	.....	437.74	.....
Lee Fund.....	752.05	.....	.....	752.05	.....
Surgical Journals.....	33.20	.....	.....	.....	33.20
		3,718.74			
		\$124,889.14	\$105,140.52	\$16,089.57	\$3,659.05

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
Salaries	\$47,467.99	.....	\$43,467.99	.....	\$4,000.00
Attorney's Office Expenses	2,540.19	.....	2,540.19	.....	.....
Legal Expenses	2,410.32	.....	1,756.29	\$654.03	.....
Clerk's Office, Sundries	1,496.12	.....	1,496.12	.....	.....
Treasurer's Office, Sundries	890.10	.....	890.10	.....	.....
Contingent Expenses	4,469.62	.....	4,469.62	.....	.....
Office Rent	2,125.00	.....	2,125.00	.....	.....
116th Street Tunnels—Franchises	577.00	.....	577.00	.....	.....
Insurance	17,153.65	.....	17,153.65	.....	.....
		\$79,129.99			
Taxes:					
Chaplain's House (413 West 117th Street)					
Dean's House (415 West 117th Street)					
	859.38	.....	859.38	.....	.....
	687.50	.....	687.50	.....	.....
Membership in Hospital Bureau of Purchases and Supplies		1,546.88			
		\$80,676.87	\$76,022.84	\$654.03	\$4,000.00

EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Funds	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	\$4,000.00			\$4,000.00	
Edward R. Carpentier Fund.....	2,700.00			2,700.00	
James S. Carpentier Fund.....	3,300.00			3,300.00	
W. Bayard Cutting, Jr. Fellowship Fund.....	600.00			600.00	
Dean Lung Fund.....	4,333.33			4,333.33	
Furnald Hall Fund.....	17,500.00		\$17,500.00		
Seidl Fund.....	480.00			480.00	
Waring Fund.....	4,000.00			4,000.00	
		\$36,913.33	\$17,500.00	\$19,413.33	
		\$36,913.33	\$17,500.00	\$19,413.33	

INTEREST ACCOUNT

INTEREST PAID:

On Corporate Debt.....	\$120,006.00
On Columbia University Notes.....	14,871.22
On Loubat Annuity Mortgage.....	20,160.00
On Medical School New Site.....	11,250.00
	<hr/>
	\$166,287.22

DEDUCT INTEREST APPORTIONED AS FOLLOWS:

Gaillard Loubat Library Endowment Fund.....	\$26,508.31	
George Crocker Research Fund.....	1,134.80	27,643.11
		<hr/>
		\$138,644.11
		<hr/> <hr/>

BALANCE SHEET, JUNE 30, 1918

ASSETS

Cash at Banks:			
Special Funds.....	\$26,789.37		
Designated Funds.....	820.08		
General Funds.....	43,858.94		
			<u>\$71,468.39</u>
Arrears of Rent (See page 353).....		20,310.00	
Loans to Students.....		30,603.88	
Insurance in Advance.....		43,788.55	
Advances against future appropriations, etc.....		130,577.08	
Overdrafts on Income of Special Funds (See page 359).....		74,799.87	
Materials and Supplies, Chemistry Department.....		25,763.04	
Expenses re Leases, etc., in Suspense.....		4,163.06	
Securities owned for account of General, Special and Designated Funds (See page 387).....		13,092,452.90	
University Land, Buildings and Equipment—Morningside(See page 392)		14,959,848.25	
Stadium—Hudson River, Morningside.....		1,203.00	
College of Physicians and Surgeons.....		983,370.47	
Camp Columbia, Morris, Connecticut.....		39,765.27	
Columbia University Printing Office, open account.....		111,881.82	
Columbia University Printing Office, Equipment and Machinery.....		154,508.54	
Rental Properties:			
Upper and Lower Estates, New York City, (1916 Tax Valuations).....	\$19,740,500.00		
Upper and Lower Estates, New York City, Buildings and Leases Purchased.....	156,947.18		
Other Property, New York City (See page 392).....	1,108,921.93	21,006,369.11	
			<u>21,006,369.11</u>
Redemption Fund:			
Investments.....	798,282.50		
Cash.....	1,717.50		
			<u>800,000.00</u>
			<u>51,550,873.23</u>

BALANCE SHEET, JUNE 30, 1918

FUNDS AND LIABILITIES

General Funds Bank overdraft.....	\$	94,024.73	
Special Funds—Principal (See page 415).....		11,217,636.13	
Special Funds—Income Unexpended (See page 359)		269,708.72	
Unexpended Gifts for Designated Purposes (See page 369)		779,749.55	
Permanent Funds—For Purchase of Land and Erection of Buildings (See page 417)		8,058,828.50	
Funds for Loans to Students		32,842.02	
General and Special Funds—Accounts Payable, etc.....		33,968.37	
Fees Received in Advance, Deposits, etc.....		57,351.08	
Columbia University Notes Payable.....		375,000.00	
Mortgages on New York Property.....		698,000.00	
Columbia College 4% Mortgage Bonds.....		3,000,000.00	
Capital Account:			
Estate Summary.....	\$	21,047,188.57	
Real Estate Sales Account.....		5,886,575.56	
			26,933,764.13
<hr/>			
			<u>\$51,550,873.23</u>

ARREARS OF RENT, JUNE 30, 1918

Arrears of Rent 1913-1914.....	\$1,915.72	
Collected in 1917-1918.....		\$1,915.72
Arrears of Rent 1914-1915.....	1,900.28	
Collected in 1917-1918.....		1,900.28
Arrears of Rent 1915-1916.....	2,705.43	
Collected in 1917-1918.....	797.43	1,908.00
Arrears of Rent 1916-1917.....	13,961.50	
Collected in 1917-1918.....	12,757.50	1,204.00
Rents Receivable from Upper and Lower Estates 1917-1918	664,024.38	
Collected in 1917-1918.....	649,754.38	13,382.00
Total Arrears, June 30, 1918.....		<u>\$20,310.00</u>

219-20 Greenwich Street, 6 months' rent to May 1, 1918.....	\$750.00
72 Murray Street, 6 months' rent to May 1, 1918.....	525.00
65 West 48th Street, 12 months' rent to May 1, 1918 (balance).....	1,273.50*
28 West 49th Street, 6 months' rent to May 1, 1918.....	1,045.50
68 West 49th Street, 6 months' rent to May 1, 1918.....	862.50
17 West 49th Street, 6 months' rent to May 1, 1918.....	1,452.50*
45 West 49th Street, 6 months' rent to May 1, 1918.....	932.00*
57 West 49th Street, 6 months' rent to May 1, 1918.....	844.50
67 West 49th Street, 6 months' rent to May 1, 1918 (balance).....	695.50
14 West 50th Street, 6 months' rent to May 1, 1918.....	1,251.50
36 West 50th Street, 6 months' rent to May 1, 1918 (balance).....	558.00
44 West 50th Street, 6 months' rent to May 1, 1918.....	905.50*
19 West 50th Street, 42 months' rent to May 1, 1918.....	6,678.00*
25 West 50th Street, 12 months' rent to May 1, 1918 (balance).....	1,674.00
65 West 50th Street, 6 months' rent to May 1, 1918.....	862.00
	<u>\$20,310.00†</u>

*In litigation.

†This amount has been reduced since June 30th to \$18,723.10

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1918

	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917	Received 1917-1918	Total Credits	Expended 1917-1918	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918
Adams Fund.....		3,326.33	2,100.00	5,426.33	1,250.00		4,176.33
Aldrich Scholarship Fund.....			206.25	206.25			206.25
Anonymous Fund for Church and Choral Music	10,945.24		3,609.38	Dr. 7,335.86	5,035.00	12,370.86	
Art Professorship Fund.....		2,543.10	2,062.50	4,605.60			4,605.60
Avery Architectural Library Fund.....		333.21	2,039.50	2,372.71	1,276.48		1,096.23
Barnard Fellowship Fund.....		522.48	412.50	934.98			934.98
Barnard Library Fund.....		934.37	2,454.45	4,058.38	(¹) 1,857.02		2,201.36
Barnard (Margaret) Fund.....			669.56				
Beck Prize Fund.....		80.03	330.00	410.03	165.00		245.03
Beck Scholarship Fund.....			82.50	82.50	82.50		
Beer Lecture Fund.....		3,753.89	412.50	4,166.39			4,166.39
Bennett Prize Fund.....		4.75	41.25	46.00			46.00
Bergh Fund.....		8,811.84	4,125.00	12,936.84	2,425.95		10,510.89
Blumenthal Endowment Fund.....		509.96	5,750.00	6,259.96	3,311.28		2,948.68
Bridgman Fellowship Fund.....		1,024.33	825.00	1,849.33	(¹²) 1,849.33		
Building Construction Fund.....			65,629.00	65,629.00	(¹³) 65,629.00		
Bunner Prize Fund.....		213.00	41.25	254.25	(¹⁵) 254.25		
Burgess (Annie P.) Fund.....			2,613.81	2,613.81	(²) 2,613.81		
Burgess (Annie P.) Scholarship Fund.....		68.75	206.25	275.00	175.00		100.00
Burgess (Daniel M.) Scholarship Fund		295.25	206.25	501.50	162.50		339.00
Burgess (John W.) Fund.....	45.64		4,000.00	3,954.36	(¹⁰) 4,022.22	67.86	
Butler Scholarship Fund.....		218.27	206.25	424.52	(¹⁶) 424.52		
Butler (N. M.) Medal Fund.....	133.47		123.75	Dr. 9.72	20.00	29.72	
Campbell Scholarship Fund.....			247.50	247.50			247.50
Carpentier (E. R.) Fund.....	2,454.31		10,312.50	7,858.19	8,700.00	841.81	

Carpentier (J. S.) Fund.....	49,644.59	12,375.00	62,019.59	14,483.49	47,536.10
Center Fund.....	141.12	7,344.42	7,485.54	(51) 7,358.40	127.14
Joseph P. Chamberlain Endowment Fund...	1,250.00	6,875.00	8,125.00	7,350.00	775.00
Chandler (C. F.) Fund.....	1,099.14	247.50	1,346.64	(17) 1,346.64	.....
Chanler Prize Fund.....	87.25	41.25	128.50	(18) 128.50	.....
Chapel Music Fund.....	8.10	41.25	49.35	(19) 49.35	.....
Class of 1848 Scholarship Fund.....	92.44	412.50	504.94	412.50	92.44
Class of 1885 Mines Fund.....	146.93	412.50	559.43	(21) 559.43	.....
Class of 1888 Mines Fund.....	.....	16.50	16.50	.....	16.50
Class of 1889 Medal Fund.....	42.98	20.62	63.60	.....	63.60
Class of 1892 Arts and Mines.....	17.16	272.25	289.41	.....	289.41
Class of 1901 Decennial Fund.....	.....	57.45	57.45	54.75	2.70
Class of 1905 Fund.....	25.23	45.03	70.26	45.03	25.23
Columbia Fellowship Fund.....	2,706.93	536.25	3,243.18	.....	3,243.18
Columbia Hudson-Fulton Prize Fund.....	41.25	41.25	82.50	.....	82.50
Columbia University Football Assn. Fund..	4.40	414.06	409.66	409.66	.....
Convers Prize Fund.....	.....	50.00	100.00	(23) 100.00	.....
Cotheal Fund.....	745.84	671.00	1,416.84	(24) 1,416.84	.....
Crocker Research Fund.....	27,083.90	61,924.89	89,008.79	(24) 56,963.31	32,045.48
Crosby Collection of Lantern Slides Fund...	23.48	70.15	93.63	45.10	48.53
Currier Fund.....	943.98	2,063.90	3,007.88	588.69	2,419.19
Curtis Fellowship Fund.....	787.62	412.50	1,200.12	618.74	581.38
Curtis Medal Fund.....	155.34	53.63	208.97	15.95	193.02
Cutting Fund.....	2,358.41	8,000.00	10,358.41	.....	10,358.41
Cutting, Jr. Fellowship Fund.....	.....	600.00	600.00	600.00	.....
Da Costa Professorship Fund.....	90.24	3,571.29	3,661.53	3,661.53	.....
Darling Prize Fund.....	23.50	41.25	64.75	(25) 64.75	.....
Dean Lung Fund.....	918.50	9,330.75	10,249.25	5,231.02	5,018.23
Deutscher Verein Prize Fund.....	.....	39.44	39.44	39.44	.....
Deutsches Haus Endowment Fund.....	.....	715.63	715.63	(3) 715.63	.....
DeWitt Scholarship Fund.....	301.75	618.75	920.50	(26) 920.50	.....
Drisler Classical Fund.....	515.74	412.50	928.24	(27) 928.24	.....
<i>Carried forward.....</i>	\$111,940.98	\$226,435.46		\$203,608.85	\$134,494.78
	\$13,583.06			\$13,310.25	

	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917	Received 1917-1918	Total Credits	Expended 1917-1918	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918
<i>Brought forward</i>	\$13,583.06	\$111,940.98	\$226,435.46		\$203,608.85	\$13,310.25	\$134,494.78
Dyckman Fund.....		311.56	412.50	724.06	⁽²⁸⁾ 724.06		
Earle Prize Fund.....		56.24	51.56	107.80	⁽²⁹⁾ 107.80		
Eaton Professorship Fund.....	.19		4,125.00	4,124.81	4,125.00	.19	
Einstein Fund.....		100.42	200.17	300.59	⁽³⁰⁾ 300.59		
Elsberg Fund.....	3.00		90.00	87.00	50.00		37.00
Emons Memorial Fund.....		1,282.94	574.33	1,857.27			1,857.27
Fine Arts Endowment Fund.....		4,286.50	9,000.00	13,286.50	8,420.43		
Fire Insurance Fund.....	490.96		2,000.00	1,509.04	⁽⁴⁾ 1,509.04		4,866.07
Garth Fund.....		88.35	670.31	758.66	⁽³¹⁾ 758.66		
Gebhard Fund.....			825.00	825.00			
German Lecture Fund.....		224.45	41.25	265.70	⁽³²⁾ 265.70		
Gilder Fund.....	249.57		1,963.56	1,713.99	1,963.56	249.57	
Goldschmidt Fellowship Fund.....		120.87	670.31	791.18	⁽³³⁾ 791.18		
Gotheil Lectureship Fund.....		253.30	412.50	665.80	⁽³⁴⁾ 665.80		
Gottberger Fellowship Fund.....		117.12	391.87	508.99			508.99
Green Prize Fund.....			50.00	50.00			
Hall Scholarship Fund.....		1,479.77	592.48	2,072.25	592.48		1,479.77
Hamilton (Adelaide) Fund.....		20.00	41.25	61.25			61.25
Harriman Fund.....	403.14		5,103.13	4,699.99	5,000.00	300.01	
Howe Legacy.....	26.00			Dr. 26.00			
Illig Fund.....		141.49	825.00	223.99	⁽³⁷⁾ 223.99	26.00	
Indo-Iranian Fund.....			675.00	675.00	675.00		
James Fund.....			4,125.00	4,125.00	4,000.00		125.00
Jefferson Statue, Maintenance Fund.....			39.12	39.12			
Kennedy Endowment Fund.....			3,452.56	3,452.56	⁽³⁵⁾ 3,452.56		
Langeloth Fund.....			206.25	206.25	⁽⁵⁾ 206.25		
Law Library Fund.....		.04	216.56	216.60			.06
Law Alumni Library Fund.....		39.48	61.87	101.35			101.35

COLUMBIA UNIVERSITY

	Debit Balances, June 30, 1917	Credit Balances, June 30, 1917	Received 1917-1918	Total Credits	Expended 1917-1918	Debit Balances, June 30, 1918	Credit Balances, June 30, 1918
<i>Brought forward</i>	\$81,718.58	\$138,802.98	\$390,487.58		\$341,756.27	\$73,772.37	\$179,608.08
Shoemaker Fund.....		126.56	418.92	545.48	(45) 416.15		129.33
Social and Political Ethics Professorship Fund			1,169.29	1,169.29			1,169.29
Stokes Prize Fund.....		86.25	825.00	911.25	825.00		86.25
Stuart Scholarship Fund.....			247.50	247.50			
Toppan Prize Fund.....		18.19	165.00	183.19	(47) 183.19		
Trowbridge Fund.....		333.36	500.00	833.36			833.36
Tyndall Fund.....		324.00	648.00	972.00	972.00		
Van Amringe Fund.....		51.51	206.25	257.76	(48) 257.76		
Van Praag Fund.....		364.94	206.25	571.19			571.19
Waring Fund (Mrs. Waring).....			2,000.00	2,000.00			
Waring Fund (Miss Waring).....		372.34	2,000.00	2,372.34	2,000.00		372.34
Webber (John) Fund.....			3.05	3.05	(8) 3.05		
Wheeler Scholarship Fund.....		629.62	565.00	1,194.62	519.12		675.50
Wheclock Fund.....		23.33	199.45	222.78	(49) 222.78		
Special Investments, Account Unassigned Income.....		52,851.38	13,882.28	66,733.66	(58) 743.68		65,989.98
SCHOOL OF MEDICINE							
Blumenthal, Jr. Fund.....		4,072.50	3,990.00	8,062.50	(19) 8,062.50		
Bondy Fund.....		4,422.92	4,125.00	8,547.92			8,547.92
Bull Memorial Fund.....		412.78	1,327.77	1,740.55	(14) 1,740.55		
Carpentier (R. S.) Fund.....	825.00		4,125.00	3,300.00	4,000.00	700.00	
Clark Scholarship Fund.....		355.25	577.50	932.75	(20) 932.75		
Cock Prize Fund.....		83.27	41.25	124.52	(22) 124.52		
Devendorf Scholarship Fund.....		39.65	268.13	307.78	262.00		45.78
Doughty Scholarship Fund.....		139.56	412.50	552.06	400.00		152.06

Du Bois Memorial Fund.....	2,447.50	966.00	3,413.50	2,738.50	675.00
Harsen Fund.....	185.17	1,283.46	1,468.63	(35) 1,468.63	.....
Hartley Scholarship Fund.....	12.33	318.50	330.83	(36) 330.83	.....
Jacobi Ward Fund.....	118.46	1,918.87	2,037.33	(36) 2,037.33	.....
Janeway Library Fund.....	1,129.37	1,031.25	2,160.62	(36) 2,160.62	.....
Lee Fund.....	226.49	825.00	1,051.49	752.05	299.44
Miller Fund.....	330.00	412.50	82.50	410.00	327.50
Proudfit (M. M.) Scholarship Fund.....	3,176.06	618.75	3,794.81	.....	3,794.81
School of Dentistry Endowment Fund.....	830.19	6,237.50	7,067.69	(4) 1,078.19	5,989.50
Sloane Hospital for Women Fund.....	.....	33,399.26	33,399.26	33,399.26	.....
Smith Prize Fund.....	892.78	96.43	989.21	(46) 989.21	.....
Stevens Fund.....	690.52	78.37	768.89	.....	768.89
Vanderbilt Clinic Endowment Fund.....	.....	5,650.00	5,650.00	5,650.00	.....
	\$82,873.58	\$213,219.26	\$481,226.61	\$416,663.44	\$74,799.87
					\$269,708.72

NOTES

- (1) Transferred to Bernard Medal Account..... \$40.00
- (2) Transferred to President's Emergency Fund..... 2,613.81
- (3) Transferred to Deutsches Haus Maintenance Fund..... 715.63
- (4) Transferred to Income General Investments..... 1,509.04
- (5) Transferred to President's Emergency Fund..... 206.25
- (6) Transferred to Loubat Prize Fund..... 288.75
- (7) Transferred to Maison Francaise Maintenance..... 206.25
- (8) Transferred to General Income of the Corporation..... 3.05
- (9) Transferred to Dental School Equipment Fund..... 1,078.19 \$6,663.97
- (10) Transferred to Principal of Blumenthal Loan Fund..... 1,995.00
- (11) Transferred to Principal of Blumenthal Scholarship Fund..... 5,167.50
- (12) Transferred to Principal of Bridgman Fellowship Fund..... 1,849.33
- (13) Transferred to Principal of Building Construction Fund..... 65,629.00
- (14) Transferred to Principal of Bull Memorial Fund..... 733.95
- (15) Transferred to Principal of Bunner Prize Fund..... 247.00
- (16) Transferred to Principal of Butler Scholarship Fund..... 424.52
- (17) Transferred to Principal of Chandler (C. F.) Fund..... 1,346.64
- (18) Transferred to Principal of Chanler Fund..... 87.25

NOTES—Continued

(19)	Transferred to Principal of Chapel Music Fund.....	\$49.35	
(20)	Transferred to Principal of Clark Scholarship Fund.....	32.75	
(21)	Transferred to Principal of Class 1885 Mimes Fund.....	559.43	
(22)	Transferred to Principal of Cook Prize Fund.....	124.52	
(23)	Transferred to Principal of Conyers Prize Fund.....	100.00	
(24)	Transferred to Principal of Coheal Fund.....	1,024.87	
(25)	Transferred to Principal of Darling Prize Fund.....	64.75	
(26)	Transferred to Principal of DeWitt Scholarship Fund.....	301.75	
(27)	Transferred to Principal of Driessler Classical Fund.....	704.64	
(28)	Transferred to Principal of Dyckman Fund.....	324.06	
(29)	Transferred to Principal of Earle Prize Fund.....	52.80	
(30)	Transferred to Principal of Einstein Fund.....	100.59	
(31)	Transferred to Principal of Garth Fund.....	83.66	
(32)	Transferred to Principal of German Lecture Fund.....	230.85	
(33)	Transferred to Principal of Goldschmidt Fellowship Fund.....	116.18	
(34)	Transferred to Principal of Gottheil Lectureship Fund.....	265.80	
(35)	Transferred to Principal of Harsen Fund.....	218.63	
(36)	Transferred to Principal of Hartley Scholarship Fund.....	80.83	
(37)	Transferred to Principal of Illig Fund.....	223.99	
(38)	Transferred to Principal of Jacobi Ward Fund.....	837.33	
(39)	Transferred to Principal of Janeway Library Fund.....	1,722.88	
(40)	Transferred to Principal of Mathematical Prize Fund.....	496.11	
(41)	Transferred to Principal of Montgomery (Robt. H.) Prize Fund.....	8.62	
(42)	Transferred to Principal of Orlonau Prize Fund.....	17.08	
(43)	Transferred to Principal of Pulitzer Scholarship Fund.....	1,433.66	
(44)	Transferred to Principal of Schurz Library Fund.....	654.80	
(45)	Transferred to Principal of Shoemaker Loan Fund (Balance Sheet)...	206.25	
(46)	Transferred to Principal of Smith Prize Fund.....	989.21	
(47)	Transferred to Principal of Toppan Prize Fund.....	33.19	
(48)	Transferred to Principal of Van Amringe Prize Fund.....	47.76	
(49)	Transferred to Principal of Wheelock Fund.....	27.07	
(50)	Transferred to Principal of Jefferson Statue Maintenance Fund.....	39.12	\$89,552.72
(50)	Charged off to Premium Account J. W. Burgess Fund (Balance Sheet)	\$ 22.22	
(51)	Charged off to Premium Account, Robt. Center Fund (Balance Sheet)	58.40	
(52)	Charged off to Premium Account, Kennedy Fund (Balance Sheet)....	3,452.56	
	\$101,600.02 additional income credited to General Income of the Corporation.		
(53)	Charged off to Premium Account, Special Funds (Balance Sheet).....	743.68	4,276.86
(54)	Charged off to Crocker Research Building Fund.....		5,000.00
	Payments from Income of Special Funds.....		\$311,172.89

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1918

ACCOUNTS	Credit Balances, June 30, 1917	Received 1917-1918	Received by Transfer 1917-1918	Total Credits	Expended 1917-1918	Expended by Transfer 1917-1918	Credit Balances, June 30, 1918
EDUCATIONAL ADMINISTRATION							
Salaries.....				(¹) \$14,500.00	\$14,500.00		
Lectures.....	\$ 708.92	\$ 20.05		728.97			\$ 728.97
Sexennial Catalogue.....	Dr. 9.25			Dr. 9.25			Dr. 9.25
National Emergency Fund.....		1,929.90		1,929.90	7,983.76		Dr. 6,053.86
President's Emergency Fund.....	5,053.78	74.07	(⁶) \$2,820.06	7,947.91	4,020.05		3,927.86
Equipment for Military Activities.....	382.97			382.97			382.97
President's Special Account.....	123.65			123.65			123.65
President's War Preparation Fund.....		4,944.21		4,944.21	4,603.94		340.27
General Purposes of the University.....		17,000.00		17,000.00	17,000.00		
Secretary's Special Account.....	112.50			112.50		90.82	21.68
Military Training Course, Camp Columbia.....	244.57	4,450.00		4,694.57	239.19		4,455.38
Columbia Service Bureau in Paris.....		14,668.40		14,668.40	6,677.45		7,990.95
Special Assistance in Earl Hall.....	5.95			5.95	5.95		
Fund for Research.....	225.16	66.74		291.90			291.90
State Aid to Blind Pupils.....	605.85			605.85	262.40		343.45
State Aid to Deaf Pupils.....	6.00			6.00			6.00
U. S. Signal Corps Radio School.....		9,412.30		9,412.30	7,116.58		2,295.72
DEUTESCHES HAUS:							
Maintenance.....	455.00	650.00	(⁵) 715.63	1,820.63	1,818.49		2.14
Emil Boas Library.....	5.72			5.72			5.72
<i>Carried forward.....</i>	\$7,920.82	\$53,215.67	\$3,535.69		\$64,227.81	\$90.82	\$14,853.55

ACCOUNTS	Credit Balances, June 30, 1917	Received 1917-1918	Received by Transfer 1917-1918	Total Credits	Expended 1917-1918	Expended by Transfer 1917-1918	Credit Balances, June 30, 1918
<i>Brought forward</i>	\$7,920.82	\$53,215.67	\$3,535.69		\$64,227.81	\$ 90.82	\$14,853.55
MAISON FRANCAISE:							
Maintenance.....	689.02	2,500.00	(7) 206.25	3,395.27	1,506.67	(8) 544.98	1,343.62
DEPARTMENTAL:							
Agriculture: Agricultural Education Fund & Special Equipment Fund	3,920.20	500.00		4,420.20	2,101.60		2,318.60
Columbia Fishkill Farms.....		206.50		206.50	206.50		
Agriculture: Greenhouse.....	677.86			677.86			677.86
Agriculture: Maintenance.....	250.00			250.00			250.00
Anthropology: Salaries.....		1,400.00		(1) 2,400.00	2,400.00		
Anthropology: Research on the Indians of British Columbia.....	1,124.74	500.00		1,624.74	660.80		963.94
Architecture: Atelier Fund.....	311.25			311.25			311.25
Astronomy: C. W. Bruce Fund.....	4,128.59	121.62		4,250.21			4,250.21
Astronomy: Publication of Work on Variation of Latitude.....	38.77			38.77	38.77		
Botany Salaries.....				(1) 8,900.00	8,900.00		
Chemistry: Food Chemistry: Salaries				(2) 1,000.00	1,000.00		
Chemistry: Barnard: Salaries.....				(1) 6,100.00	6,100.00		
Chemistry: Electro-Chemical Laboratory Equipment Fund.....	611.93			611.93			611.93
Chemistry: Industrial Research Laboratory Fund.....	168.49	2,400.00		2,568.49	2,153.66		414.83
Chemistry: Laboratory in Havermyer Hall: Anonymous Gift.....	4,262.99			4,262.99	1,529.77		2,733.22
Chinese Printing Equipment.....	2,500.00			2,500.00	35.47		2,464.53
Civil Engineering: Instruction in Highway Engineering.....	Dr. 2,245.85	4,000.00		1,754.15	1,754.15		

Civil Engineering: Testing Laboratory.....	855.00	4,366.17	5,221.17	2,920.68	2,300.49
Civil Engineering: Camp Columbia Special Expenses.....	31.05		31.05	31.05	
Classical Philology: Barnard Salaries.....			(1) 13,400.00	13,400.00	
Economics: Salaries.....			(1) (2) 8,933.31	8,933.31	
English and Comparative Literature: Salaries.....			(1) 20,300.00	20,300.00	
Geology: Salaries.....			(1) 4,400.00	4,400.00	
Germanic Languages: Salaries.....			(1) 6,866.65	6,866.65	
Germanic Languages: Collegiate Germanic Languages: Collegiate German Study Fund.....	28.14		28.14		28.14
Germanic Languages: Equipment Fund.....	72.77		72.77		72.77
Germanic Languages: Schiller Fund	7.65		7.65		7.65
History: Salaries.....			(1) 13,100.00	13,100.00	
History: Special Equipment.....	38.65		38.65		38.65
Indo-Iranian Languages: Salaries			500.00	500.00	
Indo-Iranian Languages: Publications.....			1,000.00		1,000.00
Law School: Class of 1914, Law, for Medical Aid to Law Students....	75.00		75.00		75.00
Mathematics: Salaries.....			(1) 9,200.00	9,200.00	
Mathematics: Promotion of Honor Work.....	128.54		128.54		128.54
Mathematics: Equipment of Laboratory.....	5.77	(4) 90.82	96.59	51.77	44.82
Mechanical Engineering: Admiral Melville Fund.....	560.86		560.86		560.86
Mechanical Engineering: Gift & Sale of Shop Equipment.....	1,359.17		3,474.17	2,196.49	1,277.68
<i>Carried forward</i>	\$27,521.41	\$8,198.93		\$174,515.15	\$635.80
					\$36,728.14

ACCOUNTS	Credit Balances, June 30, 1917	Received 1917-1918	Received by Transfer 1917-1918	Total Credits	Expended 1917-1918	Expended by Transfer 1917-1918	Credit Balances, June 30, 1918
<i>Brought forward</i>	\$27,521.41	\$68,458.79	\$8,198.93		\$174,515.15	\$635.80	\$36,728.14
Mechanical Engineering: Sale of Old Material.....		30.35		30.35			30.35
Metallurgy: Electro-Metallurgical Equipment.....	800.00	810.00		1,610.00			1,610.00
Metallurgy: Laboratory.....	1,102.99			1,102.99			1,102.99
Metallurgy: Special Fund.....	409.67			409.67			409.67
Mining & Metallurgy: Anonymous Gift for Special Lectures.....	Dr. 1,100.00			Dr. 1,100.00			Dr. 1,100.00
Mining & Metallurgy: Special Fund	823.58			823.58			823.58
Music: Anonymous Gift for Choir.....	280.97			280.97			280.97
Music: Library.....		50.00		50.00			
Philosophy & Psychology: Salaries.....		2,900.00		(1) 13,800.00			
Philosophy, Mediaeval, Salaries.....	500.00	500.00		1,000.00			
Physical Education: Salaries.....				(1) 9,616.66			
Physics: Experimental: Adams Precision Laboratory.....	1,414.80			1,414.80			
Physics: Experimental: Marcellus Hartley Research Laboratory.....	306.87	2,000.00		2,306.87			2,105.80
Physics: Research.....		2,666.68		2,666.68			2,055.75
Physics: Barnard Salaries.....				(1) 5,200.00			
Public Law & Jurisprudence: Salaries.....				(1) 600.00			
Public Law & Jurisprudence: Legislative Drafting Research Fund.....	4,993.32	7,904.45		12,897.77			8,189.34
Religion: Salaries.....				(1) 2,700.00			
Religious Work.....	200.00	500.00		700.00			277.50
Romance Languages: Salaries.....				(1) 9,050.00			9,050.00

ACCOUNTS	Credit Balances, June 30, 1917	Received 1917-1918	Received by Transfer 1917-1918	Total Credits	Expended 1917-1918	Expended by Transfer 1917-1918	Credit Balances, June 30, 1918
<i>Brought forward</i>	\$54,872.12	\$100,720.29	\$11,777.12		\$252,793.23	\$4,385.80	\$66,157.12
Biological Chemistry: Biochemical Research Fund.....	2,299.85			2,299.85			2,299.85
Biological Chemistry: Special Printing.....	483.50			483.50			483.50
Materia Medica & Therapeutics: Laboratory of Pharmacology.....	20.18			20.18	20.18		
Pathology: Salaries.....	383.26			(8) 1,066.62	1,066.62		
Pathology: Fire Loss.....				383.26	383.26		
Pharmacology: Salaries.....		2,390.00		2,390.00	1,704.27	(22) 685.73	
Pharmacology: Special Instrument Fund.....			(28) 685.73	685.73			685.73
Pharmacology: Departmental Appropriation.....		550.00		550.00	550.00		
Physiology: Salaries.....		1,000.00		1,000.00	416.65	(24) 583.35	
Physiology: Lee Gift.....			(25) 583.35	583.35			583.35
Poliomyelitis Research Fund.....	513.17			513.17	222.59		290.58
Practice of Medicine: Salaries.....		400.00		(9) 7,616.61	7,616.61		
Practice of Medicine: Metabolism Clinic Equipment.....	8.98			8.98			
Surgery: Salaries.....		3,660.00		(2) 10,809.98	10,809.98		
Surgery: Anonymous Fund for Surgical Research.....	3,412.41	15,000.00		18,412.41	11,134.44		7,277.97
Surgery: Harriman Fund for Surgical Research.....	8,360.23			8,360.23	7,481.77		878.46
East River Homes Gift: Vanderbilt Clinic.....		9,000.00		9,000.00	9,000.00		
TEACHERS COLLEGE: Salaries.....				(2) 199,235.00	199,235.00		
RETIRING ALLOWANCES.....				(4) 51,527.91	51,527.91		

	(*)	7,019.93	7,019.93	7,019.93	
WIDOWS' ALLOWANCES					
FELLOWSHIPS, SCHOLARSHIPS & PRIZES					
E. K. Adams Special Research Fellowship.....	66.00	4,000.00	66.00	1,000.00	3,000.00
Du Bois Fellowship.....		176.82	176.82	176.82	
Industrial Research Fellowship, Chemical Engineering.....	200.00	200.00	200.00	200.00	
Jones Scholarship.....	1,300.00	1,322.25	1,322.25	1,296.00	26.25
McClymonds Scholarship.....	1,000.00	1,000.00	1,000.00	1,000.00	
Marcus Daly Scholarship.....	500.00	1,000.00	1,000.00	250.00	750.00
New York Diocesan Fellowship.....	28,800.00	28,850.00	28,850.00	28,450.00	400.00
New York State Scholarships.....	500.00	500.00	500.00	500.00	
Poetry Society Prize.....	1,000.00	1,000.00	1,000.00	1,000.00	
Research Fellowship in Physiology.....	2,500.00	5,000.00	5,000.00	1,500.00	3,500.00
Research Fellowships.....					
Special Alumni Association Scholarships.....	6.25	6.25	6.25	6.25	
Special Scholarships.....	582.00	632.00	632.00	580.00	52.00
Special University Scholarship in History.....	150.00	150.00	150.00	150.00	
Alumni Association Prize.....	50.00	50.00	50.00	50.00	
Barnard Medal.....	23.50	(1b) 40.00	63.50	63.50	
Columbia Menorah Society Prize.....	100.00	200.00	200.00	100.00	100.00
Loubat Prizes.....	4,937.39	(1a) 288.75	5,227.37	1,400.00	3,827.37
BUILDINGS AND GROUNDS:					
Assay Laboratory: Removal from Havemeyer Hall.....	230.55	230.55	230.55	230.55	
Schermmerhorn Pedestal: Resetting.....	91.50	91.50	91.50	91.50	
Bookcases in Residence Halls.....	84.00	84.00	84.00	84.00	
Improvements to Boat House.....	1,350.00	1,350.00	1,350.00	511.93	838.07
<i>Carried forward</i>	\$84,275.96	\$169,669.52	\$13,374.95	\$598,412.22	\$92,370.00

ACCOUNTS	Credit Balances, June 30, 1917	Received 1917-1918	Received by Transfer 1917-1918	Total Credits	Expended 1917-1918	Expended by Transfer 1917-1918	Credit Balances, June 30, 1918
<i>Brought forward.</i>	\$84,275.96	\$169,669.52	\$13,374.95		\$598,412.22	\$5,720.88	\$92,370.00
Class of 1888, School of Mines, Gift for Maintenance of '88 Gates	400.00			\$ 400.00		(15) 400.00	
Building Construction Fund	623,952.00		36,815.50	660,767.50			660,767.50
LIBRARY:							
Salaries				(1) 1,200.00	1,200.00		
Purchase of Books and Serials		841.12		841.12	841.12		
Incidentals		287.90		287.90	287.90		
Barnard: Books and Binding		20.00		20.00	20.00		
Chinese Bookbinding Fund	289.79			289.79	98.50		191.29
Committee of Fifty Fund	214.82			214.82	8.41		206.41
Cothel Fund		11.00		11.00		(17) 11.00	
Crane, (Chas. H.) Fund	39.59			39.59	15.57		24.02
Binding		3.75		3.75	3.75		
Lewisohn Dissertation Fund	575.82			575.82			575.82
Loeb (James) Fund	523.48	175.00		698.48	54.23		644.25
Low (William G.) Fund	313.44	250.00		563.44	181.27		382.17
Emergency Fund		227.85		227.85	227.85		
Law Library Books and Bindings		292.25		292.25	292.25		
Law School: Alumni Fund	465.38			465.38	395.00		70.38
Maison Francaise Books			(16) 544.98	544.98	.35		544.63
Maison Francaise Bulletin		200.00		200.00	168.61		31.39
Surgical Journals		50.00		50.00	33.20		16.80
Alumni Association Gift for Columbian Room in University Library	18.04			18.04			18.04

NOTES

(1) Salaries, account Barnard College. Credited to following Departments:

Educational Administration.....	\$14,500.00
Anthropology.....	1,000.00
Botany.....	8,900.00
Chemistry at Barnard.....	6,100.00
Classical Philology.....	13,400.00
Economics.....	8,033.31
English and Comparative Literature.....	20,300.00
Geology.....	4,400.00
Germanic Languages.....	6,866.65
History.....	13,100.00
Mathematics.....	9,200.00
Philosophy.....	5,800.00
Psychology.....	3,600.00
Physical Education.....	9,616.66
Physics.....	5,200.00
Religion.....	2,700.00
Romance Languages.....	9,050.00
Zoology.....	9,600.00
Library.....	1,200.00
Business Administration.....	4,000.00
Public Law and Jurisprudence.....	600.00
	<hr/>
	\$157,166.62

(2) Salaries, account Teachers College. Credited to following Departments:

Food Chemistry.....	\$ 1,000.00
Economics.....	900.00
Philosophy and Psychology.....	1,500.00
Biological Chemistry.....	600.00
Teachers College.....	199,235.00
	<hr/>
	\$203,235.00

(3) Harkness Fund: Credited to following Departments:		
Pathology.....	\$1,066.62	
Practice of Medicine.....	7,216.61	
Surgery.....	7,149.98	\$15,433.21
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(4) Carnegie Endowment: Credited to the following:		
Retiring Allowances.....	\$51,527.91	
Widows' Allowances.....	7,019.93	\$58,547.84
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(5) Transferred from Income of Deutsches House Endowment Fund.....	\$ 715.63	
(6) Transferred from Income of Annie P. Burgess Fund.....	\$2,613.81	
Transferred from Income of Langeloth Fund.....	206.25	2,820.06
(23) Transferred from Pharmacology Salaries.....		685.73
(25) Transferred from Physiology Salaries.....		583.35
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(7) Transferred from Income of Maison Francaise Endowment Fund.....	\$ 206.25	
(8) Transferred to Maison Francaise Book Account.....	544.98	
(9) Transferred from Secretary's Special Account.....	90.82	
(10) Transferred from Income of the School of Dentistry.....	1,078.19	
(11) Transferred to Principal School of Dentistry Endowment Fund.....	1,000.00	
(12) Transferred to Extension Teaching Salaries.....	2,500.00	
(13) Transferred from Barnard Library Fund.....	40.00	
(14) Transferred from Income of Loubat Prize Fund.....	288.75	
(15) Transferred to Principal of Class of '88 School of Mines Fund.....	400.00	
(16) Transferred from Maison Francaise Maintenance Account.....	544.98	
(17) Transferred to Income of Cotheal Fund.....	11.00	
(18) Transferred to Principal of John Webber Fund.....	1,000.00	
(19) Transferred to Summer Session Salaries.....	250.00	
(20) Transferred from Courses in Oral Hygiene.....	2,500.00	
(21) Transferred to President's House Furnishing Fund (Permanent).....	682.26	
(22) Transferred to Pharmacology Special Instrument Fund.....	685.73	
(24) Transferred to Physiology Lee Gift.....	583.35	

SECURITIES OWNED FOR ACCOUNT OF SPECIAL, GENERAL AND DESIGNATED FUNDS

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
I—Special Funds, etc.				
BONDS				
\$4,000 American Smelting & Refining Company's 1st Mtg. 5% Bonds, Series A, due 1947.		\$3,480.00		\$3,480.00
50,000 American Telephone and Telegraph Co's 4 per cent. Bonds, due 1929.	\$46,125.00			46,125.00
100,000 Anglo-French 5 Year External Loan Bonds, due 1920.	100,000.00			100,000.00
10,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. 100 Year Adjustment Bonds, due 1995.	10,000.00			10,000.00
9,000 Atchison, Topeka & Santa Fé Ry. Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995	9,000.00			9,000.00
100,000 Atchison, Topeka & Santa Fé Ry. Co's California Arizona Lines, 4½ per cent. First and Refunding 50 Year Gold Bonds, due 1962.	98,500.00			98,500.00
10,000 Atlantic Coast Line R.R. Co's 4 per cent. First Consolidated 50 Year Mortgage Bonds, due 1952.	10,000.00			10,000.00
10,000 Augusta-Alken Ry. & Electric Corp.'s 5% Sinking Fund Bonds, due 1935.		6,000.00		6,000.00
20,000 Baltimore & Ohio R. Co's 3½ per cent. Prior Lien Bonds due 1925.	18,600.00			18,600.00
4,000 Belleville & Carondelet R. Co's 6 per cent. First Mortgage Bonds, due 1923.	4,574.00			4,574.00
200,000 Brooklyn Rapid Transit Co's 4 per cent. First Refunding Mortgage Bonds, due 2002.	200,000.00			200,000.00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Bonds, due 1937.	17,940.32			17,940.32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 year Bonds, due 1952.	20,000.00			20,000.00

\$10,000 Bush Terminal Buildings Co.'s 1st Mtg. Sinking Fund 5% Bonds due 1960.....		7,525.00			7,525.00
61,000 Central Pacific Ry. Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.....	56,215.00				56,215.00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	27,440.00				27,440.00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000.00				1,000.00
10,000 Chesapeake & Ohio R. R. Co.'s 4 per cent. First Consolidated Mortgage Bonds, due 1989 (Richmond & Alleghany Division).....	10,000.00				10,000.00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987.50				53,987.50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch).	1,000.00				1,000.00
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	31,931.17				31,931.17
10,000 Chicago & Northwestern Railroad Co's 4 per cent. Extension Bonds, due 1926.....	10,000.00				10,000.00
250,000 Chicago & Northwestern Ry. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000.00				250,000.00
17,000 Chicago, Rock Island & Pacific Ry. Co's 4 per cent. General Mortgage Bonds, due 1988.....	17,000.00				17,000.00
50,000 Cincinnati, Indianapolis, St. Louis and Chicago Railway Co's 4 per cent. Fifty Year General First Mortgage Bonds, due 1936.....	48,000.00				48,000.00
55,000 City of New York 4½ per cent. Bonds, due 1960	54,450.00				54,450.00
7,000 City of New York 4¼ per cent. Bonds, due 1962	6,930.00				6,930.00
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250.00				25,250.00
<i>Carried forward</i>	\$1,127,942.99	\$17,005.00			\$1,144,947.99

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$1,127,942.99	\$17,005.00		\$1,144,947.99
\$50,000 Cleveland and Mahoning Valley Ry. Co's 50 Year 5 per cent. Gold Bonds, due 1938.....	\$50,000.00			\$50,000.00
2,000 Compania Metalurgica Mexicana 1st Mtg. Sinking Fund 5% Bond, due 1931.....				
4,000 Consolidation Coal Co's 10-Year 6 per cent. Convertible Secured Bonds, due 1923.....	4,000.00			4,000.00
30,000 Denver & Rio Grande R. R. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1936. . .	30,000.00			30,000.00
15,000 Des Moines & Fort Dodge R. R. Co's 4 per cent. 30 Year First Mortgage Bonds, due 1935	15,000.00			15,000.00
25,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Ry. Co.).....	25,000.00			25,000.00
85,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	85,262.50			85,262.50
6,000 Georgia Pacific R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885.00			6,885.00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950.67			21,950.67
25,000 Kansas City, Fort Scott & Memphis R.R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1928.....	27,937.50			27,937.50
10,000 Kings County Elevated R. R. Co's 4 per cent. First Mortgage Bonds, due 1949.....	10,000.00			10,000.00
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000.00			28,000.00
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000.00			10,000.00

\$1,000 Manati Sugar Co's 1st Mtg. 6% Conv. Bonds, due 1931.....					1,020.00		
29,000 Manhattan Ry. Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948.75						27,948.75
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000.00						225,000.00
100,000 Nashville Chattanooga & St. Louis Ry. Co's Con. 5 per cent. Mortgage Gold Bonds, due 1928..	100,000.00						100,000.00
3,000 New York Central Railroad Company's 6 % Conv. Deb. Bonds, due 1935.....		2,805.00					2,805.00
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1980.....	25,000.00						25,000.00
58,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	51,402.50						51,402.50
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent Convertible Debenture Bonds, due 1948.....	50,000.00						50,000.00
10,000 New York, Ontario & Western Ry. Co's 4 per cent. Refunding Mortgage Bonds, due 1992.....	10,000.00						10,000.00
50,000 New York Telephone Co's 4½ per cent. First and General Mortgage S. F. Bonds, due 1939 . . .	48,500.00						48,500.00
25,000 Niagara Falls Power Co's 5 per cent First Mortgage Bonds, due 1932.....	22,500.00						22,500.00
10,000 Norfolk & Western Ry. Co's 4 per cent. First Consolidated Mortgage Bonds, due 1996.....	10,000.00						10,000.00
317,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & O. collateral) . .	303,155.00						303,155.00
370,000 Northern Pacific Ry. Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047 . .	262,915.00						262,915.00
125,000 Northern Pacific Ry. Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997.....	125,750.00						125,750.00
<i>Carried forward</i>	\$2,704,149.91					\$20,830.00	\$2,724,979.91

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$2,704,149.91	\$20,830.00		\$2,724,979.91
\$50,000 Oregon Short Line R.R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946.....	\$56,112.50			\$56,112.50
5,000 Pennsylvania R. R. Co's General Mortgage 4½% Bonds, Series A, due 1965.....		4,456.25		4,456.25
5,000 Rhode Island Suburban Ry. Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000.00			5,000.00
15,000 St. Louis, Iron Mountain & Southern Ry. Co's 4 per cent. Unifying & Refunding Bonds, due 1929	15,000.00			15,000.00
50,000 St. Louis, Peoria & North Western Ry. Co's 5 per cent. First Mortgage Bonds, due 1948.....	52,000.00			52,000.00
5,000 St. Louis & San Francisco R. R. Co's Gen. Mtg. 5% Bonds due 1931.....		4,600.00		4,600.00
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933.....	28,000.00			28,000.00
70,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	70,000.00			70,000.00
6,000 Southern Railway, Co's 5 per cent. First Mortgage Bonds, due 1996 (Memphis Division).....	6,000.00			6,000.00
15,000 State of New York (Loan for Canal Improvements; Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000.00			15,000.00
12,000 Texas & Pacific Ry. Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000.00			12,000.00
25,000 Toledo, Peoria & Western Ry. Co's 4 per cent. First Mortgage Bonds, due 1917.....	25,000.00			25,000.00
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000.00			50,000.00

6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947	6,060.00				6,060.00
76,000 United Kingdom of Great Britain & Ireland 3 Year 5½ per cent. Notes, due 1919.	74,351.25				74,351.25
75,000 United Kingdom of Great Britain & Ireland 5 Year 5½ per cent. Notes, due 1921.	73,031.25				73,031.25
6,800 United States of America Second Liberty Loan of 1917. 10/25 Year 4% Convertible Gold Bonds, Due 1942.		6,800.00			6,800.00
10,000 United States of America Third Liberty Loan of 1918. 10 Year 4¼% Gold Bonds. Due 1928.		10,000.00			10,000.00
1,000 United States Steel Corporation's 5 per cent. 10-60 Year Sinking Fund Bond, due 1963.	1,000.00				1,000.00
26,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.	26,031.25			26,031.25	
22,000 Wabash Railroad Company's First Mortgage 5% 50 year bonds Due 1939.		21,678.75			21,678.75
30,000 Wabash R. R. Co's 3½ per cent. First Mortgage Bonds, due 1941 (Omaha Division).	30,000.00				30,000.00
52,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds due 2361.	52,245.50				52,245.50
15,000 Wilkes-Barre & Eastern R. R. Co's 5 per cent. First Mortgage Bonds, due 1942.	15,000.00				15,000.00
50,000 Wisconsin Central R.R. Co's 4 per cent. First Mortgage Bonds, due 1949.	45,750.00				45,750.00
			\$3,361,731.66		\$3,404,065.41
STOCKS					
16 shares Albany & Susquehanna R. R. Co.	2,000.00				2,000.00
1,789 ⅓ shares American Light & Traction Co. Common Stock.	615,926.50		19,595.50		635,522.00
<i>Carried forward</i>	\$617,926.50	\$3,361,731.66	\$87,960.50	26,031.25	\$637,522.00
					\$3,404,065.41

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$617,926.50	\$87,960.50	\$26,031.25	\$637,522.00
590 shares American Smelters Securities Co. Series B, preferred.....	\$49,666.67	.....	.....	\$49,666.67
300 shares Atlanta & Charlotte Air Line R. R. Co	51,337.50	.....	.....	51,337.50
500 Baltimore & Ohio R. R. Co. Capital Stock	46,000.00	.....	.....	46,000.00
19 shares Catawissa R.R. Co., preferred (\$50 par value).....	475.00	.....	.....	475.00
1,000 shares Central R. R. Co. of New Jersey.....	295,000.00	.....	.....	295,000.00
11 shares Cincinnati, Hamilton & Dayton R. R. Co. common.....	.....	.....	.....	.....
15,000 City of New York 3½ per cent. Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212.50	.....	.....	15,212.50
2,000 City of New York 3½ per cent. Corporate Stock (for replenishing the Fund for Street and Park Opening) due 1929.....	2,043.00	.....	.....	2,043.00
17,000 City of New York 4½ per cent. Corporate Stock, due 1957.....	17,000.00	.....	.....	17,000.00
311,000 City of New York 4 per cent. Corporate Stock due 1936.....	303,747.50	.....	.....	303,747.50
5 shares Consolidated Gas Co. of New York..	193.53	.....	.....	193.53
100 shares Cuba Cane Sugar Corp. Pref. Stock..	.....	8,000.00	.....	8,000.00
122 shares Delaware & Hudson Co.....	12,639.34	.....	.....	12,639.34
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300.00	.....	.....	1,300.00
1,167 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	228,242.50	.....	.....	228,242.50
290 shares B. F. Goodrich Co. 7 per cent. pre- ferred.....	7,377.20	.....	.....	7,377.20
				\$3,404,065.41

262 shares Illinois Central R. R. Co.....	30,367.40				30,367.40
280 shares Jewel Tea Co. 7 per cent. preferred...	7,122.80				7,122.80
21 shares Lackawanna R. R. Co., of New Jersey	2,117.50				2,117.50
500 shares Louisville & Nashville R. R. Co.....	64,750.00				64,750.00
1,000 shares Manhattan Ry. Co.....	129,312.50				129,312.50
13 shares National Bank of Commerce in New York.....	1,142.50				1,142.50
72 shares New York, New Haven & Hartford R. R. Co.....	11,002.50				11,002.50
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362.50				315,362.50
12 shares Pere Marquette Railway Co. Common Voting Trust Certificates.....		120.00			120.00
48 shares Pere Marquette Railway Co. 5% Prior Pref. Voting Trust.....		2,688.00			2,688.00
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.....	14,325.00				14,325.00
18 shares Rensselaer & Saratoga R. R. Co.....	2,290.91				2,290.91
155 shares United New Jersey R. R. & Canal Co.	28,894.88				28,894.88
400 shares F. W. Woolworth Co., preferred.....	50,450.00				50,450.00
			2,305,299.73		2,335,703.23
BONDS AND MORTGAGES					
On northwest corner of Avenue 'A' and East 13th Street, New York, at 4½ per cent. due 1919..					75,000.00
On 90-92 Avenue 'B', New York, at 4½ per cent. due 1918.....	75,000.00				75,000.00
On 354 Broadway, New York, at 5½ per cent. due 1914	60,000.00				60,000.00
On 924-926 Broadway, New York, at 5 per cent., due 1921.....	62,700.00				62,700.00
On 158-160 Eldridge Street and 62 Delancey Street, New York, at 5½ per cent., due 1921.....	100,000.00		10,000.00		90,000.00
	27,000.00				27,000.00
	\$324,700.00	\$5,667,031.39	\$98,768.50	\$36,031.25	\$314,700.00
<i>Carried forward</i>					\$5,739,768.64

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$5,667,031.39	\$98,768.50	\$36,031.25	\$5,739,768.64
On 586 Fifth Avenue, New York City at 4½ per cent., due 1927.....	215,000.00	.....	.....	\$215,000.00
On 1045 Fifth Avenue, New York, at 4½ per cent., due 1921.....	80,000.00	.....	80,000.00	.....
On 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000.00	.....	.....	100,000.00
On 18 Gramercy Park, New York, at 5½ per cent., Second Mortgage.....	.....	.....	.....	.....
On 26 John Street, New York, at 5 per cent., due 1921	100,000.00	15,000.00	.....	15,000.00
On 824 Madison Avenue, New York, at 5 per cent., due 1919.....	60,000.00	.....	25,000.00	75,000.00
On 57 Morton Street, New York, at 5 per cent., due 1919.....	.....	.....	.....	60,000.00
On 93 Park Row, New York, at 5 per cent., due 1921	20,500.00	.....	.....	20,500.00
On southwest corner of Prince and Thompson Streets, New York, at 5 per cent., due 1919.....	15,000.00	.....	.....	15,000.00
On 136-138 Rivington Street, New York, at 5 per cent., due 1920.....	53,000.00	.....	.....	53,000.00
On 745-747 East 6th Street, New York, at 4½ per cent., due 1921.....	45,500.00	.....	3,500.00	42,000.00
On 238 East 15th Street, New York, at 5 per cent., due 1919.....	40,000.00	.....	.....	40,000.00
On 209 East 17th Street, New York, at 4 per cent., due 1900.....	17,000.00	.....	.....	17,000.00
On 220 East 24th Street, New York, at 5 per cent., due 1915.....	15,000.00	.....	.....	15,000.00
On 7-11 West 47th Street, New York, at 4 per cent., due 1924.....	8,000.00	.....	.....	8,000.00
		180,000.00	.....	180,000.00

On 17 West 47th Street, New York, at 5 per cent., due 1919.....	43,500.00								43,500.00
On 33 West 47th Street, New York, at 4½ per cent., due 1919.....	44,000.00								44,000.00
On 41 West 47th Street, New York, at 4½ per cent., due 1913. (Foreclosed).....	60,500.00								60,500.00
On 47 West 47th Street, New York, at 5 per cent., due 1919.....	37,000.00						1,000.00		36,000.00
On 67 West 47th Street, New York, at 4½ per cent., due 1919.....	38,000.00						3,000.00		35,000.00
On 69 West 47th Street, New York, at 4½ per cent., due 1919.....	38,000.00						3,000.00		35,000.00
On 12 West 48th Street, New York, at 5 per cent., due 1919.....	57,500.00								57,500.00
On 30 West 48th Street, New York, at 4½ per cent., due 1919.....	30,000.00								30,000.00
On 34 West 48th Street, New York, at 4½ per cent., due 1919.....	40,000.00								40,000.00
On 38 West 48th Street, New York, at 4½ per cent., due 1919.....	35,750.00								35,750.00
On 40 West 48th Street, New York, at 4½ per cent., due 1919.....	36,350.00								36,350.00
On 44 West 48th Street, New York, at 4½ per cent., due 1919.....	10,000.00								10,000.00
On 56 West 48th Street, New York, at 5 per cent., due 1920.....	36,000.00								36,000.00
On 58 West 48th Street, New York, at 5 per cent., due 1907.....	10,000.00								10,000.00
On 66 West 48th Street, New York, at 4½ per cent., due 1919.....	32,000.00								32,000.00
On 245 West 50th Street, New York, at 4½ per cent., due 1921.....	34,000.00								34,000.00
<i>Carried forward</i>	\$1,676,300.00	\$5,667,031.39	\$293,768.50	\$151,531.25	\$1,745,800.00				\$5,739,768.64

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$5,667,031.39	\$293,768.50	\$151,531.25	\$5,739,768.64
On 27-31 West 55th Street, New York, at 4½ per cent., due 1920.....	30,000.00	.....	.....	30,000.00
On 534-550 West 58th Street, New York, at 4¼ per cent., due 1921.....	100,000.00	.....	100,000.00	.....
On 170 West 65th Street, New York, at 5 per cent., due 1921.....	15,000.00	.....	3,000.00	12,000.00
On northeast corner 69th Street and Columbus Avenue, New York, at 5 per cent., due 1919.....	105,000.00	.....	5,000.00	100,000.00
On 205 West 101st Street, New York, at 5½ per cent., due 1914.....	105,000.00	.....	.....	105,000.00
On Southwest Cor. 106th Street and West End Avenue, New York City at 4½ per cent., due 1921.....	105,000.00	.....	.....	105,000.00
On 223-225 West 109th Street, New York, at 4½ per cent., due 1921.....	40,000.00	.....	.....	40,000.00
On Northwest Cor. Morningside Avenue and 115th Street, New York, at 5 per cent., due 1921.....	140,000.00	.....	.....	140,000.00
On 417 West 117th Street, New York, at 5 per cent., due 1916.....	4,000.00	.....	.....	4,000.00
On 163-173 Sterling Place, Brooklyn, at 5 per cent., due 1920.....	33,000.00	.....	.....	33,000.00
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000.00	.....	.....	70,000.00
	2,423,300.00			2,384,800.00
MISCELLANEOUS	3,000.00			3,000.00

Notes: Columbia University Athletic Association.....

CROCKER SPECIAL RESEARCH FUND							
INVESTMENTS							
BONDS							
\$50,000 Chicago, Milwaukee & St. Paul Ry, Co's 4 per cent. 25 Year Bonds, due 1934	46,040.00						46,040.00
42,000 New York Gas & Electric Light, Heat and Power Co's Purchase Money 4 per cent Bonds, due 1949	37,300.00						37,300.00
115,000 United States of America Third Liberty Loan of 1918, 10 Years 4½ per cent. Gold Bonds, Due 1928		115,000.00					115,000.00
15,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939	15,045.00						15,045.00
11,000 Wabash Railroad Company's First Mort- gage 5 per cent. 50 year bonds Due 1939		10,841.25					10,841.25
STOCKS							
100,000 City of New York 3½ per cent. Regis- tered Corporate Stock (School Houses and Sites, Borough of Queens), due 1929	92,375.00						92,375.00
700 shares Union Pacific R. R. Co's preferred stock	65,512.50						65,512.50
BONDS AND MORTGAGES							
On 644-654 Greenwich Street, New York, at 5 per cent., due 1921	150,000.00						150,000.00
On southeast corner of Lenox Avenue and 117th Street, New York, at 5 per cent., due 1920	170,000.00		6,000.00				164,000.00
On southeast corner of Lenox Avenue and 130th Street, New York, at 5 per cent., due 1917	60,000.00						60,000.00
On 712 Madison Avenue, New York, at 4½ per cent., due 1916. (Foreclosed)	40,000.00						40,000.00
	\$676,272.50	\$419,609.75	\$265,531.25	\$8,093,331.39	\$796,113.75	\$8,127,568.64	
<i>Carried forward</i>							

	At June 30, 1917	Increase 1917-1918	Decrease 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$8,093,331.39	\$419,609.75	\$265,531.25	\$8,127,568.64
On 124 West 42nd Street, New York, at 5 per cent., due 1921.....	175,000.00	.....	12,500.00	162,500.00
On 1 East 64th Street, New York, at 5 per cent., due 1921.....	500,000.00	.....	100,000.00	400,000.00
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000.00	.....	.....	70,000.00
	1,421,272.50	.....	.....	1,428,613.75
JOHN STEWART KENNEDY FUND				
INVESTMENTS—BONDS				
\$50,000 Baltimore & Ohio R. R. Co's 4 per cent. Refunding Mortgage Bonds, due 1941 (Pitts- burgh, Lake Erie & West Virginia System).	44,687.50	.....	.....	44,687.50
17,000 Chicago, Milwaukee & Puget Sound Ry. Co's 4 per cent. First Mortgage Bonds, due 1949.....	16,128.75	.....	.....	16,128.75
25,000 Cleveland Electric Illuminating Co's 5 per cent. First Mortgage Bonds, due 1939....	25,250.00	.....	.....	25,250.00
75,000 Des Plaines Valley Ry. Co's 4½ per cent. First Mortgage Bonds, due 1947. (Guaran- teed by Chicago & Northwestern Ry. Co.)....	75,000.00	.....	.....	75,000.00
50,000 Dominion of Canada 5 per cent. Gold Bonds, due 1926.....	49,281.25	.....	.....	49,281.25
100,000 Montana Central Ry. Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000.00	.....	.....	129,000.00
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.....	32,940.00	.....	.....	32,940.00

REPORT OF THE TREASURER

50,000 New York Telephone Co's 4½ per cent. First and General Mortgage Sinking Fund Bonds, due 1939.....	48,750.00				48,750.00
50,000 Norfolk & Western Ry. Co's 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222.50				46,222.50
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288.75				28,288.75
200,000 Northern Pacific Ry. Co's 3 per cent. (General Lien Railway and Land Grant) Bonds, due 2047.....	147,000.00				147,000.00
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000.00				192,000.00
5,000 United States of America Third Liberty Loan of 1918. 10 Year 4¼ per cent. Gold Bonds. Due 1928.....		5,000.00			5,000.00
12,000 Wabash R. R. Co's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....	12,015.00				12,015.00
15,000 Wabash Railroad Company's First Mortgage 5 per cent. 50 Year Bonds, due 1939.....		15,018.75			15,018.75
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds due 1939.....	103,500.00				103,500.00
STOCKS					
39 shares Central Syndicate Building Company's Stock.....	3,705.00				3,705.00
1,300 shares Great Northern Iron Ore Certificates.....	81,250.00				81,250.00
<i>Carried forward.</i>	\$1,035,018.75	\$9,514,603.89	\$439,628.50	\$378,031.25	\$1,055,037.50
					\$9,556,182.39

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1917	Additions 1917-18	Deductions 1917-18	At June 30, 1918
Land: 114th to 116th Streets, Amsterdam Avenue and Broadway	\$2,022,440.06	.....	.....	\$2,022,440.06
Improvements to Grounds	53,239.90	.....	.....	53,239.90
	\$2,075,679.96	.....	.....	\$2,075,679.96
116th to 120th Streets, Amsterdam Avenue and Broadway	2,000,000.00	.....	.....	2,000,000.00
Improvements to Grounds	429,601.17	.....	.....	429,601.17
	2,429,601.17	.....	.....	2,429,601.17
116th Street, north side, Morningside Drive to Amsterdam Avenue	563,193.40	.....	.....	563,193.40
117th Street, south side, Morningside Drive to Amsterdam Avenue	503,656.95	.....	.....	503,656.95
Avery Library Building:	339,021.42	.....	.....	339,021.42
Construction .....	.....	.....	.....	.....
Crocker Research Building:	39,525.85	.....	.....	39,525.85
Construction	5,692.00	\$1,134.80	.....	6,826.80
Interest .....	.....	.....	.....	.....
Charged off to Income Crocker Research Fund	45,217.85	.....	.....	46,352.65
	20,000.00	.....	\$5,000.00	25,000.00
Earl Hall:	25,217.85	.....	.....	.....
Construction	164,844.65	.....	.....	.....
Engineering Building: Construction	284,075.50	.....	.....	284,075.50
Equipment	20,325.47	.....	.....	20,325.47
	304,400.97	.....	.....	.....
Fayerweather Hall:	274,113.67	.....	.....	274,113.67
Construction	14,645.43	.....	.....	14,645.43
Equipment	288,759.10	.....	.....	288,759.10

REPORT OF THE TREASURER

Furnald Hall:	Construction.....	352,666.66	.....	.....	.....	352,666.66
	Equipment.....	22,333.34	.....	.....	.....	22,333.34
			375,000.00	.....	.....	375,000.00
Hamilton Hall:	Construction.....	486,572.26	.....	.....	.....	486,572.26
	Equipment.....	24,156.49	.....	.....	.....	24,156.49
			510,728.75	.....	.....	510,728.75
Hartley Hall:	Construction.....	335,173.67	.....	.....	.....	335,173.67
	Equipment.....	16,799.20	.....	.....	.....	16,799.20
			351,972.87	.....	.....	351,972.87
Havemeyer Hall:	Construction.....	516,488.62	.....	.....	.....	516,488.62
	Equipment.....	53,474.86	.....	.....	.....	53,474.86
			569,963.48	.....	.....	569,963.48
Kent Hall:	Construction.....	1,108,213.09	.....	.....	.....	1,108,213.09
Library Building:	Construction.....	97,037.38	.....	.....	.....	97,037.38
	Equipment.....	46,600.00	.....	.....	.....	46,600.00
	Changes, 1910-14.....		1,251,850.47	.....	.....	1,251,850.47
Livingston Hall:	Construction.....	333,520.98	.....	.....	.....	333,520.98
	Equipment.....	17,008.63	.....	.....	.....	17,008.63
			350,529.61	.....	.....	350,529.61
Model House and Model of Buildings and Grounds	Philosophy Building: Construction.....	19,972.70	.....	.....	.....	19,972.70
	President's House: Construction.....	349,694.66	.....	.....	.....	349,694.66
	Furnishing.....	196,830.82	.....	.....	.....	196,830.82
		22,851.65	.....	682.26	.....	23,533.91
			219,682.47	.....	.....	219,682.47
St. Paul's Chapel:	Construction.....	266,676.54	.....	.....	.....	266,676.54
	Equipment.....	29,846.62	.....	.....	.....	29,846.62
			296,523.16	.....	.....	296,523.16
Schermerhorn Hall:	Construction.....	457,658.17	.....	.....	.....	457,658.17
	Equipment.....	35,786.35	.....	.....	.....	35,786.35
			493,444.52	.....	.....	493,444.52
	Carried forward.....	\$12,014,430.58	\$1,817.06	\$5,000.00	.....	\$12,011,247.64

	At June 30, 1917	Additions 1917-18	Deductions 1917-18	At June 30, 1918
<i>Brought forward</i>	\$12,014,430.58	\$1,817.06	\$5,000.00	\$12,011,247.64
School of Journalism: Construction.....	534,863.38	.....	.....	534,863.38
Equipment.....	28,637.83	.....	.....	28,637.83
School of Mines Building: Construction.....	563,501.21	.....	.....	563,501.21
Equipment.....	305,506.29	.....	.....	305,506.29
	19,460.85	.....	.....	19,460.85
University Hall: Construction.....	324,967.14	.....	.....	324,967.14
Equipment.....	982,685.59	971.46	.....	983,657.05
	17,214.26	.....	.....	17,214.26
Equipment: Power House.....	118,828.52	.....	.....	118,828.52
Gymnasium.....	43,149.23	.....	.....	43,149.23
No. 407 West 117th Street, New York.....	1,161,877.60	.....	.....	1,162,849.06
No. 411 West 117th Street, New York, (Maison Francaise).....	23,650.00	.....	.....	23,650.00
No. 413 West 117th Street, New York.....	33,291.39	.....	.....	33,291.39
No. 415 West 117th Street, New York.....	23,439.12	.....	.....	23,439.12
No. 419 West 117th Street, New York (Deutsches Haus).....	23,439.12	.....	.....	23,439.12
No. 421 West 117th Street, New York.....	30,000.00	.....	.....	30,000.00
No. 431 West 117th Street, New York.....	23,234.80	.....	.....	23,234.80
No. 433 West 117th Street, New York.....	25,213.98	.....	.....	25,213.98
Class of 1880 Gates.....	9,241.30	15,002.50	.....	24,243.80
Class of 1881 Flagstaff.....	2,000.00	.....	.....	2,000.00
Class of 1893 Chapel Bell.....	4,600.00	.....	.....	4,600.00
Class of 1906 Clock.....	.....	4,485.00	.....	4,485.00
Equipment of Dining Room and Kitchen, Faculty Club.....	1,159.16	.....	.....	1,159.16
Fountain of Pan.....	1,200.00	.....	.....	1,200.00
	12,013.50	.....	.....	12,013.50

Granite Posts for Gate at 119th Street and Amsterdam Avenue.....	2,563.00				2,563.00
Hamilton Statue.....	10,900.00				10,900.00
Lighting University Grounds.....	1,035.00				1,035.00
Pylons (Class of 1890 Arts and Mines Gift).....	8,598.72				8,598.72
Setting Bust of Professor Egleston (Class of 1883, Mines, Gift).....	390.00				390.00
Seth Low Memorial Tablet.....	1,010.00				1,010.00
Van Amringe Memorial.....	11,900.00				11,900.00
Columbia University Press.....	7.08			7.08	
Repairs and Equipment of Old Buildings:					
East Hall.....	5,113.34			5,113.34	
South Hall.....	4,490.42			4,490.42	
West Hall.....	10,252.67			10,252.67	
South Court Fountains.....	19,856.43				19,856.43
Assessments:	4,932.88				4,932.88
Boulevard Sewer.....	2,579.90			2,579.90	
129th Street Sewer.....	749.25			749.25	
Opening and acquiring title to Addition to Riverside Park.....	8,168.98			8,168.98	
Opening 116th Street.....	2,882.77			2,882.77	
Opening 120th Street.....	38,956.09			38,956.09	
Opening Riverside Drive and Parkway.....	4,814.55			4,814.55	
Expenses of Removal.....	58,151.54				58,151.54
Insurance.....	59,987.56				59,987.56
Interest.....	3,754.40				3,754.40
Legal Expenses.....	339,812.08				339,812.08
Outside Street Work.....	4,291.07				4,291.07
Vaults: East.....	107,140.39				107,140.39
West.....	30,382.79			30,382.79	
West.....	37,316.40			37,316.40	
<i>Carried forward</i>	67,699.19				67,699.19
	\$14,967,388.24			\$34,176.02	\$5,007.08
					\$14,996,557.18

	At June 30, 1917	Additions 1917-18	Deductions 1917-18	At June 30, 1918
<i>Brought forward</i>	\$14,967,388.24	\$34,176.02	\$5,007.08	\$14,996,557.18
CREDITS				
Award for widening 120th Street.....	922.50			922.50
Interest on deposits of the Building Fund.....	11,332.68			11,332.68
Interest on deposits of the Schermerhorn Building Fund.....	115.00			115.00
Rents received from Old Buildings.....	4,510.00			4,510.00
Sale of Old Bricks.....	6,019.47			6,019.47
Overcharge to Amount shown in Treasurer's Report of July 1, 1898, and subsequently amended.....	13,809.28			13,809.28
	\$14,930,679.31	\$34,176.02	\$5,007.08	\$14,959,848.25

OTHER PROPERTY

	At June 30, 1917	Increase 1917-18	Decrease 1917-18	At June 30, 1918
Gaillard-Lombard Library Endowment Fund, 503-511 Broadway, New York.....	\$670,869.10	\$10,004.51		\$680,873.61
Williamsbridge Property.....	252,292.89	8,645.68		260,938.57
No. 18 East 16th Street, New York, Land.....	167,109.75			167,109.75
	\$1,090,271.74	\$18,650.19		\$1,108,921.93

REDEMPTION FUND

Balance in Fund at June 30, 1917.....	\$700,000.00
Add: Securities deposited with Trustees of Fund.....	100,000.00
Balance in Fund at June 30, 1918.....	<u>\$800,000.00</u>

Composed of:

BONDS

\$100,000.00 Anglo-French 5 per cent. External Loan Bonds due 1920.....	\$94,875.00
30,000.00 Baltimore & Ohio R. R. Co's. (P., L. E. & W. Va. System) 40-year 4 per cent. Refunding Bonds due 1941.....	27,450.00
50,000.00 Baltimore & Ohio R. R. Co's (S. W. Division) 3½ per cent. First Mortgage Bonds, due 1925.....	44,937.50
40,000.00 Central New England Ry. Co's. 50-year 4 per cent. First Mortgage Bonds, due 1961. . .	37,211.25
50,000.00 Chicago Union Station Co. 4½ per cent. First Mortgage Gold Bonds, due 1963.....	49,875.00
50,000.00 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. Col-lateral).....	47,933.75
30,000.00 St. Louis, Southwestern Ry. Co.'s, 4 per cent. First Mortgage Bonds, due 1989.....	27,750.00
10,000.00 United States of America. Second Liberty Loan of 1917 10/25 year 4% Conv. Bonds. Due 1942.....	10,000.00
20,000.00 United States of America. Third Liberty Loan of 1918 10 Year 4¼% Gold Bonds. Due 1928.....	20,000.00

BONDS AND MORTGAGES

On 212 Grand Street, New York, at 5 per cent., due 1919.....	27,500.00
On 720 St. Nicholas Avenue, New York, at 5 per cent. due 1919.....	8,000.00
On northwest corner Second Avenue and 12th Street, New York, at 4½ per cent., due 1919.....	92,750.00
On 14 West 48th Street, New York, at 5 per cent., due 1920.....	65,000.00
On 52 West 48th Street, New York, at 5 per cent. due 1916.....	10,000.00
On 62 West 48th Street, New York, at 5 per cent., due 1911.....	20,000.00
On 534-550 West 58th Street, New York, at 4¾ per cent., due 1921.....	100,000.00
On 425 West 117th Street, New York, at 5 per cent., due 1898.....	15,000.00
On Southwest Corner 174th Street and St. Nicholas Avenue, at 4½ per cent. due 1922.....	100,000.00
	<u>\$798,282.50</u>
Cash.....	1,717.50
	<u>\$800,000.00</u>

SPECIAL FUNDS

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
(A) For General Endowment			
BURGESS (ANNIE P.) FUND: Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.....	\$63,365.00		\$63,365.00
BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910..	100,000.00		100,000.00
HARRIMAN (REVEREND ORLANDO) FUND: Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	102,500.00		102,500.00
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		100,000.00
KENNEDY (JOHN STEWART) ENDOWMENT FUND: On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909.....	2,206,917.86		2,206,917.86
LANGELOTH (JACOB) FUND: Legacy of the late Jacob Langeloth. Established 1915.....	5,000.00		5,000.00
MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914.....	3,000.00		3,000.00

<p>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.....</p>	<p>10,000.00</p>	<p>.....</p>	<p>10,000.00</p>
<p>PHENIX LEGACY: On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.....</p>	<p>124,672.48</p>	<p>.....</p>	<p>124,672.48</p>
<p>WEBBER FUND Legacy of the late John Webber. Established 1918</p>	<p>\$2,715,455.34</p>	<p>1000.00 \$1,000.00</p>	<p>1000.00 \$2,716,455.34</p>
<p>(B) For Designated Purposes.</p>			
<p>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.....</p>	<p>\$50,000.00</p>	<p>.....</p>	<p>\$50,000.00</p>
<p>ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.....</p>	<p>5,000.00</p>	<p>.....</p>	<p>5,000.00</p>
<p>ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift of an Anonymous donor to establish this fund; the income to be used to maintain a Professorship in Church and Choral Music. Established 1913.....</p>	<p>87,500.00</p>	<p>5,000.00</p>	<p>92,500.00</p>
<p>ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916.</p>	<p>50,000.00</p>	<p>.....</p>	<p>50,000.00</p>
<p>AVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000...</p>	<p>50,000.00</p>	<p>.....</p>	<p>50,000.00</p>
<p><i>Carried forward.</i>.....</p>			
<p>\$2,957,955.34</p>		<p>\$6,000.00</p>	<p>\$2,963,955.34</p>

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$2,957,955.34	\$6,000.00	\$2,963,955.34
BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research.' Established 1889.....	10,000.00	.....	10,000.00
BARNARD LIBRARY FUND: The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library', the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science', to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1920. Established 1889.....	59,501.64	.....	59,501.64
BARNARD (MARGARET) FUND: The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, 'to augment the sum left by my late husband'. Established 1892.....	16,231.67	.....	16,231.67
BECK FUNDS: The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied 'to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe'. The income of the remaining \$8,000 to be used for an annual prize 'to the student in the Law School who shall pass the best examination in Real Estate Law'. Established 1899..... Beck Scholarship Fund..... \$2,000.00 Beck Prize Fund..... 8,000.00	10,000.00	.....	10,000.00

BEER (JULIUS) LECTURE FUND: Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.	10,000.00	10,000.00	10,000.00
BENNETT PRIZE FUND: Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States'. Established 1893.	1,000.00	1,000.00	1,000.00
BERGH (HENRY) FUND: Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907.	100,000.00	100,000.00	100,000.00
BLUMENTHAL ENDOWMENT FUND: Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.	100,116.67	100,116.67	100,116.67
BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND: Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.	14,500.00	5,167.50	19,667.50
BONDY (EMIL C.) FUND: Legacy of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and second, toward general research in medicine and surgery and their allied subjects. Established 1916.	100,000.00		100,000.00
BRIDGHAM (SAMUEL WILLARD) FUND: Gift of Mrs. Fanny Bridgham to establish this fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the Faculty of Applied Science. Established 1915.	20,000.00	1,849.33	21,849.33
BULL (WILLIAM T.) MEMORIAL FUND: From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M. D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911.	32,119.45	733.95	32,853.40
<i>Carried forward</i>	\$3,431,424.77	\$13,750.78	\$3,445,175.55

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$3,431,424.77	\$13,750.78	\$3,445,175.55
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	247.00	1,247.00
BURGESS (ANNIE P.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	.....	5,000.00
BURGESS (DANIEL M.) SCHOLARSHIP FUND: Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000.00	.....	5,000.00
BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish this fund; the income to be used in providing a gold medal every five years for the most distinguished contribution made anywhere in the world to Philosophy, or to educational theory, practice or administration. Established 1914..	3,000.00	.....	3,000.00
BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.....	5,000.00	424.52	5,424.52
CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.....	6,000.00	.....	6,000.00

<p>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....</p>	<p>250,000.00</p>	<p>.....</p>	<p>250,000.00</p>
<p>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.....</p>	<p>300,000.00</p>	<p>.....</p>	<p>300,000.00</p>
<p>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.....</p>	<p>100,000.00</p>	<p>.....</p>	<p>100,000.00</p>
<p>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..</p>	<p>178,046.50</p>	<p>.....</p>	<p>178,046.50</p>
<p>CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND: Gift of Mr. Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917.....</p>	<p>150,000.00</p>	<p>.....</p>	<p>150,000.00</p>
<p>CHANDLER (CHARLES FREDERICK) FUND: From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.</p>	<p>6,000.00</p>	<p>1,346.64</p>	<p>7,346.64</p>
<p>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.....</p>	<p>1,000.00</p>	<p>87.25</p>	<p>1,087.25</p>
<p><i>Carried forward</i>.....</p>	<p>\$4,441,471.27</p>	<p>\$15,856.19</p>	<p>\$4,457,327.46</p>

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$4,441,471.27	\$15,856.19	\$4,457,327.46
CHAPEL MUSIC FUND: Gift of Gerard Beckman of the Class of 1864 to establish this fund; the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913.	1,000.00	49.35	1,049.35
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	932.75	14,932.75
CLASS OF 1848 SCHOLARSHIP FUND: Gift of an anonymous friend, 1902.....	10,000.00	.....	10,000.00
CLASS OF 1885, SCHOOL OF MINES, FUND: Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	10,000.00	559.43	10,559.43
CLASS OF 1888 SCHOOL OF MINES FUND: For the maintenance of the Class of 1888 Gates. Established 1917.....	.....	400.00	400.00
CLASS OF 1889 MEDAL FUND: Gift of the Class of 1889, School of Mines, to establish this fund in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of striking a medal to be awarded triennially. Established 1915.....	500.00	.....	500.00
CLASS OF 1892 ARTS AND MINES FUND: Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917.....	6,600.00	.....	6,600.00

<p>CLASS OF 1901 DECENNIAL FUND: Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911..</p>	<p>1,392.81</p>	<p>.....</p>	<p>1,392.81</p>
<p>CLASS OF 1905 FUND: Gift of the Class of 1905, College and Science, to establish this fund, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class make no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915</p>	<p>1,091.73</p>	<p>.....</p>	<p>1,091.73</p>
<p>COCK, M.D. (THOMAS F.) PRIZE FUND: Legacy from the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the 'Thomas F. Cock, M.D., Prize' for the best thesis on puerperal fever. Established 1915.....</p>	<p>1,000.00</p>	<p>124.52</p>	<p>1,124.52</p>
<p>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....</p>	<p>13,000.00</p>	<p>.....</p>	<p>13,000.00</p>
<p>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.</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.....</p>	<p>10,037.72</p>	<p>.....</p>	<p>10,037.72</p>
<p><i>Carried forward.....</i></p>	<p>\$4,511,093.53</p>	<p>\$17,922.24</p>	<p>\$4,529,015.77</p>

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$4,511,093.53	\$17,922.24	\$4,529,015.77
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	100.00	1,100.00
COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896.....	16,000.00	1,024.87	17,024.87
CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.....	1,441,198.13	100.00	1,441,298.13
CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913	1,700.00	.....	1,700.00
CURRIER (NATHANIEL) FUND: Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....	50,000.00	.....	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	.....	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	.....	1,300.00
CUTTING (W. BAYARD) FUND: Gift of Mrs. W. Bayard Cutting and her children to establish, in memory of the late W. Bayard Cutting, of the Class of 1869, this fund; the income to provide traveling fellowships. Established 1913.....	200,000.00	.....	200,000.00
CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND: Gift of W. Bayard Cutting, to establish the 'W. Bayard Cutting, Jr. Fellowship Fund'. The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbbrand and the Gräfin Eva von Wurmbbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.....	15,000.00	.....	15,000.00
DACOSTA PROFESSORSHIP FUND: The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576.83	.....	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	64.75	1,064.75
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.....	226,200.00	.....	226,200.00
DEUTSCHER VEREIN PRIZE FUND: Gift of the Deutscher Verein in Columbia University to establish an annual prize in German, Established 1917.....		1,000.00	1,000.00
<i>Carried forward.....</i>	\$6,561,068.49	\$20,211.86	\$6,581,280.35

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$6,561,068.49	\$20,211.86	\$6,581,280.35
DEUTSCHES HAUS ENDOWMENT FUND: The income of this fund is to be expended in equipping and maintaining the Deutsches Haus. Established 1912. Gift of Adolphus Busch, 1912..... \$14,700.00 Bequest of Hugo Reisinger, 1916..... 2,500.00	17,200.00	.....	17,200.00
DEVENDORF (DAVID M.) SCHOLARSHIP FUND: Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911....	6,500.00	.....	6,500.00
DEWITT (GEORGE C.) SCHOLARSHIP FUND: Gift of Mrs. George C. Dewitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College, of Christian parentage and of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years' course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917.....	15,000.00	301.75	15,301.75
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND: Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M.D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912.....	10,000.00	.....	10,000.00
DRISLER CLASSICAL FUND: Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Classical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000.00	704.64	10,704.64

DU BOIS (DR. ABRAM) MEMORIAL FUND: Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000.00	.....	18,000.00
DYCKMAN FUND: Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research', "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President." Established 1899	10,000.00	324.06	10,324.06
EARLE PRIZE FUND: Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	1,250.00	52.80	1,302.80
EATON PROFESSORSHIP FUND: Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000.00	.....	100,000.00
EINSTEIN FUND: Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911	4,852.50	100.59	4,953.09
ELSBERG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the 'Albert Marion Elsberg Prize in Modern History'. Established 1912.....	2,000.00	.....	2,000.00
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emonns Memorial Fund for a fellowship in Scientific Research. Established 1913.....	13,923.27	.....	13,923.27
<i>Carried forward</i>	\$6,769,794.26	\$21,695.70	\$6,791,489.96

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$6,769,794.26	\$21,695.70	\$6,791,489.96
FINE ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.....	250,000.00	.....	250,000.00
GARTH MEMORIAL FUND: Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250.00	83.66	16,333.66
GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000.00	.....	20,000.00
GERMAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000.00	230.85	1,230.85
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP: Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.....	47,601.51	.....	47,601.51
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND: Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908.....	16,250.00	116.18	16,366.18
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	265.80	10,265.80

<p>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 Heeney Gottsberger. Established 1904.</p>	<p>9,500.00</p>	<p>.....</p>	<p>9,500.00</p>
<p>GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913.</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913.</p>	<p>14,363.22</p>	<p>.....</p>	<p>14,363.22</p>
<p>HAMILTON (ADELAIDE) BEQUEST: Gift of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial of her father, John Church Hamilton, a son of Alexander Hamilton, a proper bookplate to be set in each volume purchased with the income of the fund. Established 1917</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>HARSEN SCHOLARSHIP FUND: Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships</p>	<p>31,114.10</p>	<p>218.63</p>	<p>31,332.73</p>
<p>HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M.D., to endow a Scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914.</p>	<p>4,400.00</p>	<p>80.83</p>	<p>4,480.83</p>
<p>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..</p>	<p>2,000.00</p>	<p>223.99</p>	<p>2,223.99</p>
<p>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.</p>	<p>15,000.00</p>	<p>.....</p>	<p>15,000.00</p>
<p><i>Carried forward</i></p>	<p>\$7,209,273.09</p>	<p>\$22,915.64</p>	<p>\$7,232,188.73</p>

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$7,209,273.09	\$22,915.64	\$7,232,188.73
JACOBI WARD FUND: Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi	61,518.09	837.33	62,355.42
JANEWAY LIBRARY FUND: Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund; the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912.....	25,000.00	1,722.88	26,722.88
JEFFERSON STATUE MAINTENANCE FUND: For the care and repair of the Statue of Thomas Jefferson. Established 1917. Original gift \$1589.92, to which has been added from the Income of the Fund \$39.12.....	.....	1,629.04	1,629.04
LAW ALUMNI LIBRARY FUND: The income to be applied, as the Trustees may from time to time determine, for the im- provement of the Law Library. Established 1916.....	1,500.00	.....	1,500.00
LAW LIBRARY FUND: Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1000).....	5,250.00	.....	5,250.00
LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund; the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914	20,000.00	.....	20,000.00
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, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000.00	.....	7,000.00

LOUBAT PROFESSORSHIP FUND: Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903.....	100,000.00	.....	100,000.00
MAISON FRANÇAISE ENDOWMENT FUND: Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Française. Established 1913.....	5,000.00	.....	5,000.00
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	496.11	5,496.11
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 1889.....	20,000.00	.....	20,000.00
MEMBER OF CLASS OF '85 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895.....	1,050.00	.....	1,050.00
MITCHELL (WILLIAM) FELLOWSHIP FUND: Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.....	10,000.00	.....	10,000.00
MOFFAT SCHOLARSHIP FUND: Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000.00	.....	2,000.00
MONTGOMERY (ROBERT H.) PRIZE FUND: Gift of Robert H. Montgomery to establish this fund; the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916.....	1,000.00	8.62	1,008.62
<i>Carried forward</i>	\$7,473,591.18	\$27,609.62	\$7,501,200.80

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$7,473,591.18	\$27,609.62	\$7,501,200.80
MOSENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500.00	.....	7,500.00
ORDRONAUX (JOHN) FUND: Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909.....	3,000.00	17.08	3,017.08
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.....	5,700.00	.....	5,700.00
PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH: Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912.....	50,000.00	.....	50,000.00
PHIOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND: Gift to the Phiiolexian 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 Barbadienne Foundry, Paris, France, and to be given to that member of the Phiiolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902.....	1,000.00	.....	1,000.00
PHIOLEXIAN PRIZE FUND: From the Phiiolexian Society, the income to be paid to the Society for prizes. Established 1903-1904.....	1,376.80	.....	1,376.80

<p>PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....</p>	\$15,000.00	\$15,000.00	\$15,000.00
<p>PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship,' to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....</p>	15,000.00	15,000.00	15,000.00
<p>PSYCHOLOGY FUND: Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....</p>	100,000.00	100,000.00	100,000.00
<p>PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM: Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903. Augmented in 1916.....</p>	1,796,206.07	1,796,206.07	1,796,206.07
<p>PULITZER SCHOLARSHIP FUND: Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893. Augmented in 1912.....</p>	300,448.75	300,448.75	301,882.41
<p>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.....</p>	1,000.00	1,000.00	1,000.00
<p style="text-align: right;"><i>Carried forward</i>.....</p>	\$9,769,822.80	\$29,060.36	\$9,798,883.16

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$9,769,822.80	\$29,060.36	\$9,798,883.16
ROOSEVELT (THEODORE) PROFESSORSHIP FUND: Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.....	50,000.00	.....	50,000.00
SAUNDERS (LESLIE M.) ENDOWMENT FUND: Bequest of the late Alexander Saunders to purchase a perpetual scholarship in Columbia University in the literary or scientific department at the choice of, and for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, or a majority of them, in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually; and upon such conditions as such principal and teachers, or a majority of them, may determine with such power and authority to them to fill such scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917.....	6,000.00	.....	6,000.00
SCHERMERHORN SCHOLARSHIP FUND: Bequest of John J. Schermerhorn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime'. Established 1877.....	5,000.00	.....	5,000.00
SCHIFF 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	.....	15,000.00
SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.....	100,000.00	.....	100,000.00

<p>SCHOOL OF DENTISTRY ENDOWMENT FUND:</p>	<p>Gift of James N. Jarvie for the partial endowment of a Dental School. Original gift \$100,000 to which has been added \$5,000 on account of interest on the above principal to April 15, 1917. Gifts of Anonymous Donors, \$26,000. Established 1916.</p>	<p>130,000.00</p>	<p>1,000.00</p>	<p>131,000.00</p>
<p>SCHURZ (CARL) FELLOWSHIP FUND:</p>	<p>From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.</p>	<p>10,000.00</p>	<p>.....</p>	<p>10,000.00</p>
<p>SCHURZ (CARL) LIBRARY FUND:</p>	<p>From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.</p>	<p>10,000.00</p>	<p>654.80</p>	<p>10,654.80</p>
<p>SEIDL FUND:</p>	<p>The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter, 'to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad'.</p>	<p>12,000.00</p>	<p>.....</p>	<p>12,000.00</p>
<p>SHOEMAKER (WILLIAM BROCK) FUND:</p>	<p>Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students, Established 1908.</p>	<p>10,000.00</p>	<p>.....</p>	<p>10,000.00</p>
<p>SLOANE HOSPITAL FOR WOMEN FUND:</p>	<p>Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established 1889.</p>	<p>675,000.00</p>	<p>.....</p>	<p>675,000.00</p>
<p>SMITH PRIZE FUND, SCHOOL OF MEDICINE:</p>	<p>Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.</p>	<p>2,337.81</p>	<p>989.21</p>	<p>3,327.02</p>
<p><i>Carried forward.</i></p>	<p>.....</p>	<p>\$10,795,160.61</p>	<p>\$31,704.37</p>	<p>\$10,826,864.98</p>

	At June 30, 1917	Additions, 1917-1918	At June 30, 1918
<i>Brought forward</i>	\$10,795,160.61	\$31,704.37	\$10,826,864.98
SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND. Established 1918.		45,331.75	45,331.75
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. Established 1891.....	1,899.88	.....	1,899.88
STOKES (CAROLINE PHELPS) FUND: Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910..	20,000.00	.....	20,000.00
STUART SCHOLARSHIP FUND: The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as 'Stuart Scholarships', Established 1895.....	6,000.00	.....	6,000.00
TOPPAN PRIZE FUND: Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,000.00	33.19	4,033.19
TROWBRIDGE FELLOWSHIP FUND: Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering', Established 1893.....	10,000.00	.....	10,000.00
TYNDALL FELLOWSHIP FUND: Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics', etc. Established 1885	10,945.50	486.00	11,431.50

VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND:
 Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910.

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.

VAN PRAAG (L. A.) FUND:
 Legacy from L. A. Van Praag to be used by the Trustees, at their discretion for research into the causes and cure of cancer. Established 1915.

WARING FUND:
 The Chamber of Commerce of the State of New York, in the latter part of the year, 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter 'the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct.' For Mrs. Waring. \$50,000.00
 For Miss Waring 50,000.00

WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND:
 Legacy from the late Susan E. Johnson Hudson to establish this fund; the income to provide a scholarship in the University. Established 1914.

WHEELOCK (GEORGE G.) FUND:
 Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.

FIRE INSURANCE FUND:
 For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured.

5,000.00	47.76	5,047.76
115,000.00	.....	115,000.00
5,000.00	.....	5,000.00
100,000.00	.....	100,000.00
12,000.00	.....	12,000.00
5,000.00	27.07	5,027.07
50,000.00	.....	50,000.00
\$11,140,005.99	\$77,630.14	\$11,217,636.13

PERMANENT FUNDS

FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS

	At June 30, 1917	Additions during the year	At June 30, 1918
Adams (Edward D.) Gift (for Deutsches Haus)	\$30,000.00		\$ 30,000.00
Additions to the Medical School		\$85,200.49	85,200.49
Alumni Memorial Hall Gift (University Hall Enlargement)	100,756.41		100,756.41
Anonymous Gift toward erection of Philosophy Building	350,000.00		350,000.00
Anonymous Gift for Hamilton Statue	1,000.00		1,000.00
Association of the Alumni of Columbia College (Hamilton Statue)	10,000.00		10,000.00
Avery (Samuel P.) Gift (Avery Architectural Library Building)	339,250.00		339,250.00
Babcock and Wilcox Gift (Steam Boilers for Power House)	3,250.00		3,250.00
Clark (Edward Severin) Gift (Fountain of Pan)	12,013.50		12,013.50
Class of 1874 Gift (Marble Columns in Library)	1,678.00		1,678.00
Class of 1880 Gift (Hamilton Hall, Gates)	2,020.00		2,020.00
Class of 1881 Gift (Flagstaff)	4,600.00		4,600.00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall)	1,000.00		1,000.00
Class of 1882 Gift (120th Street Gates)	1,500.00		1,500.00
Class of 1883 Gift (Torcheres, St. Paul's Chapel)	5,280.00		5,280.00
Class of 1883, Mines, Gift (Setting of Bust of Professor Egleston)	390.00		390.00
Class of 1884, Arts, Gift (Marble Clock, Hamilton Hall)	1,913.90		1,913.90
Class of 1884, Mines, Gift (Grading South Field)	5,000.00		5,000.00
Class of 1890, Arts and Mines, Gift (Pylons)	8,598.72		8,598.72
Class of 1893 Gift. Chapel Bell		3,464.60	3,464.60
Class of 1899 Gift (Grading South Field)	5,000.00		5,000.00
Class of 1906 Gift. Class of 1906 Clock	1,159.64		1,159.64
Class of 1909, College, Gift (Class Shield in Hamilton Hall)	20.00		20.00
Contributions to Bloomingdale Site	331,150.00		331,150.00
Contributions to Buildings, College of Physi- cians and Surgeons	71,551.05		71,551.05
Contributions to Medical School, Removal and Rebuilding Fund	28,000.00		28,000.00
Dodge (Marcellus Hartley) and Mrs. Helen Hartley Jenkins Gift (Hartley Hall)	350,000.00		350,000.00
Dodge (William E.) Gift (Earl Hall)	164,950.82		164,950.82
Fayerweather Legacy (Fayerweather Hall)	330,894.03		330,894.03
<i>Carried forward</i>	\$2,160,976.07	\$88,665.09	\$2,249,641.16

	At June 30, 1917	Additions during the year	At June 30, 1918
<i>Brought forward</i>	\$2,160,976.07	\$88,665.09	\$2,249,641.16
Furnald (Estate of Francis P. Furnald and Mrs. S. Ella Furnald), Gifts (Furnald Hall)	350,000.00	.....	350,000.00
Hamilton Hall Gift (Anonymous).....	507,059.16	.....	507,059.16
Havemeyer Gift (Havemeyer Hall).....	414,206.65	.....	414,206.65
Hepburn (A. Barton) Gift of Maison Fran- caise.....	33,300.00	.....	33,300.00
Kent Hall:			
Anonymous Gift.....\$100,000.00			
Charles Bathgate Beck Gift.. 385,672.57			
Francis Lynde Stetson Gift.... 10,000.00			
	495,672.57	.....	495,672.57
Lewisohn (Adolph) Gift (School of Mines Building).....	250,000.00	.....	250,000.00
Low (Seth) Gift (Library Building).....	1,100,639.32	.....	1,100,639.32
Livingston (Edward de Peyster) Gift (Me- morial Window, Livingston Hall).....	1,124.00	.....	1,124.00
Memorial Windows Gifts.....	14,300.00	.....	14,300.00
Model of Buildings and Grounds Gift.....	19,972.70	.....	19,972.70
Morgan (William Fellowes) Gift (Illuminating University Grounds).....	1,035.00	.....	1,035.00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	420,000.00	.....	420,000.00
President's House, Furnishing (Anonymous Gift).....	12,851.65	682.26	13,533.91
St. Paul's Chapel Gift (Anonymous).....	250,000.00	.....	250,000.00
St. Paul's Chapel Furniture Gift (Anonymous)	2,846.62	.....	2,846.62
St. Paul's Chapel Organ and Case Gifts.....	27,000.00	.....	27,000.00
Schermerhorn Gift (Schermerhorn Hall)....	458,133.18	.....	458,133.18
School of Journalism Building Gift (Pulitzer)	563,501.21	.....	563,501.21
Sloan Torcheres Gift (Library Building)....	6,000.00	.....	6,000.00
Sloane (Mr. and Mrs. William D.) Gift (Addi- tions and Alterations to Sloane Hospital for Women).....	399,263.14	.....	399,263.14
South Court Fountain Gift.....	4,932.88	.....	4,932.88
South Field Fund.....	54,707.00	.....	54,707.00
South Field Grading Gift (Anonymous)....	1,500.00	.....	1,500.00
Stabler (Edward L.) Gift.....	1,200.00	.....	1,200.00
Torcheres for School of Mines Building Gift Class of '83, Mines.....	1,000.00	.....	1,000.00
Van Amringe Memorial.....	.....	18,260.00	18,260.00
Vanderbilt Gift (Vanderbilt Clinic).....	350,000.00	.....	350,000.00
Villard (Henry) Legacy.....	50,000.00	.....	50,000.00
	\$7,951,221.15	\$107,607.35	\$8,058,828.50

SUMMARY OF CAPITAL ACCOUNT

Balance at June 30, 1917:

Estate Summary.....	\$21,158,295.34	
Real Estate Sales Account.....	5,886,575.56	
	<u> </u>	\$27,044,870.90

Less:

Deficit for year 1917-1918.....	<u>111,106.77</u>	111,106.77
		<u> </u>
		\$26,933,764.13

Balance at June 30, 1918:

Estate Summary.....	\$21,047,188.57	
Real Estate Sales Account.....	5,886,575.56	
	<u> </u>	\$26,933,764.13
		<u> </u>

GIFTS FOR SPECIAL FUNDS, ETC., RECEIVED DURING 1917-1918

SPECIAL FUNDS:

Anonymous, to be added to the principal of the Crocker Fund.....	\$ 100.00	
Deutscher Verein for a Prize for Columbia College....	1,000.00	
Executors of the Will of Joseph Pulitzer for the care and repair of the Statue of Thomas Jefferson.....	1,589.92	
The surviving trustees of a fund for the support of the Professorship of Social and Political Ethics held by Dr. Felix Adler.....	45,331.75	
Wooten, B. A., to be added to the principal of the Tyndall Fellowship Fund.....	486.00	
		\$48,507.67

PERMANENT FUNDS:

Class of 1893, for Chapel Bell.....	\$ 3,464.60	
Van Amringe Memorial Committee, for Van Amringe Memorial Fund.....	18,260.00	
For additions to the Medical School:		
Aldrich (Mrs. Richard).....	5.00	
Anderson (Mrs. E. M.).....	5,000.00	
Anonymous.....	3,750.00	
Baker (Mr. George F., Jr.).....	2,500.00	
Baldwin (Helen).....	100.00	
Benson (Mary).....	25.00	
Bernheim (Mrs. George B.).....	1,000.00	
Brackenridge (Mr. Geo. W.).....	50,000.00	
Dryden (Mr. Forrest F.).....	1,000.00	
Eddy (Mr. Jesse L.).....	500.00	
Hand (Mrs. Learned).....	50.00	
James (Mr. Arthur Curtiss).....	1,000.00	
Jennings (Miss Annie B.).....	500.00	
Lagemann (Miss Anna).....	10.00	
Macy (Mr. and Mrs. V. Everit).....	5,000.00	
McLean (Mr. James).....	1,000.00	
Mehlor (Miss Elsa).....	10.00	
Moore (Mr. William H.).....	1,000.00	
Mosher (Eliza M.).....	500.00	
Nash (Mr. William A.).....	250.00	
Notman (Mr. George).....	100.00	
Notman (Mrs. George).....	100.00	
Osborne (Mr. and Mrs. William Church).....	1,000.00	
Parsons (Mrs. Elsie Clews).....	100.00	
Parsons (Mrs. Edgerton).....	5.00	
Pratt (Mrs. Charles M.).....	500.00	
Scribner (Mrs. Arthur).....	25.00	
Sorchan (Mrs. Victor).....	1,000.00	
Straight (Mrs. Willard D.).....	1,000.00	
Sutro (Mrs. Lionel).....	50.00	
Thomas (Belle).....	25.00	
Thompson (Mary Clark).....	2,500.00	
Wallace (Mr. J. M.).....	1,000.00	
Waterbury (Mr. John I.).....	2,500.00	
Waterbury (Elizabeth).....	1,000.00	
Watson (Mr. Thomas J.).....	1,000.00	
		106,829.60
<i>Carried forward</i>		\$155,337.27

Brought forward..... \$155,337.27

DESIGNATED GIFTS:

(a) For the general purposes of the University, to be applied toward the deficiency in the cost of maintaining the work of the University for the year ending June 30, 1918:

Bridgham (Mrs. Samuel W.)	5,000.00
Crane (Mr. Charles R.)	1,000.00
King (Mr. Willard V.).....	1,000.00
McLean (Mr. James).....	10,000.00

(b) For Special Purposes:

American Association for International Conciliation, for Summer Session Salaries 1918-1919.....	250.00
American Optical Co., Scholarships for two designated students in Optometry.....	382.00
American Road Machinery Co., for Highway Engineering Fund	4,000.00
Anonymous, for additional instruction at the Medical School.....	5,000.00
Anonymous, for Anthropology Salaries.....	300.00
Anonymous, for Columbia Menorah Society Contest Prize.....	100.00
Anonymous, for School of Dentistry.....	4,000.00
Anonymous, for Deutsches Haus Maintenance.....	450.00
Anonymous, for the DuBois Fellowship.....	66.00
Anonymous, for Hartley Scholarships.....	137.00
Anonymous, for the Income of the Crocker Fund.....	94.08
Anonymous, for Department of Pharmacology.....	2,940.00
Anonymous, for Practice of Medicine Salaries.....	400.00
Anonymous, for Religious Work.....	500.00
Anonymous, for Slavonic Languages Salaries.....	150.00
Anonymous, for Summer Session Salaries (Botany)....	100.00
Anonymous, for Surgery Salaries (Bellevue Hospital)..	3,660.00
Anonymous, for Surgical Research.....	15,000.00
Anonymous, for Women's War Work Committee.....	240.00
Barnard College for Women's War Work Committee..	150.00
Behr (Mr. Herman) for Deutsches Haus Maintenance..	50.00
Board of Religious Education of the Diocese of New York for the New York Diocesan Fellowship....	500.00
Bogert (Col. Marston T.) for the President's War Preparation Fund.....	100.00
Bush (Professor Wendell T.) to defray expenses of Intercollegiate Committee on Liberty Loans....	300.00
Carnegie Endowment for International Peace, for course in International Relations.....	500.00
Chamberlain (Mr. Joseph P.) for the Legislative Drafting Research Fund.....	7,500.00
Childs (Mr. William Hamlin) for Extension Teaching Penal Problems.....	250.00
Class of 1879 School of Mines, for Class of 1879 School of Mines Loan Fund.....	100.00
<i>Carried forward</i>	\$64,219.08
	\$155,337.27

<i>Brought forward</i>	\$64,219.08	\$155,337.27
Cochran (Mr. Alexander Smith) for publications in the Indo-Iranian Series.....	1,000.00	
Colgate (Mr. William) for Military Training Course at Camp Columbia.....	100.00	
Columbia Mobilization Committee for the President's War Preparation Fund.....	2,420.31	
Columbia Service Bureau in Paris (278 donors).....	14,323.45	
Committee Felix Adler Professorship Fund, for Philosophy and Psychology Salaries.....	4,069.29	
Coolidge (Mrs. Elizabeth S.) for Research Fellowship in Medicine.....	2,500.00	
East River Homes Foundation to be applied toward the work in tuberculosis at the College of Physicians and Surgeons.....	9,000.00	
First District Dental Society in support of research in Dental Science.....	200.00	
Flagler (Mrs. Harry Harkness) for Student Orchestra..	100.00	
Fowler (Mrs. Eldridge M.) for Extension Teaching Penal Problems.....	200.00	
France-America Committee for Maison Francaise Maintenance.....	2,500.00	
Gerard (James W.) for Marcus Daly Scholarship....	1,000.00	
Gildersleeve (Miss Virginia C.) for Women's War Work Committee.....	20.00	
Gould (Mr. Edwin) for improvements to the Edwin Gould boat house.....	850.00	
Gould (Mr. Edwin) for maintenance of the Edwin Gould boat house.....	500.00	
Grace (Mr. Joseph P.) for Philosophy Salaries.....	500.00	
Griscom (Mr. Clement A.) for the purchase of books for the Library.....	32.40	
Hamilton (Mrs. William Pierson) for the Women's War Work Committee.....	50.00	
Hasslacher (Mr. Jacob) for Deutsches Haus Maintenance	50.00	
Hepburn (Mr. A. Barton) for expenses of the bulletin of the Maison Française.....	200.00	
Jackson (Professor A. V. W.) for Indo-Iranian languages salaries.....	500.00	
Jenkins (Mrs. Helen Hartley) for the Marcellus Hartley Research Laboratory.....	2,000.00	
Jenkins (Mrs. Helen Hartley) for Women's War Work Committee.....	300.00	
Kahn (Mr. Otto) for the Poetry Society Prize.....	500.00	
Lambert (Dr. Adrian V. S.) for the Surgical Library..	50.00	
Lee (Dr. Frederick S.) and Mrs. Lee, for Research Fellowship in Physiology.....	1,000.00	
Lewisohn (Mr. Adolph) for Extension Teaching Penal Problems.....	500.00	
Loeb (Mr. James) for Library, James Loeb Fund....	175.00	
Low (Mr. W. G.) for Library, W. G. Low Fund.....	250.00	
McClymonds (Mrs. Annie M.) for Louise K. McClymonds Scholarships 1917-1918.....	1,300.00	
Meyer (Dr. Willy) for Deutsches Haus Maintenance..	100.00	
<i>Carried forward</i>	\$110,509.53	\$155,337.27

<i>Brought forward</i>	\$110,509.53	\$155,337.27
Milburn (Mr. John G.) for Women's War Work Committee.....	300.00	
Montgomery (Professor Robert H.) for Extension Teaching Students Loan Fund.....	1,000.00	
National Biscuit Company, for Industrial Research Fellowship.....	2,400.00	
Norrie (Mrs. Breese) for the purchase of music for the Benjamin Lombardi Music Library of the Department of Music.....	50.00	
Osborne (Mrs. Henry Fairfield) for Women's War Work Committee.....	35.00	
Perkins (Mr. G. W.) for Extension Teaching, Penal Problems.....	250.00	
Pupin (Professor M. I.) for Summer Session Salaries..	150.00	
Pupin (Professor M. I.) for Department of Physics Research.....	2,666.68	
Pupin (Professor M. I.) for Slavonic Languages Salaries	150.00	
Rhodes (Mr. Lyman) for Alumni Association Prize....	50.00	
Rockwood (Mr. William) for Military Training Course at Camp Columbia.....	25.00	
Sargent (Mr. Homer E.) for the Department of Anthropology.....	1100.00	
Sargent (Mr. Homer E.) for Research on Indians in British Columbia.....	500.00	
Satterlee (Mrs. Herbert L.) for Women's War Work Committee.....	300.00	
Schiff (Mr. Jacob H.) for Social Science Salaries 1918-1919.....	1,000.00	
Schiff (Mr. Mortimer L.) for Extension Teaching, Penal Problems.....	200.00	
Senff (Mrs. Charles H.) for Military Training Course Camp Columbia.....	4,000.00	
Sharpe (Mr. Henry D.) for Extension Teaching, Penal Problems.....	500.00	
Shearer (Mr. George L.) for Military Training Course at Camp Columbia.....	100.00	
Talcott (Mrs. James) for Special Scholarship.....	200.00	
Taylor (Mr. Henry Osborne) for the purchase of books for the Library.....	100.00	
Teachers College, for Women's War Work Committee..	75.00	
Towne (Mr. Henry R.) for Military Training Course at Camp Columbia.....	25.00	
Townsend (Mr. Howard) for Women's War Work Committee.....	25.00	
Wawepex Society, for J. D. Jones Scholarship.....	200.00	
White (Miss May W.) for Military Training Course at Camp Columbia.....	200.00	
Zinsser (Dr. Hans) for Department of Bacteriology....	1,500.02	127,611.23
		<u>\$282,948.50</u>

FREDERICK A. GOETZE

Treasurer

NEW YORK, June 30, 1918

NOTE: Received by the Special Committee of the Columbia War Hospital Fund, for United States General Hospital No. 1 (370 donors) \$275,509.13.

ARTHUR W. TEELE, C. P. A.
JOHN WHITMORE
MILTON S. CORWIN, C. P. A.
AROLD F. LEEMING, C. A.
R. C. STEELE, C. A.
JAMES WILLING, C. A.
J. H. STUMPFEL

PATTERSON, TEELE & DENNIS
ACCOUNTANTS AND AUDITORS
NEW YORK AND BOSTON

CABLE ADDRESS
"DIGNUS"

120 BROADWAY

NEW YORK, DECEMBER 24, 1918

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1918, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds have been produced to us; that all other income shown by the books of the University has been duly accounted for; that payments have been vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the financial condition of the University at the close of business on June 30, 1918, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Accountants and Auditors

BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1918

ASSETS	LIABILITIES
Lands, Buildings, and Equipment	Principal of Permanent Funds
Investment of Special Funds	Principal of Special Funds
Cash at Banks:	Unexpended Money for Designated Purposes
Corn Exchange Bank	Accounts Payable
New York Trust Company	Loans
	Advanced Summer Session Payments
Advanced Payments for	
Insurance:	
Buildings and Grounds	
Brooks Hall	
Accounts Receivable	
Deficiency Account	
<u>\$4,661,261.09</u>	<u>\$4,661,261.09</u>

BARNARD COLLEGE—FINANCIAL STATEMENT—1917-1918

	DISBURSEMENTS
Schedule I	
RECEIPTS	
Balance: New York Trust Company	\$ 36,404.54
Dividends	97,483.47
Miscellaneous Sources	96,690.47
Fees	161,330.10
Gifts for Designated Purposes	165,059.50
	\$273,509.13
Schedule II	
Gifts for Permanent Funds	97,152.94
	\$654,121.02
General Purposes:	
Educational Administration	\$174,140.20
Buildings and Grounds	54,955.38
Ella Weed Library	2,989.25
Business Administration	5,812.50
Brooks Hall	36,511.80
	\$273,509.13
Annuities	17,262.50
Investments	89,329.25
Students Hall	212,300.98
Miscellaneous	11,949.49
Balance: New York Trust Company	49,760.67
	\$654,121.02

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS JUNE 30, 1918

A. For General Endowment

BURGESS (ANNIE P.) FUND:	
Legacy from the estate of Mrs. Annie P. Burgess. Established 1913	\$63,308.33
CARPENTER (HENRIETTA) FUND:	
Gift of General H. W. Carpentier, in memory of his mother toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of three annuities. Established 1898, 1900, 1911, 1913, 1914, and 1915	498,061.79
ENDOWMENT FUND:	68,916.93
FISKE FOUNDERSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Josiah M. Fiske. The income of the fund to be applied to the running expenses of the College	5,188.08
FISKE HALL FUND:	
Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910	122,000.00
GIBBES FUND:	
a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908	266,986.00
b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908	100,000.00
HARRIMAN FUND:	
Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914	50,000.00
HERRMAN FOUNDERSHIP FUND:	
Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College	5,000.00
KENNEDY (JOHN STEWART) FUND:	
Legacy from the estate of the late John Stewart Kennedy. Established 1910	49,918.90
ROCKEFELLER (JOHN D.) ENDOWMENT FUND:	
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901	250,000.00
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:	
Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908	5,000.00
SMITH (ANNA E.) FUND:	
Legacy from the estate of Anna E. Smith. Established 1916	10,048.00
TILLOTSON (EMMA A.) ENDOWMENT FUND:	
Legacy from the estate of Emma A. Tillotson. Established 1910	5,000.00
WOERISHOFFER FUND:	
Gift of Mrs. Charles Woerishoffer for endowment. Established 1913, 1917	10 000 00

B. For Designated Purposes

ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND: Gift of Mrs. James Herman Aldrich. Established 1916	\$1,004.80
BARNARD (ANNA E.) SCHOLARSHIP FUND: Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899	3,078.72
BARNARD SCHOOL SCHOLARSHIP FUND: Gift of the Alumnae of the Barnard School for girls. Established 1916	4,019.20
BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000.00
BOGERT (CHARLES E.) SCHOLARSHIP FUND: Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000.00
BREARLEY SCHOOL SCHOLARSHIP FUND: Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	3,000.00
BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND: Gift in memory of Martha Ornstein Brenner, Class of 1899, by her friends. Established 1915	4,000.00
BROOKS (ARTHUR) MEMORIAL FUND: Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897	5,976.25
CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND: Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901	3,000.00
CLARKSON (JENNIE B.) SCHOLARSHIP FUND: Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898	3,000.00
COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND: Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman for the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904 . . .	3,600.00
FISKE SCHOLARSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895	5,719.94
FISKE (MARTHA T.) SCHOLARSHIP FUND: Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911	5,000.00

GALWAY FUND:	
Gift of an anonymous donor for a scholarship. Established 1912 . . .	\$2,559.08
GRAHAM SCHOOL SCHOLARSHIP FUND:	
Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907	3,000.00
HEALTH FUND:	
Gift from an anonymous donor to promote the physical health of the students and officers of the College. Established 1917	5,000.00
HERRMAN BOTANICAL PRIZE FUND:	
Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient in Botany	1,000.00
HERTZOG (EMMA) SCHOLARSHIP FUND:	
Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904 . . .	\$3,000.00
KAUFMANN (JESSIE) SCHOLARSHIP FUND:	
Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902	4,000.00
KINNICUTT (ELEONORA) SCHOLARSHIP FUND:	
Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911	5,000.00
KOHN MATHEMATICAL PRIZE FUND:	
Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics	1,148.94
McLEAN (MRS. DONALD) SCHOLARSHIP FUND:	
Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906	3,000.00
MOIR (WILLIAM) SCHOLARSHIP FUND:	
Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912	10,000.00
MURRAY (CAROLINE CHURCH) FUND:	
Gift of Mr. George Welwood Murray in memory of his wife, Caroline Church Murray. The income of this fund is to be used in aid of needy and deserving students. Established 1918	5,000.00
OGILVIE (CLINTON) MEMORIAL FUND:	
Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914	10,000.00
POPE (MARY BARSTOW) SCHOLARSHIP FUND:	
Gift in memory of Miss Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913	4,318.15

FULITZER (LUCILLE) SCHOLARSHIP FUND:	
Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916	\$176,553.78
REED (CAROLINE GALLUP) PRIZE FUND:	
Gift of Mrs. William Barclay Parsons. Established 1916	1,004.80
SCHOLARSHIP FUND:	
Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901	9,680.00
SMITH (EMILY JAMES) SCHOLARSHIP FUND:	
Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899	3,068.92
SMITH (GEORGE W.) SCHOLARSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906	5,435.19
SPERANZA (CARLO L.) PRIZE FUND:	
Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911	1,000.00
TALCOTT (JAMES) FUND:	
Gift of Mr. James Talcott, to found a professorship for Religious Instruction. Established 1915	100,000.00
TATLOCK PRIZE FUND:	
Gift in memory of Jean Willard Tatlock, Class of 1895, by her friends to found a prize to be awarded annually to the undergraduate student most proficient in Latin. Established 1917	1,250.00
TILLOTSON (EMMA A.) SCHOLARSHIP FUND:	
Legacy from the estate of Emma A. Tillotson. Established 1910	5,000.00
VELTIN SCHOOL SCHOLARSHIP FUND:	
Gift of the Alumnae of Mlle. Veltin's School. Established 1905	3,000.00
VON WAHL PRIZE FUND:	
Gift from the friends of Constance Von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915	1,300.00
WEED (ELLA) SCHOLARSHIP FUND:	
Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897	3,392.51
	<hr/>
	\$309,110.28

TEACHERS COLLEGE, FINANCIAL STATEMENT, 1917-1918

Having audited the Accounts of Teachers College for the year ended June 30, 1918, we hereby certify that the following statement of Funds and Revenue Account with accompanying Schedules, show the true financial condition of the Corporation at June 30, 1918.

LESLIE, BANKS AND COMPANY
Auditors

NEW YORK, 128 Broadway

STATEMENT OF FUNDS AT JUNE 30, 1918

FUNDS, ETC., AT JUNE 30, 1918:

Principal of Endowed Funds:

For General Purposes	\$1,752,943.88
For Special Purposes	798,500.84
	<u>\$2,551,444.72</u>

Principal of Other Funds:

For Improvements and Additions to College Property	\$22,064.42
For Student Loan Funds on hand	16,039.13
For Gifts for Designated Purposes	43,136.37
Surplus Income from Funds for Special Purposes	22,962.61
Surplus Income from Funds for General Purposes	129,681.81
Reserve for Repairs and Renewals	3,200.00
TOTAL FUNDS, ETC.	<u>\$2,750,425.51</u>

ASSETS (Net):

Cash	\$82,330.47
Accounts Receivable	124,526.34
Supplies and Prepaid Expenditure (less Prepaid Income) of Year 1918-1919	18,422.08
Investments of Endowed Funds (less \$500,000 Mortgage)	2,544,242.35
	<u>\$2,769,521.24</u>

Less:

Accounts Payable	19,095.73
TOTAL NET ASSETS	<u>\$2,750,425.51</u>

REVENUE ACCOUNT FOR YEAR ENDED JUNE 30, 1918

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, ETC.	\$771,796.14			\$771,796.14
INCOME FROM INVESTMENTS, ETC.:				
From General Funds:				
(a) Stocks and Bonds	64,447.42			64,447.42
(b) Whittier Hall	20,000.00			20,000.00
(c) Interest	5,944.98			5,944.98
From Scholarship, etc., Funds		\$23,646.89	\$32,380.95	\$56,927.84
From Library Funds		4,900.14		4,900.14
				\$151,320.38
SPECIAL FUND FOR PUBLICATION	\$862,188.54	26,957.46	\$32,380.95	26,957.46
		\$55,504.49		\$959,073.98

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUC- TION	\$649,374.84	\$21,291.10	\$1,715.00	\$672,380.94
MAINTENANCE OF BUILDINGS AND GROUNDS	113,595.56			113,595.56
BUSINESS ADMINISTRATION	52,141.53			52,141.53
LIBRARY	10,513.18	4,756.67		15,269.85
SPECIAL FUND FOR PUBLICATION		26,748.40		26,748.40
SPECIAL PURPOSES			33,773.47	33,773.47
BONUS ADDITION TO SALARIES	19,854.20			19,854.20
<i>Total Expenditure</i>	\$845,479.31	\$52,796.17	\$35,488.47	\$933,763.95
SURPLUS OF INCOME FOR YEAR	16,709.23	2,708.32	* 3,107.52	16,310.03
	\$862,188.54	\$55,504.49	\$32,380.95	\$959,073.98

* Deficit

PRINCIPAL AND INVESTMENT OF ENDOWED FUNDS

AS PER BALANCE SHEET

	At July 1, 1917	Additions or Deductions during Year	At June 30, 1918
I. PRINCIPAL:			
(a) For General Purposes:			
Stocks and Bonds	\$1,260,426.17	\$28,059.02	\$1,288,485.19
Whittier Hall (Equity)	404,458.69	.....	404,458.69
Total for General Purposes	\$1,724,884.86	\$28,059.02	\$1,752,943.88
(b) For Special Purposes:			
Army and Navy Scholarship Fund	\$3,150.50	* \$.50	\$3,150.00
Bryson Library Fund	83,740.62	* 8.87	83,731.75
Bryson Library, Avery Collection Fund	2,097.81	* .22	2,097.59
Caroline Scholarship Fund	5,021.83	* .53	5,021.30
Caroline Scholarship Fund (Deferred Income)	133.33	.....	133.33
Dodge (Grace H.) Welfare Fund	61,048.26	9.53	61,057.79
Hartley (Helen) Fund	149,831.29	* 15.98	149,815.31
Hoadley Scholarship Fund	2,996.75	* .32	2,996.43
Hoe (Margaret) Memorial Scholarship Fund	5,000.00	* .50	4,999.50
Kemp Estate Legacy Fund	34,346.71	* 3.65	34,343.06
Macy (Caroline L.) Bequest	197,331.66	* 20.92	197,310.74
Macy (Caroline L.) Bequest (Deferred Income)	266.67	.....	266.67
Mortgage Reserve Fund	140,041.06	32,191.67	173,133.63
Norsworthy (Naomi) Memorial Fund	1,236.00	* 1,001.06	2,237.06
Runyan Scholarship	1,127.62	* .11	1,127.51
Sachs (Julius) Library Fund	10,000.00	* 1.01	9,998.99
Teachers Retirement Fund	50,610.27	* 13,858.19	64,468.46
Tennyson (Alfred) Prize Fund	100.39	* .01	100.38
Tilston Scholarship Fund	2,511.61	* .27	2,511.34
Total for Special Purposes	\$751,493.28	\$47,097.56	\$798,590.84
Total for General and Special Purposes	\$2,476,378.14	\$75,066.58	\$2,551,444.72
II. INVESTMENTS (less Mortgage on Whittier Hall \$500,000)			2,544,242.35
Uninvested Principal at June 30, 1918			7,202.37

* Deductions

COLLEGE OF PHARMACY—FINANCIAL STATEMENT—1917-1918

JULY 1, 1917—JUNE 30, 1918

RECEIPTS

Balance Garfield National Bank	\$ 511.65
Balance Lincoln Trust Company	8,080.31
Balance West Side Savings Bank	3,648.55
Balance American Savings Bank	900.48
Balance Union Square Savings Bank	542.02
Balance Petty Cash	50.00
Interest Lincoln Trust Company	422.06
Interest West Side Savings Bank	147.38
Interest Union Square Savings Bank	41.54
Interest American Savings Bank	38.98
Interest from Bonds	875.00
Donation by Students to Student Loan Fund	150.00
Donation Dohme Prize	1,000.00
Donation to General Fund	25.00
Credit, Department Pharmacognosy	30.66
Library	1.70
Sale of Thrift Stamps	50.00
Membership Dues	530.00
Student Fees, Tuition Regular Courses	50,623.50
Student Fees, Summer Session, Anal. Chem.	235.00
Student Fees, Summer Session, Chemistry	25.00
Student Fees, Summer Session, Histology	185.00
Student Fees, Summer Session, Pharmacy	65.00
Student Fees, Evening Courses, Anal. Chem.	305.00
Student Fees, Evening Courses, Chemistry	215.00
Student Fees, Evening Courses, Histology	180.00
Student Fees, Evening Courses, Pharmacy	130.00
Student Fees, Evening Courses, Bacteriology	180.00
Student Fees, Special Courses	135.00
Student Fees, Examinations	3,045.00
Student Fees, Breakage Deposits	2,250.45
Student Fees, Locker Deposits	95.00
Student Fees, Microscope Rentals	128.00

\$75,725.28

DISBURSEMENTS

Mortgage Reduced	\$10,000.00
Mortgage Interest	1,350.00
Salaries	33,844.98
Bonus to Faculty and Employees	1,960.83
Trustees' Prizes	300.00
Dohme Prize	100.00
Refund of Fees	826.00
Refund of Contributions	1,075.00
Seabury Scholarship	150.00
Secretary's Office	592.97
Treasurer's Office	8.00
Audit	50.00
By Special Action Board of Trustees	69.60
Diplomas	425.00
Dean's Office	84.85
Dean's Emergency Fund	27.07
War Savings Stamps	50.00
Breakage Returns	50.00
Examinations and Commencement Expenses	1,271.73
Printing and Advertising	1,848.58
Library, Books and Binding	228.59
Faculty Share Evening Courses	475.00
Faculty Share Summer Courses	250.00
Faculty's Convention Expenses	375.49
Department of Pharmacy	1,568.24
Department of Chemistry	591.82
Department of Pharmacognosy	526.94
Department of Materia Medica	32.36
Department of Analytical Chemistry	1,150.77
Department of Commercial Pharmacy	605.52
Department of Bacteriology	43.80
Gas and Electricity	1,058.02
Repairs	557.34
Supplies	228.97
Furniture and Fixtures	269.42
Water Taxes	269.10
Fuel	1,574.91
Insurance	59.78
Check for Tuition not accepted at bank	130.00
	\$64,020.68
Bal., June 30, Lincoln Trust Company	\$4,356.68
Bal., June 30, Garfield Nat'l Bank	1,120.97
Bal., June 30, West Side Savings Bank	3,795.93
Bal., June 30, American Savings Bank	1,664.46
Bal., June 30, Union Sq. Savings Bank	716.56
Bal., June 30, Petty Cash	50.00

\$75,725.28

11,704.60

