



Columbia University
in the City of New York

ANNUAL REPORTS

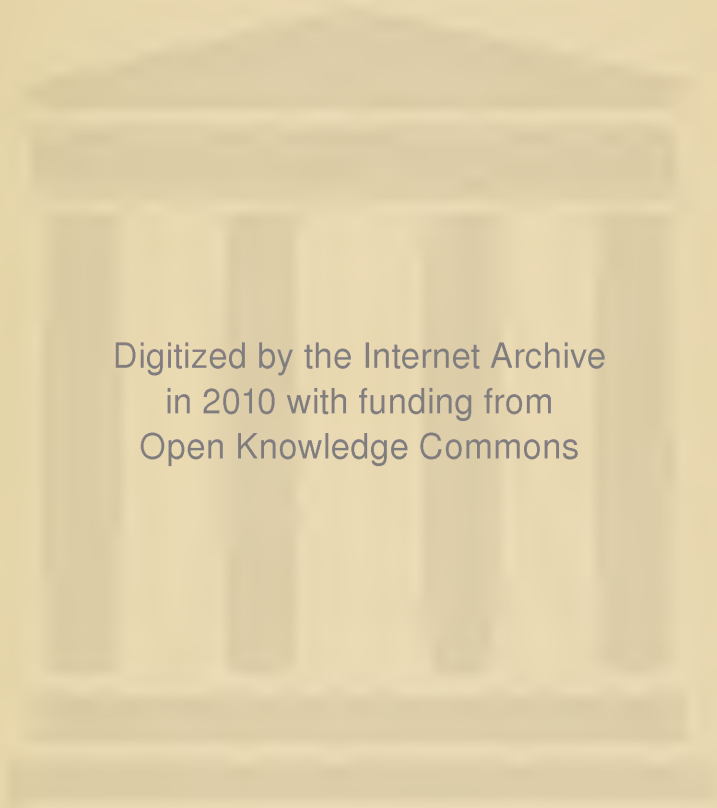
1913



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Columbia University
in the City of New York

ANNUAL REPORTS

OF THE

PRESIDENT AND TREASURER

TO THE

TRUSTEES

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1913

NEW YORK
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1913

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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In compliance with the Statutes there is submitted herewith the Annual Report on the work of the University for the year ending June 30, 1913, together with the reports of the several Deans, Directors, and other administrative officers. From a study of these reports and from an examination of the recommendations contained therein will be gained an accurate idea of the work of the University and of the problems which just now press for solution.

It is still necessary to repeat words that were used eleven years ago: "Columbia University, as now organized and equipped, may be likened to a giant in bonds. Strength, power, zeal for service, are all at hand, but the bonds of insufficient funds hold them in on every side." (Annual Report for 1902, p. 8.) A large number of the needs then described as pressing have been met in the interval, and more than met, by generous benefactions and by the skilful administration of the corporate endowment by the Committee on Finance and the Treasurer; but the unparalleled growth and expansion of the University have far more than kept pace with the new resources that have been provided. The action refunding the corporate debt of

**The Financial
Problem**

\$3,000,000 (which debt was incurred in the purchase and development of the present University site) and providing for its extinction in thirty years by the payment of \$100,000 annually to a Redemption Fund, became effective as of July 1, 1907. Since that time the operations of the University have been carried on, so far as charges against general income are concerned, with the results set forth below, the figures for the years 1907-8 to 1910-11 inclusive being taken from the memorandum submitted by the President to the Committees on Education and Finance when the Budget for the year 1912-13 was under consideration:

Year	Surplus	Deficit
1907-8.....	\$52,885.18	.....
1908-9.....	59,540.58	.....
1909-0.....	52,528.46	.....
1910-1.....	.....	\$ 3,093.11
1911-2.....	.....	19,711.20
1912-3.....	.....	67,769.12
1913-4.....	.....	(estimated) 63,821.06
	<hr/>	<hr/>
	\$164,954.22	\$154,394.49
	154,394.49	
Difference.....	<hr/>	
	\$ 10,559.73	

The first payment of \$100,000 on account of the Redemption Fund was made in June, 1911. The alarming deficiency in general income which has existed since that time has been brought about not by the annual payments to the Redemption Fund, but by the new and large appropriations for increased salaries to members of the teaching staff. Were it not for the corporate debt, however, involving as it does an annual interest charge of \$120,000

and an annual payment to the Redemption Fund of \$100,000, the Trustees would have at their disposal about \$150,000 of general income with which to increase salaries still farther and to improve the efficiency of the University's work in teaching and research. It is always to be borne in mind that the Summer Session, Extension Teaching, the Institute of Arts and Sciences, and the extra-mural work of the University generally, not only involve no charge upon general income, but serve, indirectly at least, to increase it. Therefore, the most pressing need of the University at the moment is not new buildings (except the completion of University Hall) or new gifts for special purposes, but the provision, by adequate endowment, of free income sufficient to meet the annual charges for interest on the debt and for the Redemption Fund. At least one other gift as munificent and as unrestricted as that of the late John Stewart Kennedy is needed quickly if the University is to avoid the alternative of painful, and it may be harmful, retrenchment. This is the financial problem of the moment, and in seriousness and importance it far exceeds any other problem which now confronts the Trustees.

The Treasurer's Report (pp. 10-13) shows that during the year the sum of \$617,865.67 was given to establish permanent funds or to add to existing funds; the sum of \$337,475.07 Gifts to purchase land or to erect and equip buildings; and the sum of \$466,463.43 to be expended for designated purposes. The total amount received in gifts during the year, therefore, as reported by the Treasurer,

is \$1,421,804.17. The largest gifts received were \$450,000 from the estate of the late Joseph Pulitzer; \$250,000 from the estate of the late Francis P. Fernald; \$67,642.86 from the estate of the late John Stewart Kennedy; \$56,960.53 from the estate of the late Annie P. Burgess; \$30,000 from Samuel P. Avery for the Avery Architectural Library; \$30,000 from A. Barton Hepburn for the purchase and equipment of the Maison Française; \$20,282.07 from the estate of the late Charles Bathgate Beck, '77; \$12,500 from J. Parke Channing, '83 Science, for the equipment of the electro-metallurgical laboratory; \$10,000 from Charles H. Davis, '86 Science, for advanced instruction and research in highway engineering; \$10,000 from an anonymous donor, for surgical research; and \$8,000 from Edward D. Adams, for the Ernest Kempton Adams Precision Laboratory.

As was recounted by Mr. Pine in his article on the finances of the University, contributed to the Columbia University Quarterly for December, 1901, prior to the administration of President Low, which began in 1890, "the stream of benefactions [to Columbia] was feeble and intermittent, adding but little to the financial strength of the institution." It is probable that \$200,000, or even a smaller sum, would represent the value of all the gifts received from 1754 to 1890, a period of 136 years.

The literally stupendous change in the relations between the University and the public, which has been brought about since the reorganization of 1890 and the prosecution of the policies of expansion and new activity then formulated, is amply demonstrated by the following statement of gifts made in money alone,

since 1890, to the several corporations included in the University. It will be remembered that the years 1890-1901 covered the epoch-marking administration of President Low.

1890-1901.....	\$ 5,459,902.82
1901-11.....	16,468,448.74
1911-12.....	2,242,417.58
1912-13.....	1,605,935.33
	<hr/>
Total.....	\$25,776,704.47

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

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
For General Endowment..	\$67,642.86	\$5,000.00	—	—	\$72,642.86
For Special Funds.....	550,222.81	139,572.76	\$1,115.00	—	690,910.57
For Buildings and Grounds	337,475.07	14,936.25	—	—	352,411.32
For Immediate Use.....	466,463.43	2,367.50	21,139.65	—	489,970.58
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,421,804.17	\$161,876.51	\$22,254.65	—	\$1,605,935.33

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

	Sq. Ft.	The Site Acres
A. 1. <i>At Morningside Heights</i>		
Green and Quadrangle.....	734,183.08	16.85
South Field.....	359,341.15	8.25
No. 407 West 117th Street....	1,809.50	.0414
Maison Française.....	1,809.50	.0414
Residence of the Chaplain....	1,809.50	.0414
Residence of the Dean of College	1,809.50	.0414
Deutsches Haus.....	1,809.50	.0414
East Field Site (part).....	45,247.50	1.0390
	<hr/>	<hr/>
	1,147,819.23	23.6460

2. <i>At West 59th Street</i>	75,312.38	1.73
	<hr/>	
	1,223,131.61	28.076
B. <i>Barnard College</i>	177,466.60	4.07
C. <i>Teachers College</i>		
1. <i>At 120th Street</i> ...153,898.00	————	3.53
2. <i>At Speyer School</i> ...5,213.00	————	.12
3. <i>At Van Cortlandt Park</i>.....688,644.00	————	15.08
	<hr/>	
	847,755.00	18.73
D. <i>College of Pharmacy</i>	7,531.00	.17
	<hr/>	
Grand Total in New York City	2,255,884.21	51.046
E. <i>Camp Columbia, Morris, Conn.</i>		583.3
F. <i>Farms for agricultural study and research at Fishkill, N. Y.:</i>		
The Columbia-Blodgett Farm....	298.7	
The Columbia-Van Wyck Farm... 141.9		440.6
	<hr/>	
Total.....		1,074.946

The Teaching Staff	Columbia University	Barnard College	Teachers College (Excluding the Horace Mann School)	College of Pharmacy	Total (Excluding Duplicates) 1913 1912	
Professors.....	177	29	29	8	177	181
Associate Professors	36	10	4	2	36	23
Assistant Professors	84	14	20	1	84	82
Clinical Professors..	16	—	—	—	16	16
Associates.....	46	1	1	—	47	50
Instructors.....	162	27	58	4	224	194
Demonstrators....	—	—	—	—	—	3
Curators.....	2	—	1	—	3	—
Lecturers.....	26	5	18	1	45	37
Assistants.....	70	7	55	3	128	109
Clinical Assistants .	87	—	—	—	87	86
Total.....	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	706	93	186	19	847	781
Administrative officers, not enumerated above as teachers.....	32	9	12	7	38	38
Emeritus officers...	15	—	—	3	15	16
Total.....	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	753	102	198	29	900	835

The enrolment of students as compared with that for the year 1911-12 was as follows:

		The Student Body	
		Gain	Loss
Under the University Corporation:			
Columbia College.....	877	57	—
Mines, Engineering and Chemistry...	669	—	2
Law.....	478	61	—
Medicine.....	344	—	7
Philosophy, Political Science and Pure Science.....	1,570	137	—
Architecture.....	141	6	—
Music.....	16	—	4
Journalism.....	76	—	—
Summer Session (1912).....	3,602	629	—
	<hr/>	<hr/>	<hr/>
Total (excluding 529 duplicates)..	7,244	941	—
Barnard College.....	618	—	22
Teachers College.....	1,684	61	—
College of Pharmacy.....	414	127	—
	<hr/>		
	9,960		
Less Double Registration.....	581		
	<hr/>		
Net Total of Regular Students..	9,379	1,016	
Extension Teaching.....	1,828	548	
Evening Technical Classes (Teachers College).....	1,913	44	
	<hr/>		
Grand Total receiving instruction	13,120		

The report of the Registrar sets out in detail the very interesting facts regarding the composition of this huge student-body, as well as the very wide area from which it is drawn.

During the academic year 1912-13, 1,551 degrees and 604 diplomas were conferred as follows:

Columbia College:

Bachelor of Arts.....	119
Bachelor of Arts with Medicine.....	8
Bachelor of Science.....	56
Bachelor of Science with Medicine.....	5

Degrees
Conferred

<i>Barnard College :</i>	
Bachelor of Arts.....	136
Bachelor of Science.....	3
	<hr/> 139
<i>Faculty of Law :</i>	
Bachelor of Laws.....	137
<i>Faculty of Medicine :</i>	
Doctor of Medicine	100
<i>Faculty of Applied Science :</i>	
Engineer of Mines.....	25
Metallurgical Engineer.....	5
Civil Engineer.....	37
Electrical Engineer.....	15
Mechanical Engineer.....	21
Chemical Engineer.....	20
Chemist.....	2
	<hr/> 125
<i>Faculty of Fine Arts :</i>	
Bachelor of Architecture.....	3
Certificate of Proficiency in Architecture	6
Bachelor of Music.....	1
	<hr/> 10
<i>School of Journalism :</i>	
Bachelor of Literature.....	9
<i>College of Pharmacy :</i>	
Pharmaceutical Chemist.....	20
Doctor of Pharmacy	7
	<hr/> 27
<i>Faculty of Political Science, Philosophy and</i>	
<i>Pure Science :</i>	
Master of Arts	503
Doctor of Philosophy.....	67
Master of Laws.....	1
	<hr/> 571
Honorary degrees.....	10
<i>Faculty of Teachers College :</i>	
Bachelor of Science in Education.....	235
Bachelor's Diploma.....	277
Special Diploma.....	169
Master's Diploma.....	148
Doctor's Diploma.....	10
	<hr/> 839
Total degrees and diplomas granted....	2,155
Number of individuals receiving them..	1,660
<i>College of Pharmacy :</i>	
Graduate in Pharmacy.....	99

The popular mind is easily impressed with size, and particularly with large numbers. The fact that Columbia University has under its influence and instruction many thousands of students is annually heralded in the public press as entitling it to claim precedence over other institutions at home or abroad. Within the University itself no such feeling prevails. The growth in numbers so marked in recent years is, of course, gratifying in so far as it indicates that the curriculum, the equipment, and particularly the teachers and investigators of Columbia are sought on their own account. But we should deplore growth in numbers unless it were accompanied by a steady increase in the quality of the students. The fact that a rigid examination is insisted upon for admission to Columbia College and to Barnard College, and that all credentials offered by those who seek advanced standing or who wish to enter the graduate and professional schools are subjected to the closest scrutiny, and the farther fact that no student is allowed to shirk his work and to remain long upon the rolls of the University, are an indication of the spirit with which the several faculties, administrative boards, and administrative officers view their responsibilities. The sum total of attendance at Columbia University is enormous, primarily because the scope of the University is very wide and because all its several schools are well attended. If the entire enrolment at Columbia were the enrolment of a single undergraduate college or a single school of law, of medicine, or of engineering, it would, of course, indicate the existence of an educational monstrosity; but when the numbers in the un-

Standards of
University
Excellence

dergraduate colleges, in each of the professional and technical schools, and in the several subdivisions of the graduate schools are so distributed that they may easily be accommodated and taught, the fact that the sum total of the enrolment is very large need give us no concern. What should concern us is the quality, the character, and the homogeneity of the several units of which this total is composed. Columbia College now has upon its rolls more than 800 undergraduates. It may very well be doubted whether it would be possible for us to care profitably and properly for more than 1,200 College students. Should the College attendance grow to 1,200 in the near future, the Faculty and the Trustees will be confronted with a real problem. The Schools of Law, of Medicine, and of Mines, Engineering and Chemistry are able to take good care of the number of students now on their rolls. Barnard College and Teachers College are full to overflowing, but in each case the provision of additional buildings would render it possible to care for all the students now enrolled there, and more as well. The College of Pharmacy is not yet, but may soon be, overtaxed. The graduate students enrolled under the Faculties of Political Science, Philosophy, and Pure Science so distribute themselves through twenty or thirty departments that it is only here and there that congestion is to be found. The same is true of the Summer Session and of Extension Teaching. Therefore, so long as the quality of the student body is maintained and standards are kept high and definite and are strictly enforced, we need not find cause for alarm because the sum total of all the students under instruction is unprecedented.

But the real test and measure of a university's efficiency are not the number of students enrolled, the size of its endowment, or the magnificence of its physical equipment. The true test and measure are to be found in the productive scholarship of the university's teachers and in the quality of the men and women who go out with the stamp of the University's approval upon them. Columbia is fortunate in having assembled a truly noteworthy company of productive scholars. Hardly a week passes, certainly not a month, without the issuance from the study or the laboratory of some Columbia scholar of a piece of work that is a genuine addition to the literature, the science, or the philosophy of our time. One may recall the publication within a very short period of such exceptional works as those by Professor Brander Matthews on Molière, by Professor Osborn on the Age of Mammals and on Tetraplasy, by Professor H. C. Sherman on the Chemistry of Food Nutrition, by Professor Lucke on Power and on Engineering Thermodynamics, by Professor Jackson on the Literary History of India, by Professor Seligman on the Income Tax, by Professor Woodworth (in co-operation with Professor Ladd of Yale) on Physiological Psychology, by Professor Fullerton on the World We Live in, by Professor Beard on the Economic Interpretation of the Constitution, by Professor Hirth (in co-operation with Mr. Rockhill) on Chau Ju-kua, by Professor H. L. Moore on Laws of Wages, by Professor Botsford on the Roman Assemblies, by Professor Boas on Changes in the Bodily Form of Descendants of Immigrants, by Professor Blanchard (in co-operation with Mr.

Productive
Scholarship

Drowne) on Highway Engineering, by Professor Woglom on Experimental Cancer, by Professor Clark on the Control of Trusts, by Professor Simkhovitch on Marxism versus Socialism, by Professor John Bassett Moore on Phases of American Political Development, by Professor Kasner on Conformal Geometry, by Professor Prince on various Indian languages and on the New Jersey Dutch; and also Professor Paul Monroe's *Cyclopedia of Education*, the classical papers of the late Professor Mortimer Lamson Earle, the volume of lectures on Greek literature, Professor Gies's studies of enzymes, Professor Burr's contributions to the theory of elastic arch ribs, Professor Shepherd's historical atlas, Professor MacCallum's paper entitled "Experimentelle Tetaniestudien," Professor Janeway's Harvey lecture and his paper before the London International Congress of Medicine, Professor T. H. Morgan's contributions to experimental zoology, and Professor Montague's and Professor Pitkin's contributions to a realistic philosophy. Last, but not least, there should be mentioned the work of Mr. George L. Rives, Chairman of the Trustees, on the United States and Mexico, which has been described by a competent critic as "a historical work of interest, dignity and importance."

This list, extraordinary as it is, might easily be extended many times. It would be noteworthy if it represented the productive work of a generation; at Columbia it represents only a fraction of the productive work of a few years. This is the true measure of a university's greatness and of its claim to public regard and support.

Still another measure of a university's usefulness to the modern state is to be found in the service which its members render to the public through their association with governmental or voluntary activities of various kinds. It is by such association that the University's scholars bring their training, their knowledge, and their experience to bear upon those practical problems which are of present interest to the public. Among all the universities of the world, the American universities are probably unique in respect to the amount and variety of the public service rendered by their members. Of the American universities Columbia is second to none in the number, scope and importance of undertakings of a public or semi-public character in which its teachers and investigators are engaged. It is but to paraphrase a familiar saying of Plato to point to the fact that only when the rulers and guardians of the state are trained and reasonable men, and when trained and reasonable men are made rulers and guardians of the state, will there be any prospect of mending present ills and of multiplying present benefits.

Public Service
of University
Officers

With a view to its publication in the present annual report, an attempt has been made to prepare a detailed list of the public and semi-public undertakings in which members of Columbia University are now engaged. The result was astonishing, and it would be quite impossible to print, within the limits of a single annual report, the data that have been accumulated. Arrangements will be made for the publication of this material elsewhere, and when published it will certainly be a revelation, not alone to the public, but to the University itself.

Active gentlemen with measuring rods and tables of statistics are abroad in the land, and they are anxious to find some way of estimating the effectiveness of the work of a university in the terms of a mechanical formula.

University
Efficiency

They will be disappointed, and any attempt to meet their views and wishes in university administration can do nothing but harm. Those who think that they are measuring spiritual and intellectual characteristics are under an illusion; what they are really measuring are some of the physical accompaniments of mental and spiritual characteristics, and they are assuming an invariable law of concomitant variation. When they farther endeavor to ascertain whether it is more profitable for a university to teach Greek or Physics, they become absurd. It goes without saying that a university must, on the business side, be administered strictly in accordance with business principles. It must know in detail where its income comes from, and equally in detail for what purposes its income is expended. It must exhibit to its own members and to the public a full and faithful account of its financial administration. This Columbia University has done for years, and was a pioneer in doing. The annual reports of the Treasurer are models of their kind, and it may safely be said that the annual budget, covering both estimated income and appropriations, is as complete and as specific as it can possibly be made. To demand all this is right enough, but to go farther and to try to estimate, either in foot pounds, or in horsepower, or in dollars and cents, the effect and the value of different types of instruction and research is as futile as any human undertaking

could possibly be. All mechanical systems of apportioning salaries and of endeavoring to estimate the proportion of overhead charges that should be borne by particular classes of students are not only impossible of practical application, but if they could be practically applied they would be misleading and dangerous. As has already been pointed out, there are two, and only two, certain tests of the efficiency of an educational system or institution. The first is the quality, the character, and the human service of the men whom it trains; and the second is the scholarly and scientific productiveness of its teachers and scholars. Much as Columbia University still hopes to accomplish, and many as are the faults and weaknesses that it would gladly repair, it cannot be held to have failed when tested by either of these standards.

The increasing pressure upon the general income of the corporation led the Committee on Education to request the President to invite the co-operation of the Deans, Directors, and heads of departments throughout the university in studying the question as to how greater concentration might be effected and efficiency increased, either by rearranging and consolidating courses of instruction, by readjusting the duties of the staff and assigning more hours of teaching to individuals, by reducing the number of officers of instruction, or by any other means which might be found to be both practicable and expedient. Under date of January 8, 1913, the President therefore addressed the several Deans, Directors, and heads

**Concentration
and Efficiency**

of departments a letter asking for advice and cooperation in dealing with these questions. The very detailed replies that were received have been printed as a document for the use of the Trustees and are now before the Committee on Education for their study in connection with the preparation of the Budget for 1914-15. From the replies received to the President's letter, it appears that it is the judgment of a number of members of the University that it would be beneficial if the Faculties or their several Committees on Instruction were formally consulted in regard to the Budget each year, in addition to the heads of departments. Deans Woodbridge and Keppel point out that some advantages might follow the consolidation of certain departments. Provost Carpenter and Professor Burr recommend that the number of courses offered be reduced and that instruction be more highly concentrated than at present. Professor Young would reach the same end by offering certain courses in alternate years, instead of annually, and also through the increase of the average amount of service required of instructors. Provost Carpenter, Dean Keppel, and Professor Thomas urge the possibility of eliminating some of the more elementary instruction now offered; and Professor Alexander Smith would reduce the amount of instruction offered altogether. All these suggestions are important, and it can hardly be doubted that some of them, at least, will be acted upon in the near future.

The annual report for 1911 (pp. 14-25) described the circumstances leading up to the establishment of a formal exchange of professors between Prussia and the United States, and that between Columbia and the University of Paris. In addition to the list of incumbents of the Theodore Roosevelt and Kaiser Wilhelm Professorships there named, the following appointments have since been made:

Theodore Roosevelt Professorship:

1913-14: Professor Paul Shorey, of the University of Chicago: Culture and Democracy in America.

1914-15: Professor Henry W. Farnam, of Yale University: Labor Organizations and Labor Legislation in the United States.

Kaiser Wilhelm Professorship:

1912-13: Felix Krüger, Professor of Psychology at the University of Halle.

1913-14: Karl F. Th. Rathgen, Professor of Political Economy in the Colonial Institute, Hamburg.

In succession to M. Lanson as Visiting Professor from the University of Paris, there have been:

1912-13: Henri Bergson, Professor of Philosophy at the Collège de France.

1913-14: Jean Perrin, Professor of Physical Chemistry in the University of Paris.

These two undertakings may now be regarded as permanently and beneficently established. The arrival of the visiting professors is eagerly looked forward to

each year on both sides of the Atlantic, and there is general agreement as to the helpful and stimulating results of this exchange of university scholars.

During the year the international relations of Columbia University have increased and multiplied. The authorities of the University of Leipsic and of Munich have requested that each successive Roosevelt Professor be allowed to give some of his time to them. For the present, it has been arranged that the Roosevelt Professor shall in alternate years go for at least a part of the second semester to the University of Leipsic, while in the intervening years the incumbent of this professorship will go for at least a part of the second semester to the University of Munich. Professor Sloane brilliantly opened the service of the visiting American professor at the University of Munich by his presence and his lectures there at the summer semester of 1913.

The Government of Austria has effected an arrangement similar in all respects to that which exists between Columbia University and the Government of Prussia. For the year 1913-14 Professor George S. Fullerton, of the Department of Philosophy, is in residence at the University of Vienna, and will also visit other Austrian universities as the first visiting American professor. Professor Josef Schumpeter, of the University of Graz, is in residence at Columbia as the first visiting Austrian professor. The formal establishment of this new exchange of scholars greatly broadens the field of the University's influence in Europe and opens new channels for the development of cordial and sympathetic relations between the people of the United States and those of the Austrian Em-

pire. Negotiations, as yet informal in character, have been entered into by persons interested in extending this same system of international visits by representative scholars to Italy, to Latin-American countries, and to Japan.

With the gracious approval of Her Majesty the Queen of Holland, and through the co-operation of her Government, with the generous support of a number of important Hollanders, the Queen Wilhelmina Lectureship on the Dutch Language, Literature and History has been established, of which the first incumbent is Dr. Charles Van Noppen, an accomplished Dutch scholar, who is already in residence. This lectureship is intended to develop a wider interest here in the United States in the history, the art, the literature, and the language of the people of Holland. It need hardly be said that the proposal was received at Columbia with the most cordial sympathy and willing co-operation, not only because of the intrinsic importance of the subjects to be covered by the lectureship, but because of the close political and social relations that existed in the seventeenth century between Holland and what was then New Amsterdam.

These international intellectual currents, flowing freely but systematically between the United States and France, Germany, Austria and Holland, with the possibility of their extension to Italy, Latin-America and Japan, are an impressive evidence of the growth of that new spirit of internationalism from which so much may be truly hoped for the promotion of international peace and good will and for the advancement of civilization in all its aspects.

The Deutsches Haus, which is each year the center

of a rapidly increasing and many-sided activity, has now by its side, through the generosity of A. Barton Hepburn, Esq., of New York, a *Maison Française*. The latter is to serve for the contemporary culture of France the same purpose that the *Deutsches Haus* is serving so well in connection with the contemporary culture of Germany. It does not require a very vivid imagination to foresee the time when by the side of the *Deutsches Haus* and the *Maison Française* there will be similar buildings dedicated to the study of the contemporary civilization and to the academic interests of Holland, of Italy, of Latin-America and of Japan.

The grades and titles of Associate, Instructor, Lecturer, Demonstrator, Curator, and Assistant are fixed and defined by the provisions of the *Academic Grades and Titles* University Statutes. The three professorial grades of Professor, Associate Professor and Assistant Professor have been in the past defined with less accuracy and precision. The grade of Assistant Professor was substituted for that of Adjunct Professor in 1909. At the same time, the grade of Professor as it had theretofore existed was divided into the two grades of Professor and Associate Professor, to the end that the title of Professor might in time be reserved for men of greater age and longer service than those whom it was desirable and appropriate to appoint to the grade of Junior or Associate Professor. In the case of a university having so large a body of teachers as Columbia, the introduction of a definite system of this kind is necessarily accompanied by many anomalies and exceptions during the years that it is being established. Undoubtedly

there are members of the Faculty who now hold the grade of Professor who would be Associate Professors had the distinction that was made in 1909 been introduced earlier. On the other hand, there are several men now holding the grade of Associate Professor who would have been promoted to Professorships had this distinction not been introduced at all. With a view to establishing a more regular order of advancement in the various professorial grades, the Committee on Education, in submitting their Budget recommendations to the Trustees on January 9, 1911, announced that they had adopted certain rules of procedure for their own guidance. The rules so reported were as follows:

1. That the minimum compensation of Associate Professors giving their full time to the University be fixed at \$3,000 for the first year of service in that grade, with the proviso that an Associate Professor may be appointed at a higher compensation if he has had service in that grade, or its equivalent, in another institution.

2. That the minimum compensation of Assistant Professors giving their full time to the University be fixed at \$2,000 for the first year of service in that grade, with the proviso that an Assistant Professor may be appointed at a higher compensation if he has had service in that grade, or its equivalent, in another institution.

In the year following, on January 8, 1912, the Committee on Education reported that, with a view to still farther guarding and dignifying the title of Professor, they had agreed upon the principle that except for reasons of unusual weight, an Associate Professor

will be expected to serve not less than ten years in that grade before being promoted to a professorship. It was farther stated that the Committee does not regard an appointment to an Associate Professorship as involving or implying later advancement to a Professorship as a matter of course. Every such case is to be treated on its own merits. At the same time, the Committee expressed the wish to increase the salary of each Associate Professor receiving less than \$3,600 by \$300 annually until the sum of \$3,600 was reached.

Similarly, the Committee announced their acceptance of the principle that, except for reasons of unusual weight, an Assistant Professor will be expected to serve not less than five years in that grade before being promoted to an Associate Professorship, and that an appointment to an Assistant Professorship does not involve or imply later advancement to an Associate Professorship as a matter of course. Moreover, the Committee announced it to be their purpose to endeavor to increase by \$200 for each of five successive years the stipend of Assistant Professors who are giving full service to the University to the entire satisfaction of their colleagues and of the Trustees.

Unfortunately, it has not been possible, because of lack of funds, to make the uniform annual increases of compensation in the salaries of Associate Professors and Assistant Professors that have been agreed to in principle. Nevertheless, the announced policy of the Committee on Education is one of great value and of distinct promise; for at any moment an increase in the endowment of the University may make it possible to carry this policy into full execution.

In adopting these principles to guide their annual recommendations in connection with successive Budgets, the Committee on Education have not closed the door to the consideration of exceptional circumstances and unusual conditions. What they have done is to give notice that circumstances and conditions must be truly exceptional in order to give ground for a recommendation that the established policy of the Committee be departed from.

The Faculties of Political Science, Philosophy and Pure Science have, partly because of their great size and partly because of its excellent results, adopted the policy of entrusting the larger portion of their business to their respective Standing Committees on Instruction. It was the happy suggestion of Dean Burgess that these three committees should gather in joint session with the Dean and so come to constitute a working executive committee of the three large graduate faculties for the purpose of dealing at close range with important questions bearing upon the organization of higher instruction and research. Dean Woodbridge has pursued and developed the policy which his predecessor established, and his report indicates clearly his sense of its value. The line of distinction between the three faculties has long since become a very thin one, and inasmuch as their problems and interests are so largely the same, it is not difficult to predict that the joint sessions of the three Committees on Instruction will become more and more important and their work more and more influential from year to year.

**Problems of
Advanced
Instruction**

Experience here at Columbia, which is now much more extensive and more varied than elsewhere in this country, indicates pretty clearly that a chief problem in the matter of graduate instruction is psychological rather than academic in character. It is the problem of trying to divorce the generous and fruitful pursuit of higher studies from the less worthy purpose of gaining a higher degree. In order to obtain a higher degree it is, of course, necessary for any given candidate to comply precisely with a series of announced rules and regulations. Too often formal compliance with these rules and regulations becomes an end in itself and displaces in the mind of the student the higher motives which should stimulate to scholarly endeavor. When this happens, graduate study becomes technical, formal, and mechanical, and its chief advantages disappear. It must be the unceasing task of the administrative officers and of the faculties and committees whose concern is directly with graduate students so to administer and so to legislate as to meet this difficulty in every possible way. To do this successfully will not be easy. Human vanity and the larger public opinion are both greatly pleased with the baubles that constitute academic decorations. If these academic decorations come naturally and easily as the mark and reward of genuine scholarly work accomplished in a generous and unselfish spirit, then they are not only not harmful, but beneficial. On the other hand, when they become an end in themselves the situation of graduate study is well nigh hopeless.

Another serious limitation upon the effectiveness of provisions already made in this country for graduate study is the widespread tendency to regard fellow-

ships and scholarships not primarily as a reward for excellence or for unusual promise, but rather as a means of helping the poor student to meet the expenses of his education. One who recalls the long list of winners and holders of great scholarships and prizes at the Universities of Oxford and Cambridge realizes how much those scholarships and prizes have accomplished in singling out and taking note of youthful promise that afterward came to great distinction. We shall be on the right road to do the same thing in the United States when we administer our fellowships, scholarships and prizes so as to reward excellence and promise wherever they are found, and not simply to help the struggling student, who may be morally deserving but intellectually third-rate, to his feet.

Particular attention is directed to the suggestive report of the Dean of Columbia College. It is plain that the College Faculty and its administrative officers are devoting themselves with marked success to the consideration and solution of genuine College problems as distinct from those of a general University character. The intimate relationship between the students on the one hand and the Dean, the Health and Sanitary Officer, and the Faculty advisers on the other, is as manifest as the educational results of this relationship are inestimable. Indeed, it may be doubted whether any equally successful attempt has heretofore been made, either in a large college or a small one, to reach the individual student, to know his peculiar temperament and his special needs, and to offer him the kindly and helpful guidance and advice that are so essential

Columbia
College

a part of the educational process. The large number of students who annually enter Columbia College with advanced standing, and the large proportion of those who take a combined college and professional school course, make the problem of college instruction here both unusually complex and exceptionally interesting. Running through the entire undergraduate body is a steadily growing spirit of fellowship and college loyalty. Cases of discipline are not numerous and rarely are they grave. Never in its history has Columbia College been educationally as strong as it is to-day, and never before has it occupied a position of equal influence in its relations to the secondary schools on the one hand and to the professional schools on the other.

Since the constitution in 1908 of the Board of Student Representatives, more and more authority over matters relating to student activities has been lodged with that Board, until now it has substantially complete jurisdiction over everything affecting the student except as regards his purely academic work. The members of this Board are chosen annually at a public election after equally public nominations have been made and published. A great deal of interest is taken in these elections, and experience shows that almost uniformly men of high character and with a genuine capacity for leadership have been chosen. As a result, problems of discipline have been reduced to a minimum. The appeal to student responsibility for student conduct has been unfailingly met and honorably discharged. It is the testimony of those who have had the working of this system that its effects are wholly

good and that no serious embarrassments or difficulties have arisen in connection with it. Various students who have served as chairmen or as members of successive Boards of Student Representatives unite in testifying that the system of an elected Board of Student Representatives, with full powers, is most satisfactory. They approve of the method adopted for securing representatives of different schools, and they feel that as a result of experience the men chosen have been truly representative of the undergraduate interests and competent to rule fairly in regard to them. In a good many cases, the Board has acted as a peacemaker in sharp disputes and has removed the cause of difference without giving dissatisfaction to either party to the controversy. Appeals to the President and to other University officers to overrule the Board of Student Representatives in matters confided to them, have been uniformly discouraged on the sufficient ground that the students cannot be expected to operate satisfactorily a system of self-government if doubtful or difficult cases are appealed to a University officer. The chief limitation on the usefulness of the Board of Student Representatives is lack of continuity between the work of the Boards chosen in successive years. A little patience and a few minor changes in the regulations governing the constitution and choice of the Board will easily correct this difficulty. There is undoubtedly needed a permanent, accurate, and well-indexed record of the proceedings of each Board and an accessible file of their annual reports to the President. Some mistakes and difficulties that have been encountered in the past would be avoided if pains were taken in these regards. Help and close super-

vision in matters of financial administration are undoubtedly needed by managers and treasurers of student organizations who are inexperienced in matters of business, and these the University attempts to provide through the Comptroller of Student Organizations and the Bursar.

At Barnard College a similar system prevails with equally satisfactory results. Since 1892 there has been at Barnard College an undergraduate association which is at the same time a self-government association. All the regular students of the College belong to it, and for a time a self-government committee was in immediate charge of all matters relating to the social life of the students. In 1904 there was substituted for this committee the Student Council, which now exists. This Council is an important and powerful body, and consists of five officers of the Undergraduate Association—the President, Vice-President, and Chairman of the Executive Committee, who are Seniors; the Treasurer, who is a Junior; and the Secretary, who is a Sophomore—together with the four class presidents. The Council consists, therefore, of four Seniors, two Juniors, two Sophomores, and one Freshman. The officers of the Undergraduate Association are elected by vote of all the members of that organization. The class presidents are chosen by vote of their several classes, meeting separately. It is the judgment of Dean Gildersleeve that the self-government system at Barnard has done thoroughly good work. She believes that by throwing upon the students a large measure of responsibility they have been educated to be intelligent and interested citizens of the college community, with a sane attitude toward

the rules which they themselves make and a high sense of duty. The judgment of a number of members of successive Student Councils at Barnard is identical with that expressed by members of the Board of Student Representatives at Columbia. It may fairly be said, therefore, that both for men undergraduates and for women, the system which has been worked out here is satisfactory and successful. It is worth while to quote the following editorial expression which appeared in the undergraduate newspaper, the *Columbia Spectator*, on December 10, 1912:

“The development of student—and particularly undergraduate—interest in matters affecting the administration of the University is both pleasing and significant. It is the first argument in favor of an individualistic system and the best argument against paternalism.

“We have observed from the untroubled waters of our editorial harbor the little storm raging outside; we have seen opinion clash on opinion, sometimes accompanied with rhetoric, always with an idea. And from the chaos we have watched something orderly proceed.

“To be somewhat more concrete, the lively discussions which the meetings of the Forum provoke, the late controversy as to the true quality of the twentieth century college spirit, the agitation regarding room-rents in the dormitories, and subjects threshed out in the ‘*Spectator’s*’ column of communications—all these, we think, are indicative of a healthy student interest at Columbia.

“If we may gently moralize, we shall say that this is a genuine token of how strongly the idea of progress has gripped us. From the college of a hundred years ago, strongly disciplined, limited as to subject options, hedged in with prejudice-bound conservatism,

we have journeyed to a university like Columbia, where opinion is free and dissimilar, where we regulate ourselves—and that with a minimum of machinery—and where all the elements of a practical democracy are found. By this last we mean the successful weighing, on an intellectual basis, of most diverse people. We are the melting pot of ideas. The real democracy is one grounded on tolerance.”

Before retiring from the office of Registrar, which he administered for five years with exceptional fidelity and success, Professor Hervey prepared **Working of the College Course** a report on some of the workings of the present undergraduate curriculum, not in order to prove any particular proposition, but to aid the Faculty of the College in deciding whether any radical modification in the present system of prescribed courses is desirable. Members of the Faculty had urged as an objection to the present system that students who were forced to take up prescribed studies dropped them as soon as the academic obligation was fulfilled, before any real educational benefit was derived from the subject. It was urged also that under the present system there was a lack of concentration of the student's effort. In order to ascertain the force of these objections, Professor Hervey took the 172 members of the Senior Class (1913) as the basis for his inquiry. His statistical results are in a measure complicated by the fact that two-thirds of the students who were graduated from Columbia College in June last had either entered with advanced standing or exercised some one of the professional options in their Junior and Senior years. A few students had done both; one-third of the members of the class had

attended at least one Summer Session. It is because of these facts that the most significant part of Professor Hervey's report is that which deals with the record of the 62 students who had offered all their work for the College degree in non-professional subjects in Columbia College. Professor Hervey found that the average number of subjects taken by this group of students during their College residence was 12.2, and as 124 points are required for graduation, the average number of points made in each subject was a trifle less than 10. In three-fourths of the sequences of courses in a given subject chosen by students, the minimum requirement as to such a sequence was exceeded. Indeed, although but two sequences are required, each one of the 62 students actually took a third unrequired sequence of 10 or more points. Every one of these students devoted at least one-third of his College work to three subjects, and two-thirds of them did more than half their work in three subjects. Only one student in twenty had followed a programme in which three-fourths of the work done was in unrelated courses. This would appear to be an effective answer to the charge of undue dispersion of interest and of energy.

Each case in which a student had followed either a prescribed or an elective course by another course in the same subject during the following year has been carefully analyzed by Professor Hervey. Contrary to the general impression, he found but two cases among the prescribed studies in which more than half the men taking it had not followed the prescribed course with an elective course in the same field. In one of the exceptions, that of Mathematics, the same

statement holds good of the students who offered the advanced requirement in Mathematics at entrance.

Elective work was continued into the second year in a large percentage of cases, the highest being: Philosophy, 57 per cent.; Greek, 55 per cent.; English, 50 per cent.; German, 47 per cent.; and Chemistry, 42 per cent. In general, it may be said that these percentages stand in pretty close relation to the wealth of the offering which the departments named make to College students. The following figures in regard to the elective studies taken by undergraduates are so interesting that they are given in full:

COLUMBIA COLLEGE CLASS OF 1913
SUMMARY OF ELECTIVE ATTENDANCE
(*Figures in parenthesis indicate relative order
of Departments*)

Department	No. of Students	Points Elected	Points per Student	Terms per Student
Anthropology	23 (20)	98 (22)	4.3 (23)	1.4 (23)
Astronomy	29 (15)	165 (19)	5.0 (20)	1.6 (20)
Botany	26 (18)	260 (14)	10. (5)	2.4 (5)
Chemistry	68 (8)	796 (4)	11.7 (3)	2.7 (3)
Economics	98 (3)	727 (5)	7.4 (13)	2.4 (13)
Education	28 (16)	141 (20)	5. (21)	2.1 (21)
English	130 (1)	1132 (1)	8.7 (9)	3.4 (9)
French	84 (7)	698 (7)	8.3 (10)	2.7 (10)
Geology	28 (17)	188 (18)	6.7 (14)	2.3 (14)
German	85 (6)	902 (2)	10.6 (4)	3.2 (4)
Greek	20 (22)	305 (12)	15.2 (1)	3.3 (1)
History	90 (5)	860 (3)	9.5 (6)	2.7 (6)
Italian	15 (23)	85 (23)	5.6 (18)	1.9 (18)
Latin	36 (13)	271 (13)	7.5 (12)	2.9 (12)
Mathematics	42 (11)	563 (9)	13.4 (2)	3.3 (2)
Music	43 (10)	212 (6)	5. (22)	1.8 (22)
Philosophy	50 (9)	436 (10)	8.7 (9)	2 (9)
Physics	36 (14)	327 (11)	9. (7)	2.1 (7)
Politics and Public Law	94 (4)	565 (8)	6. (16)	1.9 (16)
Psychology	110 (2)	724 (6)	6.6 (15)	2.1 (15)
Religion	39 (12)	232 (15)	6.6 (17)	1.8 (17)
Spanish	22 (21)	124 (21)	5.6 (19)	1.9 (19)
Sociology	26 (19)	206 (17)	8. (11)	2.5 (11)

The conclusions which Professor Hervey draws from his elaborate and very careful study are these:

1. That the proportion of College students continuing a subject of study beyond a prescribed course in it is large enough to disprove the statement that a prescribed course of itself makes a subject distasteful and discourages its farther pursuit.

2. That, in view of the high proportion of students taking professional options in their Junior and Senior years, and in view of the large number of admissions to advanced standing, the proportion of students who take elective courses in a given subject for more than two terms is high enough to disprove the statement that there is in general tendency toward a dispersion of interest and of energy.

3. That the student as a rule chooses wisely as to the subjects upon which he concentrates his attention.

4. That the typical Columbia undergraduate divides his time by giving one-half of it to three subjects of his major interest, one-fourth of it to three subjects of lesser interest, and the remaining fourth to six separate subjects.

This study by Professor Hervey will be accepted within the University as authoritative, and his conclusions cannot be lightly set aside. They point to the fact that the present College curriculum is working pretty effectively and is accomplishing a large part of the end in training and in discipline for which it is designed.

The younger generation shows many signs of being too impatient to prepare for life: What is called True Vocational Preparation vocational training is being steadily pushed down through the secondary into the elementary schools, and presumably it will soon reach the cradle. The old notion that a child should be so trained as to have the fullest and most complete possession of its faculties and its competences, in order to rise in efficiency, to gain larger rewards, and to render more complete service, has given way to the new notion that it is quite enough if a child is trained in some aptitude to enable it to stay where it first finds itself. Of course, under the guise of progress, this is retrogression. Carried to its logical result, it would mean a static and a stratified social order. It would put an end to individual initiative and to individual opportunity. It is not difficult to foretell what results would follow both to civilization and to social order and comfort. The basis for any true vocational preparation is training to know a few things well and thoroughly, and in gaining such knowledge to form those habits of mind and of will that fit the individual to meet new duties and unforeseen emergencies. This is the real reason why the traditional training given at the University of Oxford has produced such stupendous results for generations. Of course, the Oxford training has had, to some extent at least, selected material to work upon; but it has done its work amazingly well. Whether in statesmanship or at the bar or in the army or in diplomacy or in large administrative undertakings in business, the man trained at Oxford has won first place by reason of the character and quality of his

performance. No such result has been obtained, and no such result need be expected, from a school and college training which is a quick smattering of many things. At the bottom of the educational process lies discipline, and the purpose of discipline is to develop the power of self-discipline. When discipline is withdrawn, dawdling quickly enters, and the habit of dawdling is as corrupting to the intellect as it is to the morals. The patience to be thorough, the concentration to understand, and the persistence to grasp and to apply, are the three traits that most clearly mark off the truly educated and disciplined man from his uneducated and undisciplined fellow, and they are precisely the three traits which are most overlooked and neglected in the modern school and college curriculum. A school is supposed to be modern and progressive if it offers something new, regardless of the fact that this something new may be not only useless, but harmful, as an educational instrument.

With the growth of democracy the need for self-discipline becomes not less, but far greater. When great bodies of men were controlled by power from without, then they were in so far disciplined; now that in all parts of the world men are shaping their own collective action without let or hindrance, the need for self-discipline is many times greater than it ever was before. In an older civilization self-discipline was necessary for the protection of individual character; to-day it is necessary for the protection of society and all its huge interests.

Too much slovenly reading, particularly of newspapers and of magazines, but also of worthless books, stands in the way of education and enlightenment.

In no field of human interest is the substitution of quantity for quality more fraught with damage and disorder than in that of reading. The builders of the Constitution of the United States and the great lawyers of the colonial and early national period knew but few books, but the books that they knew were first-rate books and they knew them well. Nothing contributed so much to the fullness of their minds, to the keenness of their intellects, or to the lasting character of the institutions that they built, as their reflective grasp on a few great books and on the principles and literary standards which those books taught and exemplified. Such a task as that which Gibbon set himself over a century ago would be impossible to-day, even for a syndicate of Gibbons. There are too many books now to enable another *History of the Decline and Fall of the Roman Empire* to be composed. Productivity of the highest type is checked by the excess of facilities. This is true both of books and of physical apparatus. We could get along well with far fewer books and far less apparatus, and we should be likely to get more ideas and a higher type of human being. The universities of the world search restlessly for truth, but too often they overlook the indubitable which lies at their feet.

In June next a half century will have passed since the foundation of the School of Mines. It is proposed
 Schools of Mines to celebrate in appropriate fashion the
 Engineering semi-centennial of the establishment of
 and Chemistry this truly great school, particularly as
 the anniversary will mark the elevation of the School
 of Mines, and those other technical schools that have

grown up around it, to the plane which it was originally intended that they should occupy. After July 1, 1914, these schools are to be advanced, or graduate, schools and a prerequisite for admission to their courses of instruction will be three years of study in a college or scientific school of high rank.

It would be difficult to overstate the importance of the School of Mines in the development of the Columbia University of to-day or to exaggerate its contribution to the wide international repute which the University enjoys. The School of Mines was a pioneer. The proposal for its establishment came chiefly from the late Professor Thomas Egleston, who submitted a plan of organization for such a school in March, 1863. At that time the Trustees were considering the establishment of a technological school, but were deterred from going forward by lack of funds. When Professor Egleston's plan was approved and the decision to establish the new school was taken, the first professors were appointed without salary, and the only obligation assumed by the Trustees was the sum of \$500 appropriated for cases to hold scientific exhibits and the designation of certain rooms in the College building for the use of the new teachers. The professors first appointed were, without exception, fresh from the universities and laboratories of Europe. They had come to know either the German universities and their spirit or the Ecole des Mines in Paris, which really offered to Professor Egleston the model of his plan for the School of Mines. From the very beginning, the thoroughness, the high standards, and the extremely practical character of the instruction offered made the School of

Mines famous. To-day its graduates are to be found wherever there are precious metals or useful deposits to be mined and made ready for the uses of man. In the Western States, in Cuba, in Mexico, in Latin-America, in South Africa, in Australia, in China, and in Korea, alumni of the School of Mines are busily at work applying the principles and the knowledge which they gained at Columbia. It proved to be impossible, when the School of Mines was established, to put it upon the plane now planned for it, for the reason that the schools and colleges of the United States were not equipped and organized to give the necessary preliminary instruction to men who were to profit by a severely technical course in mining engineering. Therefore the School of Mines organized its own preliminary years of instruction and it has been compelled to maintain them for half a century.

It is the purpose and the hope of the Faculty, when the new order is established, to draw to Columbia the best and most ambitious students of engineering from all parts of the world and to reject those who cannot give conclusive evidence that they possess the necessary knowledge of fundamental subjects to take hold at once of the technical instruction with which the new curriculum will begin. It is a source of pride and satisfaction that the School of Mines has accomplished so much, and we may look forward with complete confidence to its future. The number of students enrolled will for a time decline, but experience shows that there are always enough students seeking the very best that the country has to offer to fill our classrooms and laboratories to overflowing.

The fiftieth anniversary of the establishment of the

School of Mines, together with the adoption of the new policy that has been described, make it particularly appropriate to appeal for an endowment fund for the Schools of Mines, Engineering and Chemistry that will be sufficient to enable them to go forward in the field of research with the purpose not only of extending the present boundaries of human knowledge, but of making new and useful practical applications of engineering knowledge in the interest of man's health, comfort, happiness and prosperity.

Several years ago, shortly after the appointment of Commander Cone to be Chief Engineer of the Navy with the rank of Admiral, he determined to carry out a plan which had been discussed for some time for providing an opportunity for the younger engineer officers of the navy to receive advanced instruction in engineering theory and practice. Lieutenant-Commander Robison was detailed to plan a course covering two years' work. In discussing the details of such a course with members of engineering faculties, it was pointed out to him that it would be far cheaper and more effective not to attempt to introduce this advanced work, with all its costly equipment, at Annapolis, but to detail engineer officers to a number of representative schools throughout the country to receive the desired instruction. At first this suggestion was not favorably received and an attempt was made to carry on the work at Annapolis itself. After a short experience, however, it was seen that this was a mistake and that the course recommended by members of engineering faculties was the wiser one. Lieutenant-Commander

Advanced
Instruction of
Naval Engineers

Morton was put in charge of the graduate work of these naval engineers, and it was his conclusion that but one year of the advanced course should be given at Annapolis, and that for the second year of the course the officers should be assigned to selected institutions throughout the country. They invited professors from various institutions to give lectures at Annapolis, and Professors Walker, Campbell, Rautenstrauch and Slichter of the Faculty of Applied Science were honored with such invitations. Eventually, Admiral Cone and Commander Morton recommended to the Navy Department that the entire second-year class of advanced naval engineers be sent to Columbia for the year 1913-14. This was done, and during the summer some of them were assigned to work in the Brooklyn Navy Yard under the general supervision of Professor Rautenstrauch, and to the works of the General Electric Company at Schenectady, under the direction of Professor Slichter. The class consists of eighteen officers of the Navy, all of whom have seen at least five years of active service and have shown a special aptitude in engineering. These naval engineers are advanced university students of the highest grade and quality, and their presence at Columbia, while a most gratifying compliment to the Faculty of the Schools of Mines, Engineering and Chemistry, will also be a stimulus to still greater advance in methods of higher instruction and research. No effort will be spared by the Dean and the Faculty to make the work of these naval engineers both profitable and agreeable to them.

Signs are not wanting that public opinion in the United States will before long demand some additional restrictions upon admission to the Bar.

The annual flood of young, half-trained and untrained lawyers has long been a public nuisance and is now becoming a public danger. Members of the Bar are in this country highly privileged persons, and the State is entitled to demand that those who are to enjoy such privileges shall subject themselves to a severe course of intellectual and professional training and to searching tests of character. The notion that it is democratic to make admission to the Bar easy is quite false. A democracy is as much entitled as is any other form of society to the best possible service and is under no obligations to be imposed upon by anything else. Under present conditions, graduates of the best university schools of law find themselves side by side with practising lawyers whose keenness of apprehension does not conceal their intellectual poverty and whose insinuating address is too often a cloak for an unworthy character. Law has become the usual and well-trodden road to political preferment and to public office. No small part of the ills from which the body politic now suffers is due to this fact. It would be well enough, perhaps, if the nation and the several States were governed by genuine lawyers, but it is quite a different matter when they are governed so largely by men who are only members of the Bar.

School of
Law

Until very recently the Bar examinations in the State of New York have been so conducted as in effect to discriminate in favor of the more poorly prepared candidates. By recent action of the Court of Appeals,

however, taken at the urgent request of leaders of the Bar and of representatives of the best schools of law, this condition has been brought to an end, and hereafter the Bar examinations in New York are to be controlled by principles whose soundness cannot be doubted.

The valuable results which promptly followed the searching inquiry made by the Carnegie Foundation for the Advancement of Teaching into medical education and schools of medicine have led that organization to plan a similar inquiry into legal education and schools of law. It will be most helpful to hear from an unprejudiced and competent source just what the excellences and defects of our present system of legal education are and in what specific directions improvement in our law schools should be sought. At Columbia, the Faculty of Law works with single-mindedness and complete harmony of policy and of purpose toward planning and carrying out the best possible programme of instruction which a course that is three years in length makes possible. Great pains are taken to prevent the admission or the continuance in the school of unfit persons or of those who do not give evidence of being able to profit by the opportunities which the Law School offers.

There is pressing need of large additions to the Law Library. The working collection of books is not at all what it should be, and in fact is much less complete than the collections possessed by several other university law schools in this country. If at the present time financial assistance is to be asked for or given on account of the School of Law, it should take the form of provision for the extension and maintenance of the Law Library.

Perhaps the most interesting development in connection with the Medical School is the evidence that student migration is beginning to develop in this country along the lines that are so familiar in Germany. An increasing number of medical schools, particularly those remote from large centers of population, are finding it desirable to restrict their instruction to the first two years of the course. It is possible for them to give the instruction usually offered in these years economically and well, but they cannot hope to equal the clinical facilities and opportunities possessed by medical schools in the large cities. Therefore, there is an increasing tendency on the part of students who begin their work in these smaller medical schools to transfer at the end of the second year to schools that are a part of a large urban university. This movement is now well under way at Columbia, and the students of this type who enter the third year are almost uniformly well trained and highly desirable.

School of
Medicine

During the year the Medical Faculty has made a complete revision of the programme of studies. This revision was necessary in order to keep pace with changing conditions, and in particular to take full advantage of the recently acquired clinical facilities. For the first time in the history of the School, provision is made for a certain amount of election in the medical curriculum, and there can be little doubt that the proportion of time given to elective studies will be increased somewhat during the next few years. At the same time, in order to provide thorough training and discipline in the fundamental medical subjects, and in order also to meet the requirements of the vary-

ing State laws governing admission to the practice of medicine, by far the larger part of the time of the medical student must continue to be given to prescribed studies.

It is quite worth while to consider seriously whether in the near future it will not be desirable to add a fifth year to the medical curriculum, as discussed in the report of the Dean. It is perhaps too late to adopt a course that would seem both logical and wise, namely, to confer the degree of Bachelor of Medicine only at the end of the four years' course and to withhold the degree of Doctor of Medicine until the student had had at least one year's service as interne in an approved hospital.

Until the plans of the Presbyterian Hospital are definitely decided upon and made known, it is impossible to take any new steps in regard either to the future site or the possible reconstruction of the Medical School. It is highly probable that during the present year many points now uncertain will be settled and that then the consideration of future policies may proceed with full understanding of all the attendant conditions.

The last annual report described the plan of organization of the newly established and endowed School of Journalism, which has now completed its first year of work. During the year the building for which provision was specifically made in Mr. Pulitzer's will has been completed and occupied. It affords not only adequate, but dignified and impressive, accommodations for the work of the school. It will perhaps be many years

School of
Journalism

before the School of Journalism will be able to occupy to the full the space that has been provided for it, but recent experience has taught us not only the wisdom but the necessity of making proper provision for unforeseen growth and expansion.

Contrary to expectation, the School opened with students registered for each one of the four years of the course. Of those who were enrolled for the fourth, or concluding, year, all were college graduates holding the degree of Bachelor of Arts. Of these, two came from Columbia, two from the University of Missouri, two from Yale, and one each from the College of the City of New York, the University of Indiana, the University of North Carolina, Earlham College, Whitman College, the University of Rochester, and St. Paul's College.

Of the twenty-two non-matriculated students who were permitted to enter, all had been at work in newspaper offices for at least one year. The effect of a student body so constituted on the School as a whole was excellent, and from the very beginning the work of instruction has been serious, intensive and effective. Unquestionably, the School of Journalism will have much to learn from experience, but it cannot be doubted that the institution which Mr. Pulitzer's foresight discerned and his benefaction made possible is already, in the short time that has elapsed since his death, in successful operation. It has become a new source of strength to Columbia University and a marked addition to the equipment of the United States in higher and professional education.

The extraordinary and unforeseen growth of the Summer Session is an educational event of no small importance. It points, in the first place, to the soundness of the educational principles upon which the work of the Summer Session has been organized. We have steadily resisted the pressure to constitute the entire period between Commencement Day in June and the opening of the academic year in September a new term or academic unit. The policy has been followed of providing for a complete holiday of about four weeks between Commencement Day and the opening of the Summer Session, and a second complete holiday of about six weeks between the close of the Summer Session and the opening of the academic year. This plan relieves the pressure upon both teachers and students and constitutes the six weeks of the Summer Session a thing apart. It makes it possible to use an intensive method of instruction which is found to be a helpful supplement to the methods used during the remainder of the academic year. It also gives opportunity to hundreds of earnest students who, while desirous of having a summer holiday, are the reverse of anxious to take a holiday three months in length.

The Summer Session could not have been brought to its present efficiency and excellence save by the devotion and unflagging energy of the Director and his staff. The educational conditions which prevail at the Summer Session are almost ideal. Students have opportunity to gain some knowledge of the fine arts and of music and to make excursions to points of historical or geographic interest. The interrelation between the work of the Summer Session and that of

the remainder of the academic year is now complete and well established. It is difficult to set a limit to the usefulness and to the possible scope of this exceptionally interesting and influential part of the University's work.

The Statutes of the University (Section 230) define Extension Teaching as "instruction given by University officers and under the administrative supervision and control of the University, either away from the University buildings or at the University, for the benefit of students not able to attend the regular courses of instruction." The Director of Extension Teaching, with the support and co-operation of the University Council and the Administrative Board, has gone steadily forward during the past year in developing systematic courses of instruction that are analogous to or parallel with courses already given either in the undergraduate colleges or in one of the graduate schools. In addition, he has developed a large number of systematic courses of instruction lying outside of these fields and has thereby made it possible for the University to render a new and most desirable kind of service to large numbers of persons who are not able to share the advantages of formal university residence. How these important steps have been taken and what they have already accomplished are described in detail in the report of the Director of Extension Teaching.

The most significant development of the year was the organization, on the recommendation of the Director of Extension Teaching, and pursuant to a reso-

**Extension
Teaching**

lution of the Trustees passed February 3, 1913, of an Institute of Arts and Sciences. In this Institute more than 1,200 members are already enrolled. Under its auspices will be given the large number of public and general lectures that have for many years been given at the University more or less casually and without any organized effort to secure and hold a definite and desirable type of audience. The Announcement of the Institute, which has been widely published and favorably commented upon, indicates that through its activities University teachers and lecturers will be able to reach hundreds and perhaps thousands of persons who are interested in knowing something of what is going forward in the various departments of science, letters and the fine arts. Courses in Extension Teaching are formal and severe academic courses, and under certain circumstances and in designated instances may be offered by duly qualified persons in partial fulfillment of the requirements for an academic degree. The lectures and other exercises of the Institute, however, lie quite outside of the technical academic sphere. They are avowedly popular and are intended to stimulate and to interest as well as to instruct. They represent the latest effort of the University to put the resources of its scholarship at the service of that large element in the city's population which is alert to hear and to know what is taking place in various fields of intellectual endeavor. With the development of academic courses in Extension Teaching, and with the successful organization of the Institute of Arts and Sciences, the foundation has now been laid for an indefinite extension of the influence of the University to large numbers of persons who are not able, for one

reason or another, to become matriculated students, or who have passed the age at which such an academic relationship would be desirable.

Barnard College remains in pressing need of funds. The Faculty of the College is one of the strongest to be found anywhere. The programme of studies offered is, on the whole, excellent and well administered. The student body is large in numbers, representative in character, and drawn from a wide extent of territory. But the College lacks adequate physical provision for much of its present work, to say nothing of the future. It needs also endowment to enable it to increase the salaries of officers of professorial grade. The movement now under way to complete a fund of two million dollars—half to be devoted to endowment and half to the erection of needed buildings—in celebration of the twenty-fifth anniversary of the foundation of the College, deserves generous and widespread support. In no part of the University is more devoted service being rendered or more effective work done than in the undergraduate teaching of women at Barnard College. The early lightening of the heavy burdens under which it is laboring ought to be made certain.

Barnard
College

When, in 1892, the original and somewhat cumbersome, though accurate, title of the New York College for the Training of Teachers was exchanged for the simpler and more euphonious Teachers College, this new designation was a proper name. It is perhaps the chief service of Teachers College that it has turned its

Teachers
College

own proper name into a common noun. There are now teachers' colleges springing up everywhere, and no modern university is adequately equipped without provision of this type. Teachers College, like the School of Mines, was a pioneer. It had to break out new paths, to set new standards, and to solve new problems. All of these things have been so successfully done that to-day Teachers College is not only a dominating influence in the whole field of secondary, elementary, and vocational education, but it is an object of imitation everywhere. The problems of Teachers College are of two general kinds. They are, first, problems growing out of the rapid increase in the number of students; and second, problems growing out of changing educational conditions in the country at large. The Faculty of Education and the Faculty of Practical Arts are kept steadily at work in framing and in revising policies to meet new conditions.

The chief lack of Teachers College is now, and always has been, adequate permanent endowment. When this is at hand, the outlook for the future, both professional and material, will be bright indeed.

The College of Pharmacy continues to attract an increasing number of well-prepared students and to develop a steadily improving programme of studies. The report of the Dean indicates the close relationship which exists between the work of this College and the pharmaceutical profession, and makes plain the progress which is making toward the standardization of the higher degrees and courses in Pharmacy. It is much

College of
Pharmacy

to be hoped that in the not distant future it may be possible for the Trustees of the College of Pharmacy to dispose of their present site and building to advantage and remove to the immediate neighborhood of the University. By such a step the members of the Faculty of the College of Pharmacy would be brought in closer contact with their colleagues in other departments of the University, and the students of pharmacy would be given opportunity to share much more largely than at present in the common academic life.

Since the date of the last annual report, the losses of the University by death have been exceptionally numerous and severe. The following members of the University have died during the year:

Deaths of
University
Officers

James W. McLane, M.D., Emeritus Professor of Obstetrics, on November 25, 1912, in his seventy-third year.

Edward Curtis, M.D., Emeritus Professor of Materia Medica and Therapeutics, on November 28, 1912, in his seventy-fifth year.

Whitelaw Reid, D.C.L., Chairman of the Advisory Board of the School of Journalism, on December 15, 1912, in his seventy-sixth year.

Thomas P. Cook, a Trustee of the College of Pharmacy and its Vice-President since 1910, on January 7, 1913, in his sixty-third year.

Ewen McIntyre, a Trustee of the College of Pharmacy, and for fourteen years its President, on January 9, 1913, in his eighty-eighth year.

Philip H. Hiss, Jr., M.D., Professor of Bacteriology, on February 27, 1913, in his forty-fifth year.

Hugh Angus Stewart, M.D., Assistant Professor of Pathology, on March 29, 1913, in his thirty-first year.

J. Pierpont Morgan, a Trustee of the University, on March 31, 1913, in his seventy-sixth year.

Francis P. Kinnicutt, M.D., Professor of Clinical Medicine at the College of Physicians and Surgeons, on May 2, 1913, in his sixty-seventh year.

William Hallock, Ph.D., senior Professor of Physics, on May 20, 1913, in his fifty-sixth year.

Frank Hartley, M.D., LL.D., Professor of Clinical Surgery at the College of Physicians and Surgeons, on June 19, 1913, in his fifty-seventh year.

Robert C. Ogden, LL.D., a Trustee of Teachers College, on August 6, 1913, in his seventy-eighth year.

John Green Curtis, M.D., LL.D., Emeritus Professor of Physiology, on September 19, 1913, in his sixty-ninth year.

In this sadly long list of men of affairs and scholars there is ample evidence of how closely the University is bound, through those who direct and serve it, to the larger life of the world, and how much cause it has for mourning and for sorrow amid all its hours of happiness and rejoicing. To enumerate the services of all those who have gone during the year is as impossible as it is unnecessary. They will never be forgotten in the University for whose interest they so constantly and so devotedly labored.

NICHOLAS MURRAY BUTLER

President

November 3, 1913

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I have the honor to present the following report with regard to Columbia College for the academic year ending June 30, 1913:

The College continues to grow in numbers. The registration for 1912-13, 877, is 26.73 per cent. greater than that three years ago. During the same period the number of new students has increased 34.70 per cent. In another part of this report I shall return to this question of increasing numbers and its significance for the future.

Registration

Many of its most ardent friends are reluctant to face the fact that Columbia College is not now, and so far as can be foreseen never will be, a college of the conventional type. For those who know it best, to say that it is different does not mean that it is less desirable as a place for the education of young men. It does mean, however, that for us the path to increased usefulness lies in working out our own salvation in our own way and particularly in refraining from copying devices or customs which serve to emphasize the merits or to minimize the defects of other institutions.

**College of
To-day**

The most striking characteristic of the College of to-day is, in my judgment, the number of our students who have really keen minds. It ought not to be necessary to say that the presence in large proportion of boys who have brains and who are interested in using them adds and does not detract from the

value of the relations of the students to one another—in a word, to the richness of college life in its most vital sense.

In this connection it may not be inappropriate to quote a sentence or two from a report presented to the Trustees more than a century ago (February 28, 1810): "Your Committee cannot for a moment suppose that it is the intention of the Board to try that most fruitless and mischievous experiment—the experiment of educating either the naturally stupid or the incurably idle . . . It is, therefore, indispensable that the public should see and youth themselves feel that future students must both have faculties to cultivate and industry to labor for their cultivation or that Columbia College will be no place for them."

The factor to which we must pay most particular attention is not the general stimulation of students. The place of the College in the University and in the life of the City effectively dispels sluggishness. The thing for us to keep constantly in mind is the personal and intelligent guidance and care of each student.

There are several reasons why this is particularly true of Columbia: In the first place, the average time spent in the study of collegiate subjects is shorter here than perhaps in any other institution of good standing. This is due to the number of students entering with advanced standing, to the possibility of graduation in three years, and to the professional options.

While it is true that the general average health of our students is strikingly good, a fact made evident by the comparatively small number who for any cause exceed ten per cent. of absences from their classes, it is also true that under the stress of city and university life, very often complicated by the need of self-support, not a few of our ambitious students need to be constantly watched against the danger of a loss in mental tone or even a break in health. The appointment of a University Physician last year has made this oversight easier, but care on the part of all concerned is needed to see that the boys who need advice get to the physician for it. Last year we were able to use Dr. McCastline's skilled help in the case of no

**Student
Health**

fewer than fifty students, who might otherwise have done themselves serious and permanent injury.

The wealth and diversity of opportunity open to students in a University College brings with it, necessarily, complexity in the administration of regulations and the need of a good deal of elasticity in dealing with individual cases. The members of the Committee on Instruction will bear witness as to the number of individual cases requiring, not a perfunctory vote, but careful and time-consuming consideration, in order that justice may be done alike to the needs and interests of the student and to academic standards. This labor cannot be avoided by *a priori* faculty regulation. I have yet to see the college requirement, as elaborately defined by faculty vote, through which some adroit student has not promptly found means to drive the coach-and-four of his particular interest. Granting that some one has the time and responsibility for actual oversight, the fewer the regulations, the greater is the chance for real and useful control.

We are now doing much, perhaps more than most Colleges, in individual training and guidance. Indeed, we are apparently getting a reputation for knowing about our students—if a recent visit from a gentleman to discuss the qualifications of a prospective son-in-law be any criterion—but the opportunity exists to do far more than we have yet accomplished. I am aware that there is constant danger of spoiling students by over-handling and coddling, but the way to meet this danger is to give not less but more attention to the problem. The results of the additional care which it has been possible to give to the candidates for a degree with honors, relatively few in number, shows what we ought to be able to do for every deserving student.

There are not a few things which cannot be definitely assigned to any particular department, but which ought to be part of a student's college experience. We need further means of emphasizing the splendid historical tradition of Columbia. Academic manners, here as elsewhere, leave much to be desired. In spite of the crimes committed in its name, vocational

guidance must not be forgotten as an important factor in the tender of the College to its students. With our experts in almost every field of endeavor at the University and our thousands of Alumni resident in New York, the opportunities in this field under adequate administration are practically unlimited. In these and other matters the students must be dealt with as individuals.

The danger lest any machinery devised for student guidance may fall of its own weight is a very real one. It must be remembered that intelligent personal care depends absolutely upon knowledge about each individual student, what he has done before entrance, what he is actually performing in College, and to what he is looking forward.

The records of the Dean's office show 5,765 visits from students during the year, which left little enough time for the other duties of the office. Our present system of academic advisers, it must be remembered in this connection, is merely an added duty laid upon shoulders already well burdened, without either direct recompense or relief from other tasks. In all cases the system serves as a sort of insurance that there is some one upon whom each student can feel that he has a particular right to call, but in the majority of cases it is inevitably little more. An analysis of the work done by advisers last year shows that hardly more than one-third of the men had the interest and skill and found the time to be of real help to the boys assigned to them, although some of these proved to be real guides, philosophers and friends.

If it be admitted that the development of personal relationship between College and student is an important factor in any American scheme of education and a vital factor for Columbia College, our recent rapid growth in numbers is of particular significance. In my judgment, it means that to develop our policy of personal relationship to its greatest efficiency or even to maintain it at its present efficiency, the University must be prepared to face one of two alternatives. It might, on the one hand, make additional provision for personal care and be prepared to add continually to such provision as time goes

on. If the Trustees feel that they are in no position to make increased provision for personal help, through additional appointments or otherwise—and the announced policy of scrupulous economy seems to make this likely—there remains the possibility of limiting in some equitable and intelligent way the number of students admitted each year to the College. It is a recognized fact that the cost of providing for students does not increase evenly with increasing numbers, but by sudden jumps, and, if I am not mistaken, the College will soon be at a stage where any considerable addition to its numbers would increase rather than reduce the *per capita* cost. This policy of limitation has been followed successfully at Vassar for years and it is about to be tried at Oberlin. Our limited area and the fact that the opportunities of Extension Teaching are open to every deserving student who may fail of admission to regular standing furnish additional reasons why it should receive careful consideration at Columbia. The close touch between our admissions office and the schools, furthermore, would enable us to check examination results with information as to those personal qualifications which are equally important in deciding which students should be admitted and which rejected. In the administration of such a plan, were it adopted, it might well prove possible to emphasize in the selection of students the advantages of actual residence in Hartley or Furnald Hall. It may not be immediately necessary either to choose between the alternatives I have offered or to devise some other solution, but before many years the problem will have to be faced, and it is wiser to meet it with a carefully considered plan than to have it catch us unawares.

Limitations of Numbers

Hardly less important than the influence of the College upon the students is their influence on one another, and for this student self-government is an essential factor.

Two questions of importance are now before the student body: the holding of a weekly or bi-monthly general assembly and the adoption of the "honor system" in the conduct of examinations. Both proposals originated among the students themselves and both have many

Self- Government

earnest adherents. Up to the present, however, a considerable number have apparently been indifferent. Although it would be a matter of considerable administrative difficulty to put either plan into operation, I am confident that the Faculty is willing to make either or both of them possible so soon as it may become manifest that the demand therefor on the part of the students is practically unanimous.

That no important change in the present requirements for the degree of A.B. and B.S. have been made during the year does not mean that the program and its usefulness to students have not been the object of careful scrutiny and discussion in the Committee on Instruction and the Faculty, but rather that there seems to be no direction in which a majority feels ready to take a definite step. An important result of these discussions was the preparation by Professor Hervey and his colleagues in the Registrar's office of a report, with statistical tables, which throws more light than we have ever had before, and more than most colleges possess, I am confident, as to what students are actually doing under present regulations. This report, which is summarized elsewhere in the present volume, pages 30 to 33, is commended for careful consideration, not only to those interested in Columbia College, but to all students of college education in general.

One thing which has been accomplished during the year is the introduction of greater elasticity in the administration of prescribed studies, by offering, in place of a single specified course required of all students, a choice of courses in each general field. Next year, for example, any one of three separate courses may be taken to satisfy History A, and any one of seven courses as English B. This policy should not only make more easy the framing of programs to meet logically the intellectual needs of students, but it should lessen the blighting effect of that feeling of predestination which the opponents of prescribed courses regard as the cardinal defect of that system.

An interesting step in the direction of the proposed Conference Program, which was mentioned in last year's Report,

has been the establishment by inter-departmental co-operation of an evening conference to count as a College course for students taking certain specified courses in English, History and Philosophy.

The most important action of the year was not in relation to the students, but to the procedure of the Faculty itself. By vote on May 16, 1913, and with the approval of the President and Trustees, provision is now made, not only for the election by the Faculty of the members of its standing committees, but for rotation in office, both in the case of committee membership and of the delegates elected by the faculty to the University Council.

**Faculty
Procedure**

Respectfully submitted,

FREDERICK P. KEPPEL,

June 30, 1913.

Dean.

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I have the honor to submit the following report of the condition of the Law School during the academic year ending June 30, 1913.

The total number of students registered during the year was 521, an increase of 46 over the total number registered during the academic year 1911-1912. The registration of the respective classes was as follows:

Third Year Class.....	136
Second Year Class.....	162
First Year Class.....	184
Non-matriculated students	39
	<hr/>
Total.....	521

The registration of the first year class included 47 qualified seniors in Columbia College as compared with 48 last year and with 32 the year before. The degree of LL.B. was awarded to 137 candidates. Sixteen candidates from the third year or previous classes failed to pass some of the required examinations and did not receive the degree. The degree of Master of Laws was awarded to one candidate.

The steady growth in size of the school, the reasons for which were commented upon at length in my annual report of last year, presents a serious question of law school policy. While an increase in the number of students may be gratifying as indicating a wider and better understanding of the opportunities

afforded by the school, any substantial increase in the number of students over that of last year will bring with it serious educational and administrative problems. Many of the classes have now reached the maximum size for satisfactory instruction in a single division. Further increase will inevitably demand that the University adopt means of arbitrarily limiting the size of classes or that it so increase the membership of the faculty as to permit the separation of the classes into divisions, an expedient to which there are serious objections.

During the past year the faculty have continued the policy announced last year of limiting numbers so far as could consistently be done by the raising of the educational standards of the school. It is the purpose of the faculty in pursuing this policy to set a higher standard of efficiency as tested by the final examinations, and to eliminate wholly from the school during the first and second years those students who have not demonstrated distinct capacity for law study. Only 12 members of the first year class, in addition to the Seniors in Columbia College electing the law option, entered under the rule adopted by the trustees three years ago authorizing admission to the law school upon the successful completion of three years in college including satisfactory college courses in English, American History and Economics. The school, therefore, maintains its character as a graduate school. The admission to the school of students of less preliminary education than a full college course serves no useful educational purpose and in view of the fact that it seems desirable to limit the numbers in the school, it may be suggested that the time has arrived for limiting the membership of the school to the graduates of approved colleges and universities. It cannot be doubted that while the possession of a college degree is not necessarily evidence that its bearer is a well-educated man or will become a proficient law student, nevertheless, the requirement of a college degree as a condition of entrance will insure a higher average of student proficiency and make the work of the school more attractive to educated men.

Entrance
Requirements

The increase in number of non-matriculated students does not, as might be supposed, indicate the presence in the school of a considerable number of men who do not meet fully our entrance requirements. Of the total number of non-matriculants, 21 are the holders of degrees of approved colleges, and, therefore, entitled to admission as matriculated students, 5 are graduates of and have received degrees from other law schools, and a number are members of the Bar. These students, or most of them, would be entitled to admission as matriculated students. They come to the School, however, not as candidates for any degree, but for the purpose of securing the benefit of our instruction, or for the purpose of specializing in various branches of legal study. It would be fortunate for education in this country, both general and professional, if more of our students were actuated by these motives rather than by the mere desire to receive credit for hours of work or degrees as the mechanical measure of supposed intellectual achievement.

The work of the school was uninterrupted by the absence of any member of the teaching staff until nearly the close of the year, when Professor Frank J. Goodnow was given leave of absence to enable him to accept the appointment as legal adviser to the Chinese Government, and Professor John Bassett Moore was given leave of absence in order to accept the position of Counsellor to the State Department at Washington. During Professor Goodnow's absence, his work will be carried on by Professor Powell. Suitable arrangements will also be made for providing for the lectures for Professor Moore during his absence. These appointments emphasize in a striking way the opportunity and capacity of members of the faculty of law for rendering conspicuous public service. Both the University and the School of Law were honored by their selection for these important positions. It is to be remembered, however, that the opportunities for members of the Faculty of Law to render public service do not present themselves exclusively outside of the University. Great public service can be rendered by the law teacher by teaching with thoroughness and scholarly method the fundamental principles of our law and by

inspiring in his students respect for and loyalty to our legal institutions. I am happy to be able to report that this service is being performed by the members of our faculty with a loyalty and enthusiasm and a steadfastness of purpose which must inevitably have a deep and permanent influence upon the coming generation of lawyers.

Several noteworthy changes have taken place in the faculty during the past year. Professor Guthrie was by action of the Trustees appointed to the Ruggles Chair of Constitutional Law so many years distinguished by Professor Burgess. Professor Goodnow, after many years of distinguished service as a teacher of constitutional law and administrative law, was, by action of the trustee, given the title of Eaton Professor of Public Law and Municipal Science. Mr. Jackson E. Reynolds, who was a lecturer in law from 1903-1907, inclusive, and who returned to the school to become an associate in law in 1910, and whose entire association with the University has been marked by his thoroughness and efficiency as a law teacher, was appointed an associate professor of law and Mr. Thomas R. Powell, who for several years has been a lecturer in constitutional and administrative law, and who, during Professor Goodnow's absence, gave his courses with marked success, was appointed Associate Professor of Constitutional Law and assigned to a seat in the Faculty of Law.

A notable development in the educational work of the school during the past year has been the increased activity of the moot courts organized by the students in the several classes. The faculty, recognizing the value of **Moot Courts** the work of moot courts when properly guided, have made special efforts to increase the number of courts and to enhance their efficiency. It is the belief of the faculty, however, that moot court exercises should not be made a part of the required curriculum, but should be rather the voluntary work of students aided by such suggestion and assistance as can be given by the faculty. To give this work, however, the position of required educational work of the school, results inevitably in the displacing of subjects of greater importance to the law student and in the loss of the stimulus which comes

from the successful completion of work voluntarily assumed and carried on by the student body.

During the past year two members of the third year class, Mr. Frederick B. Colver and Mr. Edward S. Greenbaum, were appointed moot court advisers by the Dean. Upon Mr. Greenbaum's graduation in February he was succeeded by Mr. Lyman C. Butler, also of the Third Year Class. They rendered effective service in assisting in the organization of moot courts, in securing the services of well-known judges and lawyers in the city as well as members of the faculty in presiding at moot courts, and in procuring cases for moot court arguments and trial. A small amount was expended in purchasing prepared cases for moot court trials which were found to be especially valuable in giving experience in the conduct of jury trials. The result was that there were thirty-six separate moot courts organized during the year with a total membership of more than 250. All of these courts held regular meetings during the winter at which opportunity was afforded to every member of a court to participate in an argument or trial. The interest stimulated by the moot courts and by the organized effort to promote work of this character has been most beneficial to the school, and the plans for their organization will be further developed during the coming year.

A matter of vital importance to all law schools and to the development of legal education in this country is the investigation of the law schools and instrumentalities of legal education now being undertaken by the Bar Examinations Carnegie Foundation for the Advancement of Teaching. Of especial importance is the study to be made by the Foundation of the methods of examination for the Bar throughout the United States. Much effort has been directed in recent years toward the improvement of the membership of the Bar in this country. Such efforts are doomed to disappointment so long as a premium is placed upon hurried and inadequate preparation for the legal profession by lax rules for admission to the Bar administered by indifferent or incompetent boards of bar examiners. An important step in the right direction has been taken by the Court of Appeals in the

State of New York by its order published during the past year directing the Board of Bar Examiners "to so frame the questions propounded to candidates for admission to practice as to permit of a reasoned answer to a question . . . so as to ascertain the ability of the candidate to apply his knowledge of legal principles and of statutory rules and to explain the method of their application by him, rather than to elicit answers, the correctness of which will rest upon the candidate's power of memorization. The marking of the candidate should be measured by the reasoning power shown and not wholly by mere correctness."

By the publication of this order the court has settled upon a proper basis the principles which are to control Bar examinations in the State of New York. An enlightened interpretation and application of these rules by the Board of Bar Examiners in New York will be of the greatest benefit to legal education and will undoubtedly ultimately result in the improvement of the Bar of the State.

An agreeable feature of the Commencement Exercises, both this year and last, was the presentation to the University of gifts by the Graduating Class. The Class of 1912 gave a handsome bronze clock, which has **Class Gifts** been placed in the grill-work over the main entrance to the reading-room in Kent Hall. The Class of 1913 gave the furnishings for fitting one of the smaller lecture rooms as a moot court. Both gifts are especially gratifying because they testify to the growth among our students of a spirit of loyalty and devotion to the school, which is almost unique in professional schools. The ceremony of presentation afforded a fitting close to a year which has been marked by the growth of the school in effectiveness and by a spirit of mutual co-operation on the part of both students and faculty wherever its educational policy and welfare were concerned.

Respectfully submitted,

HARLAN F. STONE,

Dean.

June 30, 1913.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I have the honor to report on the work of the past year at the College of Physicians and Surgeons:

Registration During the year there were 354 students enrolled, who were divided into the following classes:

Fourth Year	104
Third Year.....	76
Second Year.....	70
First Year.....	78
Special Students, including Graduates.....	26

The graduating class numbered 100, of whom two had received their degrees in the fall preceding. Of this class sixty had previously graduated from some college of arts or science, so that 60 per cent. of the class had received a baccalaureate degree. The second and first year classes included twenty members of the senior and junior classes in Columbia College who are taking the combined course in arts and medicine.

This combined course represents the present minimum requirement for the medical degree at Columbia, and has been adopted by many schools as the point beyond which it is not desirable to go in fixing a standard for the preliminary education of medical students. At all events there is no intention of advancing this standard at Columbia in the immediate future. The combined course, by which the first two years of the scientific work in

Combined Course

the medical school shall also be counted as part of the requirement for the baccalaureate degree, originated at Columbia in 1890. Since then it has increased in importance in this University and has been adopted at a number of others. At the present time the tendency to require a bachelor's degree prior to beginning the study of medicine has received a check.

All the medical schools which started to adopt this requirement a few years ago have retreated from that position and now recognize some modification of the Columbia plan of a combined course. A potent factor in bringing this result to pass has been the increasing demands of the medical curriculum due to the remarkable growth of the science of medicine and to the increase of the applications of other sciences to medical art. A further important element is incidental to the excessive cost to the institution of medical education and especially the cost of the two final clinical years. In last year's report it was shown that the cost of each medical student to Columbia was more than two and a half times the fees paid. A number of universities have adopted the combined course and have at the same time limited the medical work given by them to the first two years of the curriculum. These schools are spared in this manner the heavy expense of teaching the clinical sides of medicine, surgery and the many specialties. These schools are graduating each year students who have a bachelor's degree and who must finish their education in some other institution. Such students are accepted very universally as regular matriculants into the third year course by the larger schools which give a full four-year course.

The College of Physicians and Surgeons has been accepting such students upon certification of their successful completion of two years' work without conditions. It has been found in practice that these schools vary in quality and that the published curriculum is no criterion on which to form a judgment of the eligibility of the individual student to go on with the study of medicine. A much needed assistance has been given in this matter by the Council on Medical Education of the American Medical Association. This body has been the principal agent in raising

**Advanced
Standing**

the standard of medical education in this country. As a direct result of the work of this Council the number of medical schools in the United States has been reduced from 166 in 1904 to 100, and the process of elimination is still going on by the combination of several schools into one and the stopping of others. This Council has recently published a classification of the medical schools of the country which groups them into three classes. This College will admit students to advanced standing hereafter only from those colleges which are rated in Class A by the Council on Medical Education of the American Medical Association. It is hoped in this way to secure only those students who are fitted to continue the course in medicine at Columbia.

There is not in America any widespread habit of migration of medical students such as exists in the German universities.

**Student
Migration**

This migration of students between the several universities of Germany is considered a very desirable characteristic of that system. It is impossible of large application in the United States because the American course of instruction in medicine begins with varying educational requirements in different schools, and students who began their medical work directly after leaving a high school are not eligible at any time for admission to a school requiring one or more years of college prior to entrance. Such a system is prevented from developing even in schools with equal entrance requirements because the medical curriculum even in the best American schools is too fixed and lacks uniformity. This is true to such an extent that there are probably no two schools which present no differences in their course of instruction. The lack of uniformity in the medical laws of the several States also complicates this situation. The only point at which students can transfer without probable detriment to their education from one school to another is at the end of the second year. The American course of instruction in medicine divides naturally into two equal periods, the first two years devoted to the medical sciences and the last two occupied with practical work in the many clinical subdivisions of medicine. It is at the point between these two periods that

a student may transfer, if ever, with advantage from one school to another. And once transferred he cannot change again without loss in the educational value of his work. It is not an infrequent occurrence for the Committee on Admissions of the College to advise a student to continue his course at some other school until the end of his second year and to postpone his transfer to Columbia until he can fulfill the requirements for admission upon certification. The College further refuses to admit any student to its fourth year who has not had previously four years of medical instruction and who presumably has already received a medical degree at some other college. The existence in the country of almost a dozen short-term schools giving a bachelor's degree at the end of their two years' medical course emphasizes the present situation rather than being a tendency to increase student migration in the German sense. The transfer of the students of these schools to another university for the completion of their education is a question of compulsion and not of choice.

The College has adopted during the past year a new curriculum of studies after a study of the subject lasting more than a year. The question of a proper course of instruction is the most urgent one in medical education to-day. It has not been solved in a satisfactory manner by any school or by any State board. In consequence no two schools have exactly the same curriculum, and the present solution of this college can be considered only as temporary, and in fact it is in the hands of a committee of the faculty for further study and revision. That the educational departments of forty-eight States and over one hundred schools are working on this problem and have never reached any agreement as to details is a serious criticism of medical education to-day. The best schools are in advance of all the statutory medical acts, and the laws of some States still permit the existence of medical schools of the lowest grade. Columbia is endeavoring to formulate the best possible curriculum within the limits of a four-year course, and, as will be shown later, the limit of time imposed is one of the most serious obstructions to an ideal solution of this problem.

New
Curriculum

The history of the development of the Columbia curriculum is of some interest. The College of Physicians and Surgeons moved to its present site in 1888, and occupied the first plant worthy of itself, consisting of the Sloane Hospital, the Vanderbilt Clinic, and a modern college building. Two years later it ceased to be a proprietary school and became an integral part of Columbia University. The College in 1890 had a three-year course, which was changed to a four-year graded curriculum in 1894. This change was made simultaneously with the same change in other schools. During the next ten years the curriculum was gradually enlarged both by increasing the number of hours devoted to the laboratory subjects and to the general subjects of surgery and medicine. But the chief increases in the curriculum at this time were by the addition of work in the various specialties. The medical student of that time did not seem to be overworked, and in fact many of them paid for extra-mural teaching in the form of a private quiz. It was customary for any head of a department who believed that his subject needed a more extensive presentation before the students to demand and to receive whatever increased allotment of time he might deem right. It is quite explicable that any department in a school of medicine should fail to take a broad view of the whole curriculum and endeavor to increase its own share so that the curriculum during this period was frequently unevenly developed. The present phase of the exaltation of the medical specialty is to be seen in the sets of resolutions which are frequently passed by the various national societies of medical specialists calling upon the schools of medicine throughout the country to adopt certain lines of instruction and to devote a certain number of hours to their particular subject.

It was about ten years ago, in 1904, that the faculty first appreciated that the curriculum had been under-developed along the line of instruction in the most important of all the branches of medicine, that is, in the practice of medicine itself. During the past ten years the teaching of the practice of internal medicine has been enlarged to include the English system of clinical clerks in five of the large hospitals of New

York, and the course in medicine is now more complete than ever before. The same system of clerkships is being applied in the Sloane Hospital in obstetrics and in four hospitals in the department of surgery as well. These necessary additions, however, so overloaded the time of the individual student that a reform was needed, and a new curriculum has been developed by which some six hundred hours are eliminated. Before discussing this question in further detail, it is convenient to present these three courses of study side by side, which is done in the following table:

	1903-04	1912-13	1913-14
Anatomy	711	930	585
Histology	150	300	180
Bacteriology	48	60	90
Biological Chemistry	410	285	240
Dermatology	25	28	40
Diseases of Children.....	130	116	112
Genito-Urinary Diseases....	55	48	25
Gynecology.....	108	99	99
Hygiene	‡	30	30
Laryngology	30	36	25
Neurology	70	126	102
Obstetrics	75	115	75
Ophthalmology	29	29	25
Otology	27	43	25
Orthopedic Surgery	70	62	15
Pathology	214*	315*	240
Physiology	210	270	270
Practice of Medicine.....	511	715	715*
Surgery	633	601	578
Therapeutics	105	396	261†
Hydrotherapy .....	...	35	...
Life Insurance .....	...	3	...
Physics	90	...	...
	3,701	4,642	3,732

*Including Clinical Pathology.
 †Including Life Insurance and Hydrotherapy.
 ‡With Bacteriology.

In studying this table it will be convenient to group the subjects into the scientific, including, among others, anatomy, physiology, chemistry and pathology; secondly, the clinical, including practice of medicine, surgery and therapeutics, and

finally, the medical specialties of diseases of the nervous system, the ear, the eye, and similar subdivisions of the art of medicine. Such a comparison of these schedules shows that the work required ten years ago of each student was quite half scientific, one-third clinical, and one-sixth special. The curriculum of the past year, which represented the extreme increase asked for by each department, had added about one thousand hours to the schedule of ten years before. These hours were divided into nearly one-half scientific, three-tenths clinical and one-fifth special work. The ratio of the several divisions remains about the same, but the amount of clinical work is increased, and this is especially true of the department of practice of medicine. This curriculum demanded of each student nearly 1,200 hours of work in each year, and it was found in practice that many students were tired, and that their energy was decreased by the continued application demanded by the curriculum.

The revision which will go into effect this fall not only reduces the total number of hours, but adopts a new idea so far as the medical curriculum at Columbia is concerned. The principle of elective studies in medicine has never had any wide application, because the amount of work to be done is excessive for the time allotted to it. Nevertheless the new curriculum will demand 4,000 hours in four years, of which 3,732 hours are prescribed and 268 hours are elective. This reduction has been met by the many departments of the school, which have seen their work curtailed, in a spirit of fairness and with a full determination to accomplish equally good results in education as before even with the diminished time allotted to them. A committee of the faculty has this matter in charge, and further changes, with a possible increase in the number of elective hours, are to be made as experience may dictate. The student is offered a large choice of electives in all three groups of subjects, the scientific, the clinical, and the medical specialties, and students specially qualified will be permitted to exceed their 4,000 hours under a proper supervision by adding further optional work from among the elective courses. The prescribed 3,732 hours of the new curriculum

may be divided into four-ninths scientific work, one-sixth special and something more than one-third clinical work. The new schedule has resulted in a relative increase in the clinical work, the amount of which is reduced but slightly, while the scientific and the special work are reduced both in actual and in relative amount.

It is believed that the educational work of the college will be improved by the changes in the curriculum with its reduction in hours of work. This is true if for no other reason than that the student will have more interest in the course. He will have some time for reading on lines parallel to his prescribed work; he will be able to specialize to a certain extent in the particular line which interests him, and he will be able to take some exercise and recreation. The curriculum of the College is probably still too crowded to give the student an ideal amount of time for recreation, for medicine is a large subject and one which is growing rapidly. It is a serious question if more time should not be devoted to the course in medicine at the present time, and at all events, it is certain that no real increase can be made in the curriculum without the addition of another year. This question has been under discussion for some time, but no uniformity of purpose has been shown by those interested. A fifth year is necessary both to relieve the present congestion of the four-year course and to provide more time for clinical training not only in the practice of medicine and of surgery, but also in the many specialties. The proposition to add a year of scientific training at the beginning of the medical course has already been done by the best schools and by the legal requirements in physics, chemistry and biology in New York State and elsewhere. This is not the question at issue, although it still receives some attention from educators. The proposition to require a year's internship in an approved hospital before admission to practice and after graduation is a desirable thing to require. But this condition is already more than fulfilled by a very large majority of the graduates in medicine of Columbia and of other university schools. The proposition to offer a fifth year

Addition of a
Fifth Year to
The Medical
Curriculum

of advanced instruction to holders of the degree of M.D. is a question of graduate instruction and has nothing to do with undergraduate education. The proposition to offer such a year as an optional for undergraduates and to give a doctor's degree *cum laude* to the graduates of this longer course would not be popular and would fail because very few students would be attracted to it away from a possible hospital connection and their life work. What is needed is a fifth year of practical work during which the student could further specialize in medicine, surgery, or some medical specialty by serving in hospital wards as clinical clerks or in scientific medicine by work in the laboratories of pathology, bacteriology, physiology or other scientific branch. During such a year the student should not be left to his own devices nor should he be relegated to the drudgery of the lowest member of an ordinary hospital house staff. On the contrary, this year's work should be done under supervision, and the student should be under school as well as hospital control. This question was considered by the committee which had the curriculum in charge, and their final conclusion was that it would be unwise to attempt an extension of the course to five years without co-operation from most of the university schools of the country. It would seem too serious a financial burden for any one school to assume alone such an innovation in the American system of medical education.

The College of Physicians and Surgeons has lost by death during the year an unusually long list of its officers both active and retired. Dr. James W. McLane, emeritus professor of Obstetrics, died after a long life devoted to hospital service and to medical education. Dr. McLane was the most prominent personality in leading this College from the ranks of the proprietary schools to a university standing. He secured the gifts which furnished the present site and its buildings, and this College must remember him always as its first Dean and one of its greatest officers. Dr. Edward Curtis, emeritus professor of *Materia Medica*, was a prominent member of this faculty in the days of its pre-eminence as a large proprietary school. He retired before

Deaths

the days of its larger development, but the graduates who came under his influence will remember his clear and incisive methods of teaching in the theoretical methods of his generation. Dr. George Montgomery Tuttle was suddenly cut off from an active practice. He had been a successful teacher as professor of Gynecology, but had retired from the active service of the school for ten years prior to his death. On February 27th Professor Philip Hanson Hiss, Jr., professor of Bacteriology, ended his successful career as an investigator of world-wide reputation in his chosen field. The faculty adopted the following resolution at the time of his death:

The Faculty of the College of Physicians and Surgeons desires to express formally in its minutes its sense of the loss which the institution and the teaching body have suffered in the recent death of Dr. Philip Hanson Hiss, Professor of Bacteriology.

Professor Hiss' connection with the school began shortly after his graduation, in 1895, when he became assistant in the department of Bacteriology, and as his ability was recognized he was rapidly advanced until in 1906 he was made a full professor in charge of the department. Under his guidance the laboratory became a source of the most accurate and painstaking research, research of such high character that whatever was published offered once and for all a definitive answer to the question with which it dealt, research of such high quality that no revision or correction has been made by subsequent investigators. So high a standard of necessity inhibited voluminous production, but his wish was always for quality before quantity. Those who worked under him will remember his appreciation of the high mission of the best type of scientific work and his distaste for hasty or careless research. He took the great Pasteur as his master in the field of his chosen work, referring to him as one of the finest examples of absolute devotion to science and as an illustration of the necessity for personal sacrifice in order to obtain the highest results.

Of his personal relations with the members of the Faculty it is hardly necessary to speak. Though one of the younger members of that body he was appreciated for his extreme ability in his own field, and his opinion on University organization was always eagerly sought. His early death, for he was only just beginning to enjoy the fruits of years of industrious research, is a serious blow to the institution with which he had so long been connected.

Professor Hugh Angus Stewart, assistant professor of Pathology, died of an acute disease on March 29th. Professor Stewart had been connected with the school for three years, and during this period had endeared himself to all his colleagues and to the students of the College. His untimely death cut short a career of much promise. Professor Francis P. Kinnicutt had served the College for twenty years as professor of Clinical Medicine and was a popular teacher at the bedside in his hospital service and was still on the active staff of the Presbyterian Hospital. He died while attending a medical meeting in which he was taking the principal part. Professor Frank Hartley had also been an active teacher for twenty-eight years, at first in the department of Anatomy. Later as professor of Clinical Surgery he gave a very excellent course in operative technique and held a hospital clinic for many years in his service at the New York Hospital. Professor Hartley's reputation was limited to no locality, and he was widely known as a brilliant operator in every branch of surgery. The College is the poorer for the loss of these members of its staff.

There are a number of vacancies in the teaching staff of the College which have resulted from the death or resignation of the former incumbents. Only two of these **New Professors** have been filled during the year. Professor John A. Fordyce has accepted a call to the head of the department of Dermatology. He brings from the New York University a high repute and is known universally as an authority on this subject. He will occupy the chair vacated by the resignation of Professor George T. Jackson, who retires after a long service as chief of clinic and professor. Professor Hans Zinsser was called from Stanford University to fill the post of professor of Bacteriology. Professor Zinsser is a graduate of this College, and was formerly an instructor in the department over which he will preside. He served under Professor Hiss, and was associated with him in some of Professor Hiss' literary work. The standards of the department will be maintained at the high level insisted upon by Professor Hiss.

The noteworthy facts in regard to the several departments of the College are the following: The course of instruction in anatomy has been reduced from two full years to a year and a half. Greater efficiency has been secured by a concentration of the time allotted. Adam M. Miller has been advanced from the position of associate to an assistant professorship.

Anatomy

It must be recorded with regret that Assistant Professor Augustus B. Wadsworth has resigned after a long service. He conducted the department during Professor Hiss' illness with credit to the University and to himself.

Bacteriology

In addition to an increased amount of general research, the Department of Physiology has been particularly active in developing the "heart station." During the year a large string galvanometer of the Leiden model, with accessory apparatus for indicating time and making photographic records has been installed. The department is now equipped for the best kind of study and precise diagnosis of heart conditions, and has cable communication not only with the Vanderbilt Clinic but with the medical wards of the Roosevelt Hospital as well.

Physiology

A new course of particular importance was begun this year in which Professors Potter and Camac and Dr. Linsly Williams have superintended the preparation of reports of cases studied in the City Hospital, together with a study of medical literature with reference to points of particular interest brought up by the individual case. Every member of the Fourth Year Class has prepared such a report, and a seminar has been held at the house of Professor Janeway in the evening for each quarter of the class, at which some of the papers have been read and discussed by the section. The work done by the students in this course has been of an unusually high order. The chief addition to the facilities of the department during the past year has been the temporary building erected through the generosity of the Board of Managers of the Presbyterian Hospital, containing a lecture-room with capacity for one hundred students,

Practice of
Medicine

in which the medical clinics and conferences have been held. The new laboratories of the medical clinic are on the second floor of this building. In these laboratories not only has the routine work of the medical service of the hospital been carried on, but in addition research work on clinical cases in the hospital wards has been done. Both the lecture room and the laboratories have been of the utmost service in the development of the present hospital along university lines, and the department is under obligations to the Board of Managers of the hospital for having spent nearly \$10,000 in the construction of a building which will serve this purpose only until the new hospital is built. While the department is still far from being satisfactorily organized on a university basis, and the present Presbyterian Hospital is inadequate to such an organization, and while the separation of the hospital from the Vanderbilt Clinic and the library and other laboratories of the department entails a loss of time for all, nevertheless this year shows definite progress toward that type of university department of Clinical Medicine which it is hoped Columbia will yet possess, and which all are working to actualize. During the year Drs. Austin W. Hollis and James A. Miller were advanced to the grade of Professor of Clinical Medicine and Drs. Lewis F. Frissell, T. Stuart Hart and George A. Tuttle to Assistant Professorships.

The surgical service at the Presbyterian Hospital is being equipped by the Managers with a departmental laboratory similar to that furnished last year for the medical service. This will assist greatly in the

Surgery

work of the clinical clerks. During the past year the following changes in title have been made. Drs. H. M. Lyle and Walton Martin have been appointed professors of Clinical Surgery and Drs. W. C. Clarke, William A. Downes and Frank S. Mathews have been made Assistant Professors. At the close of the year and too late for any official action to be taken, Professor Blake resigned from his position both in the College and in the Presbyterian Hospital. An arrangement has been made by which the work of the department will not suffer next year, but this action of Professor Blake creates a condition which will be learned with

great regret by all the friends and alumni of the College. Professor Blake has served this College for twenty-five years and has occupied several positions in the departments of Anatomy and Surgery. During the past ten years as head of the department of Surgery he has brought it to the highest plane of efficiency for education and for investigation which it has ever occupied.

The course of instruction in therapeutics has been reduced in the new curriculum more than one-third. The present tendency in teaching this subject is seen in the elimination of therapeutics entirely from the State examinations of New York. The teaching of the future in the treatment of disease will be a part of the instruction in the department of the Practice of Medicine. The laboratory of Pharmacology, on the other hand, will be of increasing importance. There will remain a few special subjects, such as hydrotherapy, to be taught as individual subjects. Columbia has not yet reached such a development but the new curriculum will curtail the time devoted to Therapeutics. The reduction of time in this department is associated with an increased assignment given to Pharmacology. During the year Dr. William R. Williams was advanced to an associate professorship, and Drs. Charles C. Lieb and Henry S. Patterson to be assistant professors.

Therapeutics

A new laboratory is being built at 116th Street and Amsterdam Avenue, which is three stories high and will house the workers in cancer research under the George Crocker Special Research Fund. The building will be used for research and also for courses of instruction in this branch of pathology.

Cancer Research Fund

Dr. William H. Woglom has been appointed an Assistant Professor to serve under Dr. Wood, the Director of the Fund.

The out-door service of the Vanderbilt Clinic continues to render an opportunity to the students for instruction in all clinical branches of medicine. New quarters are being fitted up for the departments of Gynecology and of Dermatology. A further improvement will consist of the fitting up of three rooms with bed accommodations to be used for the care of

Vanderbilt Clinic

such patients as may need it while recovering from an anæsthetic or from the slighter operations which are done in dispensary practice. A donation of \$750 was received by Columbia during the year from the Managers of the Vanderbilt Model Tenements to be used in the care of residents of New York City. This has been turned over to the Vanderbilt Clinic, and will be used to support the visiting service in the tenements which was described last year as a part of the instruction in the department of Therapeutics.

The service at the Sloane Hospital for Women has given during the year an excellent course of instruction in its dual capacity. It should be recorded that Drs. Frank R. Oastler and Howard C. Taylor, two members of the staff in the department of Gynecology, have been advanced to professorial grade and will offer optional courses in their hospital services.

The staff of the College has been active during the year in producing many pieces of research. These have appeared in current medical journals and in the transactions of many scientific societies. The departments of biological chemistry, physiology, pathology, medicine, surgery and anatomy have been especially active. The new developments at the Presbyterian Hospital are furnishing a stimulus to this kind of work and are adding to the repute of both the hospital and the College of Physicians and Surgeons.

Respectfully submitted,

SAMUEL W. LAMBERT,

Dean

June 30, 1913.

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

Naturally the subject which has absorbed our attention more than any other during the academic year just drawing to a close has been the project to place our engineering courses on a graduate basis, and we have naturally been regarding any indication of a trend of students from other degree-granting institutions to the Schools of Mines, Engineering and Chemistry as of no little significance. It was, therefore, gratifying to note in the registration figures at the beginning of the year that there had been a marked increase in the number of students admitted to our Schools on the credentials of other degree-granting institutions, the number thus admitted comprising about 42 per cent. of the total number of new students and representing thirty-two American and ten foreign institutions of learning.

Even more gratifying, as an indication on the part of those interested in technical education to regard even our present courses as of graduate grade, was the decision of the Navy Department, reached after a careful investigation of the engineering schools throughout the country, to transfer the entire second year class of eighteen lieutenants in its Post Graduate School to Columbia for the year 1913-14 to pursue courses in mechanical and electrical engineering, metallurgy and wireless telegraphy and telephony. These men are all graduates of Annapolis, who have seen at least five years of active service and who have been selected for their special aptitude in engineering. They have been brought back for two years of graduate study, the first of which is given at Annapolis and, as

stated above, the second will be given at Columbia. The number of students in graduate courses in Highway Engineering has likewise materially increased, and the work has naturally gained in interest and vigor. During the current year forty-one students have registered in this course, the majority of whom held first degrees. This surely augurs well for the success of our three-year graduate courses when they go into effect in 1915.

During the past year the departments have been busy arranging the details of the programmes of study of the several graduate courses. These were finally approved by the Faculty just before the close of the year and a pamphlet describing them is now in course of preparation. Many matters of educational policy were considered in arranging the new programmes, notably the question of cutting down the number of hours of required work. It was finally decided that this should not exceed a total of fifty-four hours per week for class-room, laboratory and preparation. While this is a step in the right direction, the writer is convinced, after mature consideration, that the policy of reducing the number of class-room hours might be carried still further, at least in the second and third years of the graduate courses, so that the students, who will be mature and serious minded, may give more time to the preparation and assimilation of the subjects in hand. It is realized that so radical a change from our custom of years will not be easy to accomplish and will in many cases require the grouping of parts of subjects into one, with a greater emphasis placed upon the inculcation of broad principles rather than upon the imparting of detailed facts. This plan should tend to place the students more upon their own resources and more fully to develop their faculties for independent thought and study. So far as it has been possible in the light of their preparation, this idea has been kept in mind in arranging the programmes of study for the Naval Officers referred to above. Instruction on the basis here outlined must of necessity be given by the professors of highest rank and attainments, who would present their subjects with authority and breadth, but

**Graduate
Courses**

any increase in expense for this reason would be easily offset by the fewer hours of actual instruction required.

Much to our disappointment, the Trustees have decided that it will be inexpedient to approve the plan recommended to them unanimously by the Faculties of Pure Science and Applied Science and the University Council, of offering courses in advanced instruction and research in our Schools looking toward the degree of Doctor of Engineering. It has been suggested that we might grant the degree of Master of Science, hitherto bestowed at Columbia only as an honorary degree; but the requirements for this degree which prevail throughout American Universities are far less demanding than will be the requirements for the professional degrees in our graduate engineering courses, so there would be little point in our offering it as a higher degree. It had been our aim to offer graduate and research work in engineering upon a plane higher than has as yet been offered in this country and to mark the completion of this work in the same manner as that successfully carried out by the German *technischen hochschulen*. We will, however, have our time fully occupied for some years to come with the work of placing our new graduate courses on a sound basis, and can only hope that the future may bring a change in the official view.

The need for additional laboratory equipment for instruction and research in electro metallurgy has been met for the time being by the generous gift of \$12,500 by Mr. J. Parke Channing, '83 Mines. A timely **Gifts** gift of \$5,000 has also been received from an anonymous friend for the equipment of a high-power radio outfit for experiment and research in wireless telegraphy and telephony.

During the year a committee was appointed, consisting of three trustees, three members of the faculty and three representatives of the alumni, with the secretary of the Alumni Association, to prepare for a **Fiftieth Anniversary** suitable celebration, during the latter part of May, 1914, of the fiftieth anniversary of the founding of the School of Mines. In looking over a number

of old documents the writer was deeply impressed by the following statements in a report of the Faculty of the School of Mines to the Trustees in the early days of the history of the School:

“The School of Mines was opened in 1864 as a post-graduate school, equal in aim and character to the law and medical schools of all great universities, and devoted to advanced instruction in theoretical and applied science. Provision was made for a course of three years only, as it was hoped and expected that the students would be college graduates or persons of equal attainment. . . . The policy of the Faculty has ever been to avoid attracting a large number of pupils for comparatively elementary instruction; but, on the contrary, to maintain as high a course as students could be induced to take, constantly advancing the grade of instruction as fast as circumstances would permit. In the nature of things, the progress of development must be gradual.”

All who honor the old School of Mines and who hold in reverence the memories of those who had this vision cannot but feel great satisfaction when they realize that the passing of the half-century mark in its history will witness, in the establishment of the School on a graduate basis, the attainment of the high ideals of those who builded so wisely and so well.

Respectfully submitted,

FREDERICK A. GOETZE,
Dean.

June 30, 1913.

FACULTY OF FINE ARTS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

As Dean of the Faculty of Fine Arts, I beg leave to report that at the one meeting of the Faculty, held on May 2, 1913, a resolution was adopted providing for a committee "to consider and report upon the wisdom of continuing under the direction of a faculty of fine arts the program of studies now given under the direction of this Faculty." The following considerations indicate the reasons for the introduction of this resolution:

The Faculty of Fine Arts, as at present constituted, does not provide in the most efficient manner for the conduct of the work under its charge. The School of Architecture is in reality an independent school, with its own peculiar problems and its own particular educational office. In these respects it has nothing to gain through an alliance under faculty organization with the School of Music and the School of Design. Its interests would be better conserved and its progress better assured through the control of an administrative board directly familiar with its aims and needs.

Architecture

The School of Design has never been an effective part of this Faculty. It has graduated but one student since its foundation, there is no present demand for its courses, and whatever demand may arise can be met by other departments of the University and by existing arrangements with Teachers College.

Design

The School of Music is not a technical or strictly professional school. Its aim is to provide cultural courses in music for the academic student, and advanced courses in musical theory and composition for students of graduate grade. Its work falls, naturally, under

Music

other faculties of the University which have under their charge work of this character. The creation of a department of fine arts under the Faculty of Philosophy to have direction of the School of Music would afford adequate provision for the needs of that school.

Furthermore, the creation of such a department of fine arts would enable the Faculty of Philosophy to take under its charge the graduate work which is now offered **The Fine Arts** and may hereafter be offered in architecture, music, and the fine arts. The Faculty of Fine Arts is not a graduate faculty, and to charge it with the conduct of graduate work is to multiply administrative difficulties without compensating educational advantage. On the other hand, the graduate courses now offered by its schools have a natural affiliation with courses given under the Faculty of Philosophy. It would appear, therefore, a step in the direction of greater co-operation and efficiency to create the proposed department.

The committee to which the resolution was referred have met and are ready to make their report as soon as the Faculty is called to receive it.

If the instruction now given under this Faculty is distributed in accordance with the foregoing suggestions and a department of fine arts created, there is an immediate need which this department should meet. There has never been in the University adequate provision for instruction in the history of art. This department of knowledge is so important and touches so intimately and vitally the work of other departments that the consideration of its development should be undertaken at the earliest possible date. Immediate advantage should be taken of the services of those officers of instruction who are competent and ready to offer courses in this subject, and provision should be made as soon as practicable for the appointment of a professor in the history of art.

All of which is respectfully submitted.

FREDERICK J. E. WOODBRIDGE,

June 30, 1913.

Dean.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

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, 1913:

Among the legislative acts of these Faculties and of the University Council during the year there are several which deserve comment. Agriculture has been added to the list of subjects which may be offered under the Faculty of Pure Science toward the higher degrees. The Faculty were satisfied that the present equipment of the Department of Agriculture and its co-operation with other departments have placed the University in a position to offer advanced work in this important subject. The courses have been arranged with particular care to demand the preliminary training necessary for specialized research and to provide a generous opportunity for students who desire to extend the boundaries of this science. The students who are already enrolled as candidates for the higher degrees in this subject have, by their preparation and promise, encouraged the Faculty and the department in the belief that an auspicious beginning has been made in a branch of knowledge of prime importance to the public welfare.

At the October meeting of the University Council the Dean of the medical school, on behalf of the faculty of that school, introduced a resolution which, if it had become effective, would have prevented students in that school from being candidates hereafter jointly for the higher degrees and the degree of

**Candidacy for
Two Degrees**

Doctor of Medicine. As such a resolution affected in principle an opportunity open to students in all the professional schools in the University, it was referred to the Executive Committee of the Council for consideration and report. This committee recommended that the rules be so modified that students in a professional school might be candidates for the higher degrees only with the consent of the Faculty of that school. This recommendation was adopted and was satisfactory both to the Faculty of the medical school and to the other professional schools of the University. There is no doubt that such legislation was needed to safeguard the work of students who are candidates for a degree under both a graduate and a professional Faculty, and to put a restraint on ill-advised and indiscriminate joint candidacy for more than one degree.

The provision referred to in the preceding paragraph was extended in an important direction as a result of a conference between the Committees on Instruction of the Faculty of Pure Science and of the Schools of Mines, Engineering, and Chemistry. The latter Faculty have felt for some time that the privilege open to the students of the Faculty of Pure Science of offering engineering subjects as subjects of major interest for the higher degrees was unwise because these degrees could not properly be regarded as higher degrees in engineering subjects unless a candidate had already secured a first degree in engineering. In this feeling the Faculty of Pure Science concurred, and, as a consequence, so modified their rules that hereafter engineering subjects, with the exception of Highway Engineering, which is offered exclusively under the Faculty of Pure Science, may not be offered as subjects of major interest for the higher degrees except by candidates who have already secured the corresponding engineering degree. This action gives an important significance to the degrees of Master of Arts and Doctor of Philosophy in engineering subjects, as conferred by this University, which they have hitherto lacked. While they may not be regarded strictly as advanced degrees in engineering, they will insure that their holders have had the preliminary training of engineers.

**Engineering
Subjects**

The University Council has so legislated that the number of copies of the dissertation to be deposited with the Registrar by candidates for the degree of Doctor of Philosophy is increased from thirty to one hundred. This action was taken as the result of a letter written to the President by the Librarian and transmitted by the President to the Executive Committee of the Council. The Librarian stated that thirty was too small a number in view of the demands upon the Library and of the creation by the Trustees of the University of an exchange department in the Library. The matter was considered by a committee of three, two of whom were members of the committee which, several years ago, recommended that the number be reduced from one hundred to thirty. The committee felt that the reasons which had led to the recommendation of the reduction were no longer in force and that the request of the Librarian should be allowed. The resulting action has not, however, been received with general satisfaction by the members of the Faculties or by the students, and requests have been made to the Dean's office to have the number reduced in certain cases where the cost of depositing one hundred copies is excessive. Formerly, before the number was reduced to thirty, the Dean was authorized to afford relief in such cases, but after the reduction this authorization was expressly withdrawn, and it was not restored when the number was again increased. The Dean, consequently, has no discretion in the matter at present and must enforce the provision in all cases. This subject is one which merits fresh consideration. The simple question of one hundred as against thirty copies is not by itself important, but the methods and conditions under which dissertations are printed by candidates are so varied that no number operates with any approach to a uniformity of requirement. In some cases the printing of the dissertation is easy and inexpensive. In others it is extremely difficult and costly, so that by itself it may constitute an impediment in attaining a degree, which impediment would not have arisen if the candidate's subject had fallen in another field. Furthermore, the dissertations display a remarkable

Doctor's
Dissertation

variety both in the form and the excellence of their press work, and the task of remedying the consequent defects, falling, as it does, on individual instructors, is becoming increasingly burdensome. The Faculties and the Council have repeatedly rejected any proposition which looked toward the abolishing of the requirement of printing, so that the easiest solution of the difficulties involved is not available even if it were admitted to be desirable. Since the requirement of printing remains in force it seems to me to be important that a University committee, which should include a representative of the University Press, should be appointed to study the whole subject and make appropriate recommendations.

At the first meeting of the University Council the President called the attention of the Council to the action recently taken by the University of Berlin recognizing the **Admission** baccalaureate degree from an American college as equivalent to one year of university study, and asked that this action be considered in relation to the general question of admitting students to candidacy for the higher degrees. The matter was referred to a committee, which at first considered the wisdom of following the action of the University of Berlin and of admitting students to graduate standing after three years of college study. The committee felt, however, that this practise, under conditions in America, should involve an increase of one year in the requirement of residence for the higher degrees. They, therefore, concluded that the present requirement of a baccalaureate degree for admission to graduate standing should not be altered. They recommended, however, that the period of residence of students from institutions in which the course of study is not regarded as equivalent to that in Columbia College should be proportionately extended and that the Secretary of the Council should prepare and from time to time revise, subject to the approval of the Executive Committee of the Council, a list of institutions from which students may be admitted to candidacy for the higher degrees, so graded that the requisite extension of time should be estimated in terms of half-years. This recommendation was adopted. It places the graduates of the German gymnasiums

and of many American institutions in the position of students who have completed three years of college work, but admits them to graduate standing at once without requiring of them the prior attainment of a baccalaureate degree of approved grade. It extends, however, the period of their university residence so that their combined undergraduate and graduate study is the equivalent of that of candidates who are graduates of Columbia College.

The logic and the wisdom of this action, in view of the current practise in this and other American universities, are apparent. The Council and the committee felt that it afforded a solution of many of the difficulties and irregularities which have beset the admission of students to graduate standing. It should be apparently simple and automatic in its operation, and it is naturally too early to form a just estimate of the way it does operate. There have, however, already appeared indications that it is not a satisfactory solution of the problem to which it was addressed. The University is naturally embarrassed in every attempt to grade the many institutions from which students seek admission to the graduate Faculties. The Secretary of the Council has devoted careful study to the task, but is already in receipt of inquiries and complaints. There exists no classification or rating of collegiate institutions which is generally accepted by our American universities, and this fact further complicates the difficulties. The question of a student's fitness to undertake graduate work and of the time he should spend in attaining a degree is, however, not so much a question of the institution from which he comes as of his own ability. The baccalaureate degree, wherever attained, has long since ceased to be a mark of any unified preparation or achievement. It is a wholly inadequate means of determining the student's ability or fitness to proceed. The attempt to standardize it on any other basis than the actual number of hours of instruction spent in attaining it is apparently futile. In some universities this is done, but such a method is purely numerical and has no scientific merit. Some of the departments of the University have fully realized the inadequacy of the baccalaureate degree as a standard of candidacy and

have consequently required of each candidate for a degree under their jurisdiction an examination to establish his candidacy.

We need to reconsider and, perhaps, revise radically our university practise. In this my first year as Dean of the

**Admission and
Candidacy**

Faculties I have been impressed by the variety, character, ability, and ambitions of the students who seek the advantages of advanced study which the University affords. They come to us literally from all over the world, often ready to make very great sacrifices for the opportunity of supplementing and perfecting their studies, and believing that they will find here the opportunity which they seek. We meet them with an academic tradition of what constitutes fitness, a tradition which was formed when progress from the baccalaureate degree to the degree of Master of Arts or Doctor of Philosophy represented a general uniformity both in previous preparation and in subsequent attainment. Our rules are in large part formulated as if this tradition still represented actual fact. We try to conform the students to these rules and to impose upon them the regularity which these rules impose. We have, I fear, made this regularity appear in their minds more important than scholarly achievement. They tend, consequently, to think of the formal requirements for the degrees first and of research second, and repeatedly accommodate their research to these requirements. The University is apt to appear to them as a place of formal restrictions and not as a place of intellectual freedom. One can not contemplate this situation with satisfaction. It appears to me that we shall never meet it satisfactorily by any attempt to perfect our present procedure. These attempts may have the merit of logic in view of our customary practises, but they do not meet the demands which are made upon the University by those who seek its instruction. The question is not that of rigorously maintaining old University standards, but of creating new ones more adequately representative of our educational needs and aims; for the university has ceased to be the foster-mother of the traditions of the schools and has become the great social advocate of the enterprise of learn-

ing. We should, therefore, meet the increasing number of students who come to us, not as an institution whose primary function is the conferring of degrees, but as an institution whose primary function is the provision of intellectual freedom and opportunity.

It would be presumptuous in me, without further study and without the co-operation of my colleagues, to suggest at this time a new method for the administration of research work in the University. That method can never be the result of anybody's happy thought. It can be the result only of extended and careful examination. I believe it to be important, however, in the light of the action of the University Council which has led to these comments, that in any revised plan the admission of students to do advanced work in the University should be radically separated from any consideration of their candidacy for a degree, and that candidacy should in all cases be determined by requirements which are effective only after the student is admitted to the University and has had an opportunity to prove his ability. The questions of admission and candidacy are really distinct and involve distinct issues. Their present entanglement is a source of much confusion and injustice.

With the beginning of the year the new rules governing the award of the degree of Master of Arts became effective. No sound estimate can yet be made of their educational value or of their superiority to the rules they superseded, but I have not yet observed, except in a relatively small number of cases, any marked difference between the type of curriculum now completed by the candidates and that formerly completed by them. In one important respect the rules have not worked as they were expected to, namely, in providing in advance a course of study for each candidate. It is true that every individual selection of courses has been approved in advance both by the departments and by the Dean, but it has been impossible, owing to the periods of registration, to partial registration, and to changes in courses, to pass upon the entire curriculum as a whole until after it has been completed. Or it would be more

Master of
Arts

exact to say that students have presented a completed rather than a proposed curriculum for approval. There is no indication that this procedure is unwise. It probably gives both the students and the department greater freedom in arrangement and selection.

With the exception already noted regarding the number of copies of the printed dissertation to be deposited with the Registrar, there has been no change in the regulations governing the award of the degree of Doctor of Philosophy.

The opinion is often expressed that the University is conferring the degree of Master of Arts upon too many candidates. The number is undoubtedly increasing rapidly. In 1909 there were 231 awards; in 1910, 269; in 1911, 315; in 1912, 370; and in 1913, 503. This increase is wholly out of proportion to the increase in the teaching staff and in the equipment of the University for the corresponding years, but I have failed to discover that it indicates any decrease in the thoroughness of instruction or any laxity in the administration of the rules. The tendency has been rather toward greater strictness in both directions. The fact that 503 degrees were conferred at Commencement must be considered in connection with the following facts: 106 of these degrees were conferred upon students who had completed the requirements before the expiration of the year. 925 students were enrolled for the degree during the year exclusive of the Summer Session of 1912. 437 made application for the degree in June, and 40 of these, or approximately 10 per cent., failed. Making due allowance for part-time students and for students in the Summer Session, it would appear that approximately one-half only of those who enroll for the degree receive it, and this irrespective of the length of time they may be in residence. In view of this fact it can not be claimed that the number of degrees conferred indicates any laxity of instruction or administration. It indicates rather that the University is conservatively meeting the steadily increasing demand upon its resources. It should awaken public interest and public response.

There are several matters upon which I am not at present ready to report, since they are still in the hands of committees. The principal ones are University fees and the relation between departmental and faculty organization. Both these matters have become of prime importance. There is considerable lack of uniformity and there is apparent injustice in the amounts of fees paid by students, and the whole subject is complicated by the relation of the University to its affiliated institutions and by the interrelation of the various faculties and corporations within the University. There is more free tuition given under the graduate faculties than in any other department of the University. For the year the amount is approximately \$36,000. This in itself might be unobjectionable if it did not discriminate against those students who, by accident or by choice, do not avail themselves of the possibility of free tuition, and if it did not enter as a determining factor in the student's registration and choice of subjects. The whole matter is in the hands of a committee, which is about ready to report. Another committee will also report in the near future on the relation between departmental and faculty organization. They have studied the question, not only from the point of view of administrative difficulties, but also from that of the economic needs of the University.

The office which I hold is by tradition almost exclusively administrative. It has been the function of the faculties and of the University Council to institute and perfect legislation governing the award of the higher degrees and it has been the function of the deans of the faculties to administer this legislation. The appointment of a single dean for the three faculties has made no essential change in this regard. It has unified the administration and greatly facilitated it as a consequence. On assuming the office I found its work so efficiently organized that little difficulty was experienced in performing the duties which fell to me. The faculties, I believe, have never before enjoyed so thorough and satisfactory an organization of their administrative obligations as was bequeathed to

me by my predecessor and his associate. My predecessor felt, however, that the office should be more than purely administrative if the union of the faculties under a single dean should lead to really effective co-operation. He consequently availed himself of a resolution of the Trustees, and organized the three Committees on Instruction into a joint committee for his advice and counsel. This organization has been continued. It is of the greatest assistance to the work of this office in affording not only competent advice, but also the opportunity of obtaining representative opinions on matters of general University policy and general discussion of questions which affect the common interest. The committees enjoy in a high degree the confidence of their faculties and are their elected representatives. They form the one University body of officers of instruction which is directly and intimately acquainted with the needs and problems of our research work as a whole. These committees associated with the Dean in a joint committee afford thus the prospect of much more than a unified administration. They afford the prospect of consistent and unified progress in the development of our graduate work. On the other hand, our present system involves in all matters which affect advanced university instruction, so far as these are in the hands of the Faculties, concurrent action by the Faculties and the University Council. This system is complex and consumes much time. Legislation and plans for University progress originate in four separate bodies and are subject to the complexity of reference and discussion which such a system involves. As my predecessor stated in his report of last year, the Joint Committee on Instruction is an institution "unknown to the law of the University." It may be wise that it should remain such, but it may also be wise to give it recognition in our University organization commensurate with the obligations it is competent to perform.

All of which is respectfully submitted.

FREDERICK J. E. WOODBRIDGE,

June 30, 1913.

Dean.

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

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

The Administrative Board of the School first met March 5, 1912; the Advisory Board was called together January 15, 1912. The cornerstone of the new building, "Journalism," provided for the School by the bequest of Joseph Pulitzer in memory of his daughter, Lucille Pulitzer, was laid by his widow, Mrs. Joseph Pulitzer, July 8, 1912. The School began with an endowment of \$500,000, in addition to \$500,000 set apart for the building under the terms of the will. If within seven years after his death his executors are satisfied that it has been three years in successful operation, the School is to receive \$1,000,000. The School opened at the beginning of the Academic year 1912-13 with twenty-five officers, of whom seven devoted all their time to its teaching. These consisted of a Director and an Associate Director (one being in addition Professor of Journalism and the other Professor of English), an Associate Professor of Journalism, two Associates in Journalism and two instructors. Of the teaching force of the School, nine had shared in the active work of journalism and three teaching in the School were still employed as journalists.

**The
Beginning**

The formal opening of the School was held Monday, October 2, 1912. Addresses were delivered by the President of the University and by the Director of the School. Bishop Greer, a Trustee of the University, was present on this occasion and began the exercises with prayer for the divine blessing on the School and its work.

The School opened with students registered for all the four years. In the second, third and fourth years, these undergraduates were admitted on advanced standing. Of the pupils registered for the fourth year, all were graduates with the degree of A.B., two from Columbia, two from the University of Missouri, two from Yale, one each from the College of the City of New York, University of Indiana, University of North Carolina, Earlham College, Whitman College, University of Rochester and St. Paul's College. In the first year, of thirty-eight admitted, sixteen entered on College Entrance examinations, and twenty-two were admitted as non-matriculants. Of the latter, all had been at work in newspaper offices one year and upwards. Five had been so engaged from four to six years. Every college class at entering has some who have been in active life: in few are one-half of the number admitted those who have already made a place for themselves in the calling to which they expect to devote their lives. This gave to the first-year class an unusual maturity, and the example and influence of those who had proved that they could establish themselves in the exacting calling of journalism gave to this class, entering on undergraduate studies and in the academic roster ranking with Freshmen, an earnestness, an enthusiasm, a definite purpose and a determination to secure the full value of their studies of the highest importance to the future traditions of the School.

The registry in the School of Journalism for 1912-13 and the number resuming work at the beginning of 1913-14 was:

	Matriculated		Non-Matriculants			Total		Entered '13-14	
	Entered	Left	Entered '13-14	Entered	Left	Entered '13-14	Entered		Left
First Year.....	16	8	8	22	13	9	38	21	17
Second Year....	11	5	6	—	—	—	11	5	6
Third Year....	14	4	10	2	2	0	16	6	10
Fourth Year....	14	5	9*	—	—	—	14	5	9*
Total	55	22	33	24	15	9	79	37	42
Less graduates.....									9
Entered 1913-'14.....									33

Or 57 per cent. of those entering 1912-13 in the three lower classes.

*Graduated.

This is a larger proportion of those failing to continue their course than is customary in undergraduate study, but is often equalled in professional schools, particularly in medicine. The work required in the School of Journalism is heavy, and it is intended to have the standard professional, requiring aptitude for the calling as well as proficiency in studies. No other course can be wisely followed in a school preparing men for a calling where no professional training has existed in the past. Under these conditions, it is better to graduate few who are fit than to permit any to receive the degree of the School who have been only barely equal to the work of the School and its standards.

There were in the School in the past year five women, three in the Third Year and two in the Fourth Year. Neither of those in the Fourth Year was graduated, and only one of those in the Third Year continued her work in the School. At Barnard, in the course leading to the School of Journalism, nine were entered in the First Year, of whom seven have continued their work. The proportion of women in the School is about that in the calling of journalism. The plan of having the work taken by women in the course in Journalism taken in Barnard College in the First and Second years has required much adjustment on the part of the College which has been successfully accomplished with a generous disregard of the labor and pains required for this small number of students.

Of those who were admitted in the First Year as matriculants, eight, one-half failed and eight entered for the Second Year. Of non-matriculants in the First Year, thirteen failed to meet the demands of the year and were dropped and nine entered for the Second Year, 40 per cent. The cause for failure came principally from insufficient preparation in French and German. As the School requires those entering for the Second Year to pass an examination in sight translation of passages from German or French newspapers, the training in these tongues was rigorous. A similar examination was required of every candidate for a degree, and no one was permitted to take a degree who could not pass this examination.

The experience of the year revealed the lamentable fact that this comparatively simple test could not in several instances be passed without additional study by those who, taking preparatory and College work, had spent from four to six years in the study of French or German and had passed in these studies as a part of their qualifications for a degree. Aside from the obvious necessity of at least one of these two tongues for the equipment of the journalist, the School of Journalism two years hence will offer three annual travelling scholarships, of the value of \$1,500, to the graduates "who shall have passed their examinations with the highest honor and are otherwise deserving, to enable each recipient to spend a year in Europe." It would be plainly useless to permit men to become eligible to this large privilege who had not carried their knowledge of either French or German to a point where at least one of these tongues could be read at sight.

All the steps in the organization of the School, the acceptance of Mr. Pulitzer's foundation by Columbia University, the choice of its Director and Associate Director, **Public** the announcement of the plans and curriculum, **Opinion** and its opening were the subject of widespread record and comment in the American press.

No previous proposal to provide professional training for newspaper men has received so wide attention or so favorable comment in the newspapers. To the School this has been of the greatest value. It has deepened among its instructors and its members the sense of the reality and the importance of the work in hand. It has met and answered the criticism of studies the need of which in the preparation of journalists might not be at once apparent. It has greatly encouraged the efforts to train journalists in other universities and colleges, and has brought to their efforts a new and more liberal support. Every school and every study directed to the professional preparation of men for work on a newspaper aids all the rest. The public opinion of newspaper offices and managers is nearer than most appreciate to the conviction that special schooling is as necessary for the journalist as in other recognized callings. The publication of news in regard to the School of Journalism has

been accompanied by the close personal interest of journalists in its plans, its operation and its results. The Director during the past year was invited to address over thirty professional gatherings and organizations on the work of the School, beginning with the American Newspaper Publishers' Association. For all this the School and its management are under deep obligation to the press of the country, and the Director ventures in this first annual report to express the vivid appreciation felt by him for the wide and generous approval of the School by the members of the calling for which it seeks to fit men, a calling which must be efficient, accurate, high-minded and consecrated to the public service, or the will of the people will be neither informed nor efficient, neither wise nor just. It is through the newspaper more than through any other organism that modern communities come to self-consciousness and self-knowledge, to a comprehension of the "*Sittlichkeit*" on which Lord Haldane in his memorable address at Montreal based the common life of the English-speaking folk.

Unless the journalist be adequately trained he cannot with either accuracy or penetration voice or record this general life. The experience of the first year in the School of Journalism has enforced the principle on which the curriculum was organized, that the guiding need in the instruction of the newspaper man is not imparting mere facility in writing, but in training men for acquiring facts and knowledge, for expressing these with accuracy, and applying both with moral force and principle. A distinguished journalist has pregnantly said that the education of the public was greatly restricted because the men who could write did not know anything and those who knew something could not write. The cause of this lies deep. The man gifted in self-expression is not given to research. The man of research is apt to scorn style—but another word for inoculating one mind with the thought of another.

The Work
of the
School

No man tries to be a journalist who cannot write, but a great many journalists can write who have nothing to say, and are unaware of this important limitation. Those who seek a school of journalism by a self-selection, natural and inevitable, have

some writing turn, due doubtless in some cases more to self-assurance than to self-knowledge. These need first and always to learn what to write. How to write comes quickly to the man with the gift, if he has gained first accurate knowledge and been schooled in precision. The best of styles may be the worst pitfall. As Renan penetratingly said, he had never been tempted from the truth save by a happy phrase. All other temptations, the church, family, friends, early training, he could withstand in his search for the exact truth.

The observation of the work done in the past year impresses the need for the writing man of a sharper drill in history, a more exacting training in economics and statistics, a more rigorous mastery of the law and political science, a better command of the language he acquires, and a closer knowledge of the working of society than is needed for those by whom these studies are sought for their general culture and not professionally. To him these studies are in the highest sense professional. Encouragement has been felt in every week of the past academic year in the growing apprehension and comprehension of this fact among both teachers and taught in the School of Journalism. If it is to do the stiff task of teaching the man who writes easily to write accurately, its standards must be higher and the work better in all studies. Beginning with rather nebulous ideas, there has grown through the year a perception of this, already creating the tradition and deciding the practice of the School. The course in American History will to this end be made more immediate and give half its time to an accurate knowledge of the past thirty years. The course in statistics will include practical work in collecting statistics. A writing course in the third year will take up the use of material in the longer article for supplement and magazine. Dramatic criticism will begin in the third year; a course in international relations will give the world-view of recent European history, already studied in the second year.

Mere knowledge, however, cannot make the writer, and a school of journalism must also be the school of the writer or it meets but half its needed end. Writing is as much the result of reading as of practice. The Library of the School of

Journalism is organized to this end. Ingenious youth may be exposed to good literature without taking it, but the chance of immunity in all contagion, good or bad, is decreased by proximity.

Those who have passed happy years in a newspaper office know its fervor and its enthusiasm, its heats, its ardors and its abounding labors, upborne by the love for a great task and a great service to an unknowing, an unconscious and unrewarding public. I cannot say more or higher for the School of Journalism than that the warp of its courses and the woof of its study are shot through with threads of a like absorption, like toil for its own sake, like readiness to thrill over the general success, and like disregard for the individual reward. Training in writing in a school of journalism, if it accomplishes its full work, must do more than make men facile, vivid, vigorous or even elevated and inspiring. It must school in accuracy, give a wide range and acquaintance with method, and train in the proportion and perspective of subjects. The experience of a single year can do no more than point the beginning of the way. Nearly one-third of the course goes to work in writing, and in the brief development of a single academic year, the First year has gone to securing common standards of expression, the better men being early promoted in English to the Second year in English. In this year, primarily to secure accuracy and acquaint the student with the financial and market pages of the financial weeklies, newspapers and books of reference, the course in writing runs parallel with the course in Political Economy, and is devoted to subjects arising in business, finance and corporation reports. In the Third year, lecture reporting schools in precise writing, Sunday supplement articles, features, and the short story each has its attention, and the class is trained to turn out "clean copy" and taught the form arrangements and precision of reporting. In the Fourth year, reporting in New York City and editing copy is taken up and practice given in dramatic and art criticism, the editorial and in studies in the history of journalism, the material for this last being gained through the examination and analysis of newspaper files. The two files selected as typical of newspaper methods—

for reasons every journalist will understand—were the New York *World* from 1880 to 1890 and the New York *Times* from 1890 to 1900. These two decades, in each of which a successful newspaper of powerful influence was developed by different methods, were studied month by month and a full report made by each member of the fourth-year class, the study furnishing a fund of knowledge as to methods certain to be of use throughout the professional career of each. The University Library now has on file a French newspaper, the *Moniteur*, from 1792 to the present time; a German newspaper, the *Augsburg Allgemeine Zeitung*, from 1804; the London *Times* for eighty years past; the New York *Times* from its foundation; the New York *World* from 1880; the New York *Tribune* and Philadelphia *Press* for over thirty years. These constitute a laboratory of the first value in the study of the history of journalism, “with special reference to existing conditions.”

The experiment of selecting the subjects for writing in the English of the first year from the studies pursued proved so successful that in the coming year a schedule of such subjects has been laid out for 1913-14 covering all the written work of the First year. The same plan has been begun in the Second year, and in another year, through the cordial co-operation of the Department of Economics, the elementary course in Economics will be rearranged so as to carry it, so far as is practicable with due regard to the adequate teaching of theory, *pari passu* with the subjects for financial and business writing suggested by the financial year and its successive phenomena. At start, the training in writing in the School of Journalism has taken shape in two opening years devoted to subjects associated with and based upon the experience and acquirement of the First- and Second-year men in their studies, looking primarily to accuracy and clarity, and in the Third and Fourth years to training associated with professional tasks, the current demand for writing, and the different fields of newspaper work, with training in the preparation of copy ready for the press.

Work of this order in the last two years can be adequately done in a great city alone; much can be secured only in New York City, and in New York the task can be accomplished only

by the hearty aid, assistance and welcome of all the various authorities in a great metropolis which control the sources of news. This has been given to the School at every point, with a ready, efficient and gracious response worth all the rest of the equipment of the School put together, for without this response the young journalist could not gain practical proficiency, however good or however complete the academic training might be. The city government has opened all its resources to the School precisely as it opens them to the reporters of a daily newspaper. The Police Department, in particular, under the instructions and orders of Commissioner Waldo, has given the pupils of the School the same facilities as has any newspaper. District Attorney Whitman has done the same at noted trials where a great pressure existed for seats. The Custom House and other Federal officers have opened all their resources. As an aid to the study of dramatic criticism Mr. Edward H. Sothern and Miss Julia Marlowe admitted the Fourth-year class to the stage by pairs to learn the methods of presentation. The Associated Press, the United Press and the New York City News Association have furnished them daily copy for use for training in editing copy. Every large corporation has, when asked, aided the School in the work. The State governments and city governments of the United States have responded with marked interest in the School to widespread demands for its library. Valuable as all this is in the instruction of the School, it is valuable most of all for the proof it offers of a universal public appreciation and conviction of the necessity and public advantage of thorough training for the journalist.

In closing, the Director desires for the School, and still more for himself, to express his personal appreciation of all that has been accomplished in this first year by Dr. John W. Cunliffe, the Associate Director. The organization of the School, its efficiency, the smooth working of the manifold details of an enterprise both new and novel, the high standards set, the adjustment between the demands of journalism and academic conditions and requirements, the selection of the Library and the entrance of the School in its new building are his work,

and without him the School could never be what it already is and bids fair to improve and surpass, as experience completes and crowns its opening.

Respectfully submitted,
TALCOTT WILLIAMS,
Director.

June 30, 1913.

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

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 1912-13:

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

	1911-12	1912-13
Seniors	78	106*
Juniors	156	144
Sophomores	132	155
Freshmen	226	184
	<hr/>	<hr/>
	592	589

We have had 16 matriculated special students and 33 non-matriculated specials, as against 20 matriculated and 36 non-matriculated specials last year. The total number of students primarily registered at Barnard has been 638, as against 648 last year. From other schools of the University we have had 183 students coming to us for part of their work—136 from Teachers College, as compared with 148 last year, 45 from the Graduate Faculties, as compared with 62 last year, and 2 from the New York School of Philanthropy. Our total registration has been 821, a decrease of 22 from last year. This decrease has been due chiefly to two causes. In the first place, Teachers College now supplies for its students in its new School of

*Including 20 students registered at Teachers College for the professional diploma.

Practical Arts a considerable amount of the collegiate work which they need, and therefore sends fewer women into our courses. In the second place, our Freshman class fell below the unprecedentedly large number who entered in the fall of 1911.

During the year we have recommended to the University for the degree of Bachelor of Arts 136 students, and for the degree of Bachelor of Science 3 students, making a total of 139, 21 more than the largest number of degrees previously awarded in any one year under the Faculty of Barnard College.

The new members of our Faculty have been Dr. David S. Muzzey, Associate Professor of History, formerly Associate Faculty in History, Dr. Gertrude M. Hirst, promoted from Instructor to Assistant Professor of Classical Philology, and Dr. Ida H. Ogilvie, promoted from Instructor to Assistant Professor of Geology. Professor Edwin R. A. Seligman has been absent on leave during the entire year, and Professor George W. Botsford during the second half-year. Leave of absence has also been granted for six months each to two officers of administration who have long served the college with the greatest loyalty and efficiency—the Bursar, Mrs. N. W. Liggett, and the Registrar, Miss Anna E. H. Meyer.

Two important features of Faculty legislation during the year have been the new rules concerning attendance and the new honors system. The amended regulations about “cuts” no longer specify any definite number of absences which may be taken without penalty, but require prompt and regular attendance on all class exercises. Any considerable amount of absence or tardiness without sufficient excuse is to be penalized, not by debar from examination, as hitherto, but by the lowering of the student’s mark or the loss of one or more points of credit for the course. The new honors system makes much more consistent and strict the requirements for departmental honors and provides, instead of the former loose arrangement of “general honors,” a plan for the award of degrees “Cum Laude” and “Magna cum Laude,” under conditions which require a high general standard of scholarship combined with

successful intensive work in one or two departments. This new system will encourage scholarly work of the highest quality, and will make the winning of a degree "Magna cum Laude" under the Faculty of Barnard College a very desirable academic honor.

We have watched with much interest the first year of our arrangement with the new School of Journalism, whereby women candidates for the degree of Bachelor of Literature in Journalism take the first two years of the course, consisting of collegiate work, in Barnard College, transferring to the School of Journalism for the two years of professional training. Nine students have been registered in the first year of this course, one of whom came all the way from New Zealand. The arrangement between Barnard and the new School, as far as we can tell from our first year of experiment, promises to work admirably, and to give to women a very valuable opportunity for helpful preparation for a profession in which many of the sex have already attained notable success.

In spite of our lack of space for gymnasium purposes and physical comfort, we have been able during the past year to take somewhat better care than before of the physical welfare of our students. Dr. McCastline, the new University Health and Sanitary Officer, has had charge of the sanitation of our buildings, of all quarantine regulations, and similar questions. He has also advised many of our students regarding their health. Under his supervision a trained nurse, resident in Brooks Hall, has materially aided in keeping the students in good physical condition.

Brooks Hall has had a pleasant and successful year. All the rooms have been occupied with an interesting student body representing twenty-five different states. Evidently within the next year or two we shall have to add a new wing to the Hall, in order to provide dormitory accommodations for all our resident students. We should certainly make every effort to avoid turn-

ing young girls away from the college halls to live in the city boarding-houses.

A revision of our system of student organizations, which has for some time seemed desirable, was precipitated this year by an active discussion of the faults and merits of fraternities. This agitation was partly caused by certain evils in the rules and conduct of the Barnard fraternity chapters, but was also due in large measure to a wide movement, apparent in many sections of the country, of which our Barnard discussion was merely a part. Organized at a time when individual development and culture was perhaps the dominating purpose of academic training, the fraternities appear to many people to-day repugnant to the new ideas of social democracy and social service. If they are to survive and attain their highest usefulness, these organizations must apparently be modified in some respects, to harmonize more closely and clearly with the ideals of the present.

Our first fraternity chapter was founded in 1891, the second year of the college's existence. Its organization was permitted by the administration at that time with the idea that it would help the students to develop pleasurable and beneficial social life, which the circumstances of the college, especially its non-residential character, might make difficult of attainment. We now have in Barnard eight chapters of national fraternities and twenty other student organizations, besides the Undergraduate Association, the four class organizations, and the Phi Beta Kappa chapter. There are also boards of editors of the three student publications and committees in charge of various plays and festivals. The activities of all these organizations have of course given rise to numerous problems and difficulties, which have been dealt with very wisely, on the whole, by our students under their system of self-government. The tendency has been, in general, for the Faculty to interfere in such matters as little as possible.

Rather more than one-third of our graduates belong to fraternities. Though many of our ablest and most popular students have not joined these organizations, membership in them

has probably been, on the whole, more highly valued than any other college association. Three or four of the Barnard chapters have had small apartments in the vicinity of the college, but, except in two instances, undergraduate members have rarely resided in them. The social purposes of the chapters have been carried out by meetings, teas, occasional receptions or plays for the college, dances, "spreads" and country house-parties during vacations.

From time to time there has been agitation against fraternities. This became especially acute last autumn, when there was an exceptionally active discussion among our students concerning the advantages and disadvantages of this form of social organization. The question was taken up by Student Council, which was unable, however, to reach any decisive vote. A plan of investigation was therefore agreed upon by this body and by the Faculty Committee on Student Organizations. In order to hear testimony and collect all possible evidence on the subject, an investigating committee was organized, consisting of the six members of the Faculty Committee on Student Organizations, four *alumnæ*—of whom two were fraternity members and two not,—and four undergraduates—of whom two were fraternity members and two were not. This general committee held fifteen meetings. It invited testimony from the members of Student Council, from representatives of the fraternity chapters, and from the officers of the College. It also gave a hearing to all undergraduates and *alumnæ* who expressed a desire to appear before it.

At its last meeting, on May 14, this Investigation Committee adopted a report embodying its conclusions and recommendations. It decided that the evils of fraternities, as they are at present organized and conducted in Barnard College, on the whole outweigh the advantages; that these organizations often cause snobbishness by overemphasizing lines of social cleavage, especially race lines; that they frequently erect artificial barriers against natural intercourse; that they cause pain to some people who are left out; that "rushing" and "pledge day" often produce confusion, distractions and bad manners; and that the element of secrecy is especially harmful, in that it

inspires suspicion in outsiders and gives the organizations a morbid importance in the eyes of young students. During the course of the investigation evidence was presented, moreover, which, though incomplete, tended to show that the scholarship of members of fraternity chapters during the past year has been somewhat inferior to that of the non-fraternity students.

On the other hand, the committee concluded that the fraternities attain some rather important social ends. They aid their members to form congenial, intimate friendships with other Barnard students and to enjoy regular opportunities for wholesome social enjoyment centering in Barnard. They cut across the class lines, make possible friendships between older and younger students, *alumnæ* and undergraduates, and often enable the older women to advise and help the younger ones. In many cases they tend to produce *alumnæ* more enthusiastic and interested in the college than is the average non-fraternity graduate. Through their various chapters throughout the country they give to their members some broadening knowledge of other women's colleges, and aid them to form pleasant associations in many large cities and universities.

Having come to these conclusions regarding the chief evils and advantages attributed to fraternities, the Investigating Committee made several recommendations. It suggested that all student organizations in Barnard should be chartered by Student Council and the Faculty Committee on Student Organizations for limited terms. Considerable freedom should be allowed in the organization of new clubs, and rigor should be used in suppressing any which seemed harmful or useless. Under this system, the Investigating Committee recommended that the fraternity chapters now in Barnard, provided they should make public their purposes, their organizations, and the obligations assumed on joining, should be chartered for limited terms, under the rules applying to all other clubs, and should be permitted to retain their affiliation with their national organizations, if this should be possible under their national constitutions.

A minority report was also drawn up by some members of the Investigation Committee. This, like the majority report,

advocated the establishment of a "charter system" and rather free experimentation with new forms of student organizations; but it differed from the majority report in recommending that, instead of having the opportunity of continuing in existence under the new system, if they made public the essential facts concerning their organization, all fraternity chapters should be forbidden, for a term of three years, to elect new members. At the end of this period practically all of their present members will have been graduated.

The Faculty Committee on Student Organizations, sitting alone, considered the majority report and the minority report of the Investigation Committee, and finally adopted the latter for recommendation to the Faculty. At its meeting on May 26, after prolonged discussion, the Faculty, in accordance with this report, adopted the following resolutions:

Resolved, That, for a term of three years, commencing October 1, 1913, no society of a social character at Barnard College of which the organization, the emblems, and the rites are in any way secret and which has national affiliations shall be allowed to elect new members.

Resolved, That, subject to the foregoing recommendation, students be encouraged to experiment with new forms of social organization under the supervision of the Faculty of Barnard College, directly or through Student Council.

Resolved, That all student organizations of whatever description be chartered for a limited term by Student Council, subject to the supervision of the Faculty Committee on Student Organizations.

Resolved, That a joint meeting of the Faculty Committee on Student Organizations and of Student Council be held early in the fall to consider the operation of the second and third sections above.

It is obvious that some important constructive work must now be undertaken. There rests upon the Faculty the responsibility of aiding the students to form new and, if possible, more helpful social organizations, whose advantages may be enjoyed by all who need and desire them. Our period of experimentation without regular fraternity chapters should be made as fruitful as possible.

We must realize that, whatever forms of student organizations we develop, we shall have to face certain difficulties and

problems. The experience of other institutions indicates that, whether we have chapters of national secret societies, local secret societies, local non-secret societies, departmental clubs, eating clubs or senior societies, we shall always suffer from occasional disagreeable complications. In spite of these troubles, however, most college administrators recognize to-day the great educational value of student organizations and student activities, when properly conducted and supervised. Besides giving pleasure, they help to train executive ability and the power of leadership, and to develop the character and spirit.

Any system of student organizations should be constructed so as to give to as many individuals as possible opportunities in certain important lines. Nearly all students should have experience in managing organizations and conducting meetings. They should have a chance to practice some beneficial activity, such as athletics, acting or debating. They should be enabled to make as numerous and varied a set of acquaintances as possible—an end which we at Barnard, with our extraordinarily varied and cosmopolitan community, can achieve most happily and successfully. Finally—and this is very important for their future personal happiness and also for the development of their affection and loyalty to the college—they should have a chance to form some congenial, intimate and lasting friendships.

In order to attain these good ends Barnard, as a college which is mainly non-residential, probably needs a rather large number of well-developed organizations. Because most of us do not live together, we need more social machinery to bring us together than would be required at a college where the students live in constant and intimate intercourse, morning, noon and night. We need several large general organizations, athletic, dramatic and literary, to cover these important fields of activity. We also need, to achieve the ends I have enumerated, a large number of smaller organizations, some of them representing special intellectual interests, some merely mutual improvement and social intercourse.

Many of our existing organizations serve very successfully one or more of the purposes we should have in mind. They

will no doubt be retained under the new charter system and improved. Our fraternity chapters have occasionally been highly successful in some respects, such as promoting helpful and stimulating friendships and developing lasting loyalty to the college; but they have failed because of their frequent narrowness and selfishness, the unpleasant excitements incident to election to membership, the rather narrow range of students who enjoyed their social advantages, and especially the fact that their secrets, though very trivial in themselves, prevented their being dealt with frankly and openly, like any other organizations, inspired morbid excitement and animosity in some of the students, and in some instructors feelings of suspicion and antagonism which made helpful co-operation between these organizations and the Faculty extremely difficult.

Our problem now is to preserve, so far as we can, the good features of our social organizations and make them available for all who desire them, while eliminating harmful characteristics. We must so adjust the situation as to give to our undergraduates opportunities for healthy, beneficial social intercourse, and also to conserve the continuity of interest and loyalty of our alumnae, so important to the future welfare of the college. With this problem we must grapple next autumn.

The gifts received during the past year have amounted to \$161,876.51. Of this, \$75,572.76 was for general purposes—\$15,750 from the estate of Mrs. Mary E. Brinckerhoff, a further payment on her legacy Gifts of \$50,000; \$2,418.90 to complete the payment of the John Stewart Kennedy legacy of \$50,000; and \$57,403.86 from the estate of Mrs. Annie P. Burgess. There has already been paid in towards our new "Quarter Century Fund" \$69,936.25. We have been glad to receive also \$4,000 from the friends, fellow-teachers and pupils of Mary Barstow Pope, formerly a teacher in Miss Chapin's School, to endow a scholarship in her memory, and \$10,000 under the will of Mrs. Annie P. Burgess to found scholarships in memory of Charles E. Bogert and Anna Shippen Young Bogert.

The most important event of the year has been the inaugu-

ration of an effort to commemorate the completion of the first quarter century of our existence by raising a fund sufficient to meet the pressing needs from which Barnard has for some years been suffering. We expect to hold our twenty-fifth anniversary celebration in October, 1914, and by that time we hope to have completed a "Quarter Century Fund" of \$2,000,000, half for endowment and half for buildings. This sounds like a vast sum. It is really just enough to enable Barnard to carry on efficiently the work it has already undertaken.

Like most colleges, the more students we have, the poorer we are. To educate each one costs us about \$125 more per year than she pays in tuition fees. This difference must be made up by income from endowment or by gifts. The college was founded originally without any endowment, and the growth of its funds has not kept pace with the increase in the number of students. As a result we run behind some thousands of dollars each year. We cannot raise the price of tuition without shutting out some able and deserving students. We cannot reduce the cost of instruction without seriously impairing our standard; we must, indeed, rather increase it. A careful investigation recently made shows that the salaries paid to our teaching staff are not sufficient to meet the very high cost of living in New York City. They should be raised at once by at least ten per cent. Moreover, we should increase the number of instructors, in order to divide our large required courses into smaller sections and give to our students that personal instruction and friendly guidance which with large classes it is almost impossible to attain. If the college is not to be severely crippled, we must obtain in the very near future, to achieve these necessary ends for our present number of students, an increase of about \$45,000 in our annual income. Hence our urgent need for one million dollars additional endowment.

A million dollars invested in new buildings would give us space in which to care for the physical health and comfort of our students—a gymnasium, a swimming-pool, class-rooms for the Department of Physical Education, a spacious lunch-room, well-ventilated and comfortable reading rooms, studies and rest

rooms. It would provide us with an auditorium large enough to hold our entire student body. It would erect an additional dormitory to house, on the campus, all our students who come from a distance. These vital needs make us seek, for building purposes, another million dollars.

The campaign for raising this large sum was inaugurated by the Trustees last winter, under the leadership of our invaluable and devoted Treasurer, Mr. George A. Plimpton, to whom Barnard already owes a vast debt of gratitude. A public announcement was made in December. To co-operate with the Trustees a general Alumnæ Committee was organized, and also a special committee in nearly every alumnæ class. The undergraduates threw themselves into the campaign with the greatest enthusiasm and contributed to the fund during the year the proceeds of many ingeniously devised activities and entertainments. On Commencement Day we were able to announce that the money already paid in or pledged to the fund amounted to about \$285,000.

The task of raising two million dollars seems at first sight great enough to discourage almost any institution. But it should not be impossible for Barnard. Surely the city of New York is rich enough and great enough to support a college for women of the highest grade. Its citizens will not let Barnard suffer long from inadequate equipment and endowment. The cost of one of the great battleships which so often lie at anchor in the river beneath our Heights would furnish our fund five times over. In the vast expenditures of to-day, the community will not grudge a fair share for the education of its women.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

Dean.

June 30, 1913.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

The total enrollment of matriculated students in the College during the academic year has been 1684; 262 in the School of Practical Arts, and 1422 in the School of Education; additional matriculated students in the Summer Session, not in attendance during the regular academic year, 617; non-matriculated students and special classes, 1913; pupils of Horace Mann and Speyer Schools, 1231—a grand total of 5445. In the School of Education 376 graduate students and 853 professional students were candidates for a diploma and 193 were unclassified students. In the School of Practical Arts there were enrolled, in the freshman class, 174; sophomores, 73; juniors, 12; and 3 unclassified students. In addition to this primary registration, 159 graduate students from the University Faculties, 7 from the Faculty of Fine Arts, 58 from Columbia College and 185 from Barnard College elected courses in Teachers College. The number of college graduates registered in Teachers College was 453, and 190 others had a partial college course. There were also 708 normal school graduates. Our resident students came from 46 states and territories, and 16 foreign countries. They represented 189 colleges and universities, 131 normal and training schools, 107 technical schools. Of the resident students in the School of Education 63 were candidates for the degree of Doctor of Philosophy, 231 were candidates for the degree of Master of Arts, 655 were candidates for the degree of Bachelor of Science in Education, and 28 for the degree of Bachelor of Arts.

The colleges and universities which send us the largest num-

ber of students stand in the following order: College of the City of New York, 50; Columbia, 35; New York Normal College, 24; Vassar, 19; Smith, 16; Harvard, 16; Wellesley, 15; New York University, 15; Barnard, 14; Chicago, 13; Adelphi, 12; Peabody, 11; Michigan, 10; Mt. Holyoke, 9; Brown, 9; Indiana, 9; Cornell, 8. Five institutions are represented by 7 students each; 8 (1 foreign) by 6 students each; 5 by 5 each; 11 by 4 each; 17 by 3 each; 38 (4 foreign) by 2 each; and 87 (19 foreign) by 1 student each.

The normal schools with the largest representation are the following: Manhattan Training School, 23; New York Normal College, 23; Trenton, N. J., 23; Oswego, N. Y., 21; Oneonta, N. Y., 17; Geneseo, N. Y., 13; Bridgeport, Mass., 12; New Paltz, N. Y., 11; Potsdam, N. Y., 11; Brockport, N. Y., 10; Brooklyn, N. Y., 10; Cortland, N. Y., 10; Albany, N. Y., 9; Ypsilanti, Mich., 9; Jamaica, N. Y., 8; San José, Cal., 8; West Chester, Pa., 8. Two normal schools are represented by 7 students each, 5 by 6 each, 6 by 5 each, 11 by 4 each, 13 by 3 each, 23 by 2 each, 64 by 1 student each.

Leave of absence was granted, for the first half-year, to Professor Thorndike, and, for the second half-year, to Professor Monroe and Professor Johnson, and for the year, to Miss Broadhurst. No changes have been made in the Faculties during the year under review. Since its close, however, Professor Frederick Henry Sykes, Director of the School of Practical Arts, has resigned to accept the presidency of the Connecticut College for Women. For ten years Professor Sykes has given us generously of his strength, first in organizing and directing the department of extension teaching and later as head of our technical departments. His ability as a teacher and administrator is fully appreciated by his colleagues here, and we predict for him even greater success in his new field.

The creation of the School of Practical Arts has been marked by an extraordinary increase in the number of students admitted to the Technical departments. The maximum of 150 set for the freshman class was reached the second day of registration week; thereafter

Faculty

Student Body

many candidates were turned away. The verdict of instructors is that the lower classes are unusually strong. There is no doubt that a high grade school of the kind projected can be maintained by Teachers College, but with the pressure from numbers in all departments it is highly problematical how we can permanently provide for it. At the present rate of growth we shall soon be forced to consider some remedy for overcrowding, especially in the departments of household arts.

Following the special report made to the Trustees last fall on the condition of the School of Education, the Faculty was requested to present a plan for limiting attendance in the department of education. The obvious way to attain the desired ends was thought to be along the lines pursued by the College since its organization in 1898, viz., to raise the standard for admission and to plan our work particularly for those who are capable of becoming leaders in the educational field. Several prominent alumni of the College were consulted and their advice was especially valuable in the formulation of the new regulations. It was pointed out that many institutions exist to-day, most of them staffed by our own graduates, quite as strong and as capable of doing as good professional work as we were ten years ago. Most state universities and many private colleges have thriving departments of education. So far as the preliminary training of teachers is concerned, we have no need to compete with state and municipal agencies. Few institutions, however, are so situated or have the means to carry on advanced work in professional education; most of them have quite enough to do to meet the demands for teachers who are at the beginning of their career. The higher field is open to us now as it always has been, and aside from the demands of our local constituency we have no need to engage in the preliminary training of teachers.

The only question of policy which occasioned serious concern was our relation to the normal schools. In some states the step from the normal school to the state university is easily taken without prejudice to those who wish to specialize in elementary education, but the appeal from some sections and particularly the arguments of our alumni were sufficient to deter us from

refusing admission to normal school graduates to the departments of elementary and kindergarten education. It was resolved, however, to restrict admission even in these fields to experienced teachers. In all other departments, however, after July 1, 1914, candidates for admission must be college graduates.

For the sake of formal record I give herewith the announcement made by the Faculty and duly authorized by the Trustees.

The policy of Teachers College is to adapt its work to the needs of students in training for positions of leadership in the educational field. It follows, therefore, that the requirements for admission should emphasize maturity, experience in teaching, and academic scholarship appropriate to the subject or department in which the student intends to specialize. The actual requirements in these several lines vary according to the provision made in state and municipal institutions for the training of teachers and to the needs of professional leadership in the administration of schools and school systems. Some positions demand more practical experience in teaching and school management, while others require more academic training. It is the aim of Teachers College to suit both the requirements of admission and of graduation to the actual conditions which prevail in American education.

Requirements
for Admission
After July 1,
1914

In keeping with the advance movement in the professional training of teachers, it is proposed gradually to raise the requirements of admission to the School of Education and to extend the period of residence for professional diplomas. To this end the following regulations have been adopted:

1. Beginning on July 1, 1914, Teachers College will cease to matriculate in the School of Education candidates for any degree below that of Master of Arts, excepting in the departments of Elementary, Kindergarten, and Practical Arts education, in which departments the degree of Bachelor of Science in Education will continue to be conferred. (The departments of Practical Arts education include fine arts, music, physical education, household arts, industrial arts, and nursing and health.)

2. In the departments of Kindergarten, Elementary and Practical Arts education candidates will not be matriculated unless they have completed in a college or professional school two years of work beyond full high school. In addition thereto in the departments of Kindergarten and Elementary

Education candidates must have had at least two years of successful experience in teaching. Candidates satisfying the above requirements may be matriculated for the degree of Bachelor of Science in Education, or, if graduates of approved colleges, for the degree of Master of Arts.

3. Candidates for matriculation in departments of the School of Education other than those of Elementary, Kindergarten and Practical Arts education will thereafter be required to have completed or to have substantially completed the work demanded for the bachelor's degree. This new requirement for admission applies especially to all candidates preparing to teach or supervise in *secondary schools* such academic subjects as biology, English, French, German, geography, history, Latin, mathematics, physics, and chemistry. Candidates not holding a bachelor's degree, including graduates of normal schools who, by work at summer schools or elsewhere have substantially completed a college course, and who have proved themselves capable of undertaking graduate work, may be matriculated. In every case the period of residence shall be determined for each individual according to his ability and previous training. A graduate of a college whose bachelor's degree is recognized as equivalent to that conferred by Columbia University may reasonably expect to complete his work for the master's degree in one year of residence.

This action puts the School of Education upon substantially a graduate basis. Even the normal school graduates who will be required to spend at least two years in candidacy for the bachelor's degree will have been at least four years removed from the high school on entering Teachers College.

The effect of these changes, if put into immediate operation, would be to reduce our registration by four hundred students. But it begins to look as if the increase in the number of advanced students would soon give us little relief. Even if we do not make up the total number now registered, the difficulty of caring for many more graduate students will offset any diminution in the number of undergraduates. Graduate students expect, and should have, more personal attention than undergraduates. The size of classes must be kept smaller and more facilities given in laboratories and library for research and investigation. The pinch comes especially in the library. As I have repeatedly pointed out in my reports, we are now giving

desk room to hundreds of graduates in quarters which were designed for no such purpose. Present accommodations, poor as they are, will soon be grossly overtaxed. We need a new building for the library to give work rooms for the School of Education, and we shall need it desperately before we can get it even though the means were now in hand to provide it.

The Summer Session is coming to be a perplexing problem. During the last four or five years the attendance has increased by leaps and bounds. This summer (1913) we have 500 more than a year ago. While all departments of the College are open, not all courses given during the year are offered during the summer. Notwithstanding these limitations the registration exceeds the regular year by 671. This shows the pressure put upon certain departments. One class in elementary education, for example, numbers 370. Several others are over a hundred and many run from 75 to 100. It is apparent that steps must be taken at once to check registration. It can be done only in part by eliminating the less competent. In many departments we shall be obliged to limit the number of admissions by a system of advanced registration. A waiting list of those seeking admission will be an innovation in American college circles, but I see no escape for us. However embarrassing the number of students, the greatest difficulty encountered is in providing competent instructors. Not all of our regular staff can or should stay for summer work every year. We plan to give at least some courses every year, and all courses by regular instructors at least once in four years. This means that many special instructors must be brought in for summer work every year. Those whom we want are hard to get because of engagements in their own institutions. This fact alone limits our ability to meet the demands from summer students. It is a work, however, which we should prosecute to the full extent of our ability. It reaches hundreds of the leading school officers of the country who could not attend our regular classes. During the present summer, for example, there were enrolled 120 Superintendents of Schools, 339 Principals and 138 Supervisors.

Summer
Session

These men and women are desperately in earnest; it is a joy to teach them, and their response goes far to relieve the strain of heavy work during vacation time.

A change in policy of great moment to all concerned is the separation of the sexes in the Horace Mann High School.

Horace Mann High School Many things have conspired to bring it about. Chief among these influences has been the difficulty of providing adequately either for boys or girls in the present building. The girls have been forced by the exigencies of the schedule to take practically the same classes as the boys. The only chance for technical instruction in the household arts, fine arts or music, has been in the periods when the boys were engaged in manual training. Most of our boys plan to go to college and no great number take the industrial subjects. It followed, therefore, that the girls, too, were obliged to take the college preparatory course. On the other hand, the boys, barred from the gymnasium which has been reserved the greater part of every day for the college women and the high school girls, have lost much time in going to the playground at 246th Street. Moreover, there is a steady insistence in New York City upon separate schools for the sexes. These reasons were deemed sufficient by the high school faculty to ask the Trustees for a change in the policy of the Horace Mann School which has been in operation since its establishment twenty-five years ago. The step has been taken with great regret because it is apparent to all that something must be lost in consequence from the life of the school. But it is the hope of all that the separation will bring with it compensating advantages.

One great advantage from the standpoint of the College is the opportunity that will be afforded to study the relative advantages of coeducational and separate schools. The Horace Mann lower school and the Speyer School will continue to be coeducational. We know what a coeducational high school is from long experience. We shall see now what happens in a girls' school when every chance is given to make it the best possible school for girls, and we shall some day know what boys will do in an ideal country school under the somewhat

stricter discipline which can there be applied. It is the kind of experiment that the College delights in and that means so much to the students of secondary education.

Plans are now under way for the erection at 246th Street of a school for 300 boys and a house for the Principal. A long look ahead to the time when the school may require more buildings and homes for the teaching staff has prompted a re-arrangement of the playgrounds and the acquisition of more land to straighten out the boundary lines. All told the immediate expenditure will amount to about \$150,000 for the school house, \$15,000 for the Principal's cottage, and \$40,000 for the grading, laying drains and cutting through the new street as required by the city. The arrangement gives to the school nearly ten acres in one piece, and leaves open some five acres to further developments for the College. At the present time \$192,000 has been subscribed by Trustees of the College for the purpose. We need about \$100,000 more to complete the work and pay off the mortgage of \$80,000 on the land.

Four years ago the Trustees instituted a plan for the retirement of teachers who are not eligible to the benefits of the Carnegie Foundation. At the time the question was left open as to the retiring allowances of those then in the service of the College above the age of thirty years. I have since given much study to the problem aided by the actuary of a leading life insurance company and by the publications of the Carnegie Foundation. It has seemed to me that we ought not to go forward to the time when some of our officers should retire without fixing their status. The original plan provided for contributions from beneficiaries of 2 per cent. of their salaries per annum. Such a requirement could be fair only when all entered at the same age. Inasmuch as the officers for whom we wish to make provision vary in age from 30 to 55 years, it was obvious that a sliding scale should be adopted. With the approval of those concerned, it has been resolved to amend the regulations so that an officer entering at any age should contribute an amount which with added interest would

Teachers'
Retirement
Fund

approximate at the age of 60 years one year's salary. The amended regulations are as follows:

Members of Class A, as a condition of maintaining their eligibility to participate in the benefits of the Fund, shall contribute annually to the Fund a percentage of their salary, payable in March of each year. The percentage of salary which shall be contributed annually to the Fund shall be determined from the age of the teacher as on the birthday nearest to January 1st of the year in which the teacher first becomes eligible, according to the following table:*

Age at Jan. 1	Percentage of Salary	Age at Jan. 1	Percentage of Salary
30 years	1.70 per cent.	43 years	4.00 per cent.
31 "	1.80 "	44 "	4.40 "
32 "	1.90 "	45 "	4.80 "
33 "	2.00 "	46 "	5.20 "
34 "	2.15 "	47 "	5.70 "
35 "	2.30 "	48 "	6.30 "
36 "	2.45 "	49 "	7.10 "
37 "	2.60 "	50 "	8.00 "
38 "	2.80 "	51 "	9.10 "
39 "	3.00 "	52 "	10.40 "
40 "	3.20 "	53 "	12.10 "
41 "	3.40 "	54 "	14.40 "
42 "	3.70 "	55 "	17.70 "

The percentage rate fixed when the person first becomes eligible shall remain the same until payments cease at the time of retirement.

The college agrees to duplicate all contributions made by officers under the above plan. It is estimated that without further aid an officer might expect to retire at the age of 63 years on about 30 per cent. of his salary. To bring this up to half pay, the least we should count on giving, will require a large endowment or direct gifts to the fund. I need not argue the worthiness of the cause; it is apparent to all who know the size of teachers' salaries. A few thousand dollars put into this fund now will help out amazingly when the time comes to retire faithful teachers who have given their lives to our service.

*NOTE.—These rates are calculated to yield at the age of 60 years an amount made up of the several annual payments, with accrued interest compounded at 4 per cent., approximately equal to one year's salary.

The professional activity of our staff is evidenced in the publications of the year. The list which follows is not only comprehensive but it is replete with information so eagerly sought for by the teachers of the country that the Bureau is entirely self-sustaining. The Bureau of Publications has issued during the year the following books and monographs:

Teachers College Record: "A Scale for the Measurement of Quality in English Composition by Young People," by Professor Milo B. Hillegas; "Number Games and Number Rhymes," by Professor David Eugene Smith and certain students of Teachers College; "Educational Surveys and Vocational Guidance," by Leonard Righter and Robert J. Leonard, with an introduction by Professor Frederick G. Bonser; "The Curriculum of the Horace Mann Elementary School," in two parts, by the teachers of the Horace Mann Elementary School.

Contributions to Education: "The Secularization of American Education, as shown by State Legislation, State Constitutional Provisions and State Supreme Court Decisions," by Samuel W. Brown, Ph.D.; "Two Types of Rural Schools, with some facts showing Economic and Social Conditions," by Ernest Burnham, Ph.D.; "Teachers in Germany in the Sixteenth Century—Conditions in Protestant Elementary and Secondary Schools," by Charles Leonidas Robbins, Ph.D.; "Correlations of Mental Abilities," by Benjamin R. Simpson, Ph.D.; "Mental Fatigue," by Tsuru Arai, Ph.D.; "The Pennsylvania State Normal Schools and Public School System," by Ernest O. Holland, Ph.D.; "The School Drama, including Palsgrave's Introduction to Acolastus," by James L. McConaughy, Ph.D.

Other Publications: "Religion as Life," by Henry Churchill King, D.D., LL.D. (Teachers College Lectures on the Religious Life, Series III); "The Speyer School Curriculum," by the Staff and Supervisors of the Speyer School; Ebbinghaus' "Memory," translated by Henry A. Ruger, Ph.D., and Clara E. Bussenius; "The Original Nature of Man," Educational Psychology, Vol. I, by Edward L. Thorndike; "A Syllabus of a Course on Elementary Woodworking," by Will-

iam Noyes, M.A.; "The Old Testament in the Sunday School," by A. J. William Myers, Ph.D.

New Editions: "Theory and Practice of Teaching Art," by Arthur Wesley Dow (2d edition, with additional text and illustrations); "An Introduction to the Theory of Mental and Social Measurements," by Edward L. Thorndike (2d edition, revised and enlarged); "A Syllabus of a General Course on the Theory and Practice of Teaching in Secondary Schools," by Julius Sachs (2d edition, revised); "The Question as a Measure of Efficiency in Instruction: a Critical Study of Class-Room Practice," by Romiett Stevens, Ph.D. (2d impression); "Industrial Education"—reprint of "School and Industrial Life," by James E. Russell; and "Fundamental Values in Industrial Education," by Frederick G. Bonser.

Teachers College Bulletin—Fourth Series: 1, Circular of Afternoon, Evening, Saturday, and Special Classes, 1912-1913; 2, Announcement of Nurses Education, 1912-1913; 3, Announcement of New Publications, 1912-1913; 4, Alumni Bulletin X; 5, Dean's Report, 1912; 6, Circular of Evening Textile Courses, School of Practical Arts; 7, "Schools of the Art Industries: A plea for a New Type of School in the Public School System," by Frederick H. Sykes, Ph.D. (Technical Education Bulletin 16); 8, Alumni Bulletin XI; 9, Circular of Afternoon, Evening, Saturday, and Special Classes, Second Half-Year; 10, "Constructive Art-Teaching," by Arthur Wesley Dow (Technical Education Bulletin 17); 11, Circular of Department of Music, Teachers College; 12, "Canned Foods, Fruits and Vegetables," by Florence R. Corbett (Technical Educational Bulletin 18); 13, Announcement of School of Education, Teachers College, 1913-1914; 14, Announcement of School of Practical Arts, Teachers College, 1913-1914; 15, Alumni Bulletin XII; 16, "Physical and Chemical Tests for the Housewife," by Sadie B. Vanderbilt (Technical Education Bulletin 19); 17, Circular of a Special Course in Vocational Guidance offered by the Department of Industrial Education, summer session, 1913; 18, Circular of Afternoon, Evening, Saturday, and Special Classes, Teachers College, 1913-1914; 19, Opportunities in Household and Institu-

tional Administration, School of Practical Arts, Teachers College.

The Appointment Committee has had a busy year. The increase in the number of students and the growing reputation of the College tend to add each year to the demands made upon us. It is a work, however, which we are glad to do both for our students and for those who seek their service. The making of a teacher is one thing; to put the teacher where he can do his best is another thing. The fitting of the round pegs into round holes and the square pegs into square holes is a game which calls for good judgment and an abundance of common sense. The Recorder who has given most efficient service for fifteen years has of late been swamped with the number of demands made upon her. In order that she should have some relief, provision was made last year for the reorganization of the Committee whereby the active chairman, Professor Kilpatrick, could devote half of his time to the work. The result has been most fortunate. He has shared the work with Miss Pratt in such a way as to lighten her burden and to add material strength to the office.

Appointment
Committee

The nature of the calls made upon us and of our ability to respond is indicated in the following extract from the report of the committee. It is of necessity incomplete, because many of our students return to positions formerly held or go to places for which we are not responsible; in either case the committee has no record of their location.

	Inquiries	Location
Colleges	292	133
Superintendents	18	16
Normal Schools	293	113
Secondary Schools	575	208
Elementary Schools	247	96
Kindergartens	45	24
Domestic Art	162	78
Domestic Science	321	182
Fine Arts	94	34
Industrial Arts	160	49
Physical Education	90	26
Hospital Work	170	21

Gifts have been received of \$15,760 to meet expected deficiency in the general fund for current expenses of \$5,048 for scholarships and lectureships, of \$200 for the Library, and of \$1,115 for student loan funds—\$300 of which was a gift from the Class of 1913, and \$805 in honor of Professor Mary Schenck Woolman from her former students.

The current expenses of the year amounted to \$632,312.99, of which \$34,750.30 was paid from an income of special funds and \$5,152.62 from designated gifts. The income applicable to general purposes was \$513,292.12 from College earnings and \$59,070.57 from investments, leaving a deficit of income for the year of \$20,047.38.

The table on the following page gives a summary of expenses, income, student enrollment, etc., since 1897.

Large as these figures are no account is taken of \$181,691.30 expended in the maintenance of Whittier Hall and the lunch room, nor of moneys expended through voluntary organizations in the support of the social and religious work of the College. On the other hand, the statistics of enrollment do not include some 1416 students of the summer session, who took work in the College, but were not matriculated for degrees, nor of special classes in the Speyer School, nor of Columbia students of engineering who use our shops, nor of Barnard students in our physical training classes. Altogether we have given instruction to nearly nine thousand persons during the year, counting regular and part-time students in the College and its schools. Reduced to the equivalent of full-time students the total enrollment runs over four thousand persons, of whom about twenty-eight hundred should be credited to the College proper.

The year has been one of reorganization and adjustment to present conditions. All realize that we have reached the turning of the ways. As I pointed out in my last annual report, whatever way we take will cost us more money. Had we resolved upon retaining our present standards we should have been in need of large sums immediately for more buildings and equipment. The course that we have elected to pursue requires

COMPARATIVE SUMMARY
SHOWING TOTAL CURRENT EXPENSES (INCLUDING INTEREST, ASSESSMENTS, ETC.), INCOME FROM ALL SOURCES, AND
STUDENT ENROLLMENT FROM 1897-98 TO 1912-13 (NOT INCLUDING WHITTIER HALL)

YEAR	Total Current Expenses, including Interest and Assessments	Income, Earnings chiefly from Tuition Fees	Income from Endowment and Trust Funds	Gifts for Designated Purposes	Gifts for General Purposes	STUDENT ENROLLMENT		
						College Matriculates	College Non-matriculates	Schools
1897-98	\$142,761.87	\$66,464.68	\$252.50	\$2,600.00	\$63,570.00	169	299	395
1898-99	186,664.23	96,582.57	530.00	12,232.00	62,500.00	335	1,173	534
1899-1900	212,278.89	105,149.00	4,266.29	8,016.00	58,550.00	454	750	626
1900-01	223,723.85	132,759.48	8,866.00	8,560.00	84,625.00	593	679	702
1901-02	276,432.54	172,076.63	12,603.82	11,900.00	74,135.00	709	900	842
1902-03	310,969.56	221,767.14	12,541.00	12,184.50	71,285.00	729	1,196	1,093
1903-04	345,031.72	265,611.08	12,789.34	6,952.11	64,975.00	804	1,448	1,105
1904-05	360,375.42	283,155.98	15,735.06	3,134.98	55,520.00	832	1,189	1,166
1905-06	370,168.84	319,042.73	28,849.23	1,855.21	33,560.00	976	1,201	1,182
1906-07	405,866.15	333,246.26	48,508.06	3,875.87	26,060.00	743 ^a	1,574	1,274
1907-08	439,859.52	363,723.48	59,223.16	4,560.38	16,210.00	896	1,901	1,323
1908-09	450,863.30	363,351.03	58,164.08	2,330.99	29,060.00	992	2,032	1,269
1909-10	497,788.50	399,108.29	62,821.62	4,973.81	20,660.00	1,123	1,946	1,221
1910-11	560,896.12	458,473.86	74,767.41	4,679.62	15,060.00	1,571	1,838 ^b	1,320
1911-12	592,181.31	501,172.51	74,472.82	4,152.92	15,460.00	1,623	1,970	1,262
1912-13	632,312.99 ^c	513,292.12	75,751.58 ^d	6,494.65	15,760.00	1,684	1,811	1,231

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

^b Previous to 1910 the figures included extension students who now register in Columbia.

^c Exclusive of \$181,691.30 current expenses of Whittier Hall and lunch room, making a total expenditure of \$814,004.29.

^d Exclusive of \$20,000 income on investment in Whittier Hall.

but one building—a library specially planned for graduate students—but it assures no decrease in cost of maintenance for salaries. On the contrary, our salary budget must be increased or we shall be unable to attract and hold advanced students. The policy pursued by our Trustees for years comes here into full play. They have determined to underwrite the venture. I have faith that the outcome will demonstrate the wisdom of the plan and that the generosity of friends interested in public education will lighten the burden of those who now guarantee its success.

Respectfully submitted,

JAMES E. RUSSELL,
Dean.

June 30, 1913.

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

My report for the academic year 1912-13, which I have the honor to submit below, deals with a direct continuation of the events recorded and discussed in my preceding report. In that report I recounted rather fully the steps that had been taken toward the standardization of the higher courses and degrees in pharmacy, stating that such standardization was already effected, so far as this State was concerned, and that an attempt would be made to nationalize the movement at the next meeting of the American Conference of Pharmaceutical Faculties. This action was taken in August last, at Denver, by the introduction of a resolution for the approval by the Conference of provisions substantially the same as those adopted by New York. The sentiment of the Conference was strongly favorable to the resolution, but it was deemed wise to allow a year for the study and discussion of so important a proposition, and the latter was made a special order for the next meeting, which will be held in Nashville, in August next. The only opposition manifested at Denver was on the part of a school whose course leading to the Doctor's degree covered a nominal three-year period, that is, three years which did not meet the Conference standard, based upon a preliminary qualification equivalent to but one year of secondary school work. Such a course cannot be regarded, from the Conference standpoint, as other than a two-year course, based upon one preparatory year, which is the lowest qualification for any degree recognized by the Conference.

Standardization
of Higher
Courses

It is fortunate that this situation presents to the Conference the perfectly plain and simple question "Shall the highest degree known to pharmacy be conferred for the lowest qualification recognized by the Conference, or shall there be an adjustment that leads gradually and logically thereto?" Whatever may be the immediate course of events, there can be no doubt as to the ultimate answer to this question.

It seems somewhat strange that the discussion of New York's action should have developed two diametrically opposite views.

**Opposing
Views**

The great majority of critics take the view that to expect pharmacy students to devote four years to securing the baccalaureate degree is Utopian, and that to invite them to spend six years in securing the Doctor's degree, is hopeless. One or two, on the other hand, hold that the required minimum of 600 hours per year is too low, and that 1,000 hours should be substituted. It is significant, in this connection, that those holding this view have not themselves ventured so far. This school, so far as we have been able to learn, is the first that has ventured to offer a six-year course for the Doctor's degree. It may also be remarked that the standard year of the Conference is one of a 600-hour minimum, and it does not seem wise, for the present, to depart from it, with every member at liberty to go as much farther as he desires.

It seems desirable to improve this opportunity for correcting several erroneous ideas which have been expressed concerning the four and six year courses which we have instituted. It is fully recognized that these are not the academic equivalents of other four and six year courses of the University, and it has not at any time been proposed so to construe them. These courses and degrees relate only to their own profession. The degree of Bachelor of Science in Pharmacy, as at present conditioned, is not acceptable elsewhere in the University, as are other baccalaureate degrees, to the securing of which the student has devoted his full time for four years.

It should also be borne in mind that the real value of the course is by no means expressed in the number of hours

stated. The schedule calls for continuous attendance in the class-room from 9 to 1 and from 2 to 5 on three alternating days of the week. It is expected that the intervening days will be spent in active service in a laboratory where the knowledge gained in the class-room shall be practically applied. Our students at the end of their third year, with the degree of Pharmaceutical Chemist, can be very useful in the manufacturing establishments which abound in and about this great city, and it is a part of our plan to organize an employment bureau that shall not only find such situations for them, but see that the duties there performed are contributory to their course of study with us. So far from detracting from the educational value of a course devoted wholly to school work, we believe that the practical results of the proposed plan will be incomparably greater. It is, moreover, no small matter to encourage advanced work of this kind, which result will certainly be gained by our method. To impose prohibitory conditions does not contribute to educational success, however creditable it may appear in a prospectus. It is felt that the higher work of the pharmacy school should be made as convenient and as attractive as is consistent with sound educational principles.

A meeting of the State Pharmacy Council was held at Otis Summit, N. Y., on June 23, of the present year, at which the following important agreements were reached:

1. No steps shall be taken for the present toward extending the Graduate in Pharmacy Course beyond two years.	Council State Pharmacy
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2. A beginning shall be made in the not distant future to gradually increase the entrance requirement for the Graduate in Pharmacy course, until it shall reach the completion of four years of high school work.

3. The Council shall proceed at once to establish a standard three-year course for the degree of Pharmaceutical Chemist.

Action was also taken toward establishing a series of partial credits for work done by students in schools which do not meet certain of the New York standards.

The past year has been one of the most successful in all respects, in the history of the Institution. There has been an

immediate response, in the form of better scholarship, to our stringency in the examinations at the close of the last session.

The large attendance upon the University Course was undoubtedly due, to some extent, to the desire of students to escape the increased requirements of the coming year. Nevertheless, at the time of writing, near the close of the academic year, we have more students registered for the coming session than ever before at a corresponding date, and a gratifying portion of them have entered the University classes. The average scholarship and intellectuality of these matriculants is most satisfactory.

In view of the increasing financial needs of the school, coincident with the establishment of our advanced courses, we have this year printed in our Bulletin of Information an appeal for endowments for special purposes; for additions to our library and equipment, for scholarships and fellowships, especially in the final years, for lectureships in special subjects and for an adequate museum. We hope, with some degree of confidence, that our field of usefulness may be extended through favorable responses to this appeal.

The new arrangement, by which the Provost represents the University at the meetings of the Trustees, has been found very pleasant, and promises great advantages for our school.

The College organization has been very unhappy in the loss by death of six of its members, including its Honorary President, who was also its earliest living graduate. The memorial services for these deceased members, which were largely attended, were most impressive.

It is gratifying to report a considerable increase in the College membership, including a number of persons prominent in the pharmaceutical world.

Respectfully submitted,

H. H. RUSBY,
Dean.

June 30, 1913.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SEASON OF 1913

To the President of the University,

SIR:

It is my privilege to present herewith the report of the fourteenth Summer Session of Columbia University which opened July 7 and closed August 15.

In accordance with the statutes, Chapter XXII, Section 2, the Trustees, at their meeting held April 7, 1913, appointed on the nomination of the President, as Administrative Board of the Summer Session, for a period of three years from July, 1913, the following officers:

James C. Egbert, Ph.D., Professor of Latin, Director of the Summer Session and Extension Teaching, Chairman of the Board; Frederick J. E. Woodbridge, LL.D., Johnsonian Professor of Philosophy, Dean of the Graduate Faculties; Frederick Paul Keppel, Litt.D., Dean of Columbia College; Virginia C. Gildersleeve, Ph.D., Dean of Barnard College; and Paul Monroe, Ph.D., Professor of the History of Education.

**Administrative
Board**

The Administrative Board has requested Frank Diehl Fackenthal, A.B., Secretary of the University, Frank A. Dickey, A.B., Registrar, and Frank Allen Patterson, Ph.D., Assistant to the Director, to attend the meetings of the Administrative Board. In consequence of this action, the Board has the advantage of the experience of these gentlemen in its deliberations.

In the report of the Director for 1912, special attention was called to the problem of registration and payment of fees for the coming Summer Session of 1913. The rooms in East Hall had proved inadequate and students were compelled to

stand exposed to the weather with no accommodations for their comfort. The presentation of the difficulties thus experienced in the Summer Session of 1912 led the Trustees to consider special arrangements for the summer of 1913. An appropriation was made and the University Gymnasium was assigned for the use of the Summer Session students for registration and payment of fees. Plans were prepared by the Registrar and the Bursar and were carefully carried out by the Superintendent of Buildings and Grounds. The result was most satisfactory. As many as fourteen hundred students were registered in one day without confusion or discomfort. It is a remarkable achievement to register forty-five hundred students within a few days, just as it is remarkable to start educational machinery with the promptness and the ease necessary where the very shortness of the term renders every day of extraordinary value.

For particulars as to the numbers registered and the details connected therewith, reference is made to the report of the Registrar.

Naturally, the remarkable increase over last summer's figures at once attracts attention. It is now very easy to believe that the limit in the number of students has not as yet been reached. The principles which have since its foundation guided the administration of the Summer Session have proved just as effective as hitherto in bringing large numbers to the University and gratifying them by affording facilities for their progress in education, and for their comfort and happiness while engaged in summer study.

The plans for the educational development of the Summer Session of 1913 indicate that the purpose was the expanding and the regulation of various subjects rather than the addition of subjects not previously offered. Thus, five additional courses were offered in Botany, four in Chemistry, three in Economics, eight in English, four in Geology, two in Law, ten in Mathematics, two in Religion, six in Educational Administration, four in Elementary Education. The classification of subjects and courses in the School of Practical Arts was made more satis-

factory and adapted to that of the academic year. The same is true of the courses offered in Law.

For the first time evening courses were offered and proved very acceptable to many who preferred to study at that time or were unable to attend in the day. The following courses were offered in the evening: Drawing, attended by five students; Business Organization and Administration, eighteen students; College Entrance English, fifty students; Mathematics—Algebra and Geometry—fifty-one students; Elementary French, twenty-two students; Typewriting and Stenography, seventeen students.

In the election of courses increases are found in Botany, Economics, English, History, Law, Mathematics, Mechanics, Physics, Stenography and Typewriting and Education, and in the School of Practical Arts.

**Election of
Courses**

It is pleasing to record an increase of ten students in Greek, including Greek Archæology, and twenty-five in Latin. Decreases are noted in Chemistry, Geology and Philosophy. In this matter of statistics, attention should be called to the fact that although the number of non-matriculated students is greater by two per cent. than in 1912, every school of the University was represented by a larger number of matriculants than in the preceding year, with the sole exception of the School of Medicine. It is also noticeable, and worthy of future consideration, that the percentage of students not engaged in teaching increased over four per cent. All these facts indicate a very satisfactory distribution of students in the various parts of the University.

The national character of the Summer Session is shown by the fact that every State in the Union except New Mexico was represented, and from every State a larger representation appeared this year than in 1912,

Attendance

with the exception of the loss of one from the delegation from Louisiana, four from Illinois, three from South Dakota, one from California, six from Colorado, and four from Utah.

The graduate students who form such an important part of the attendance at the Summer Session were more numerous than in previous years, and all the graduate faculties, particu-

larly the School of Philosophy, show large increases in the registration of matriculated students. The total number of graduate students was 915. The importance of the presence of this element in the student body can hardly be overestimated. The new regulations bearing on the A.M. degree, adopted in 1912, have been readily understood and deeply appreciated because of the greater freedom allowed the student in the selection of subjects and of courses.

The number of instructors for 1912 was 210, aided by 38 assistants. They offered 344 courses in 90 subjects. In 1913 there were 248 instructors, 38 assistants, and 16 lecturers, offering in all 441 courses. The number of instructors coming from other institutions was 55 in 1911, 60 in 1912, and 63 in 1913. It is evident that the custom which has hitherto proved so helpful in the Summer Session of calling instructors from other universities to aid in the Summer Session at Columbia has been fully maintained. Nevertheless, the appeal of the Director in his report of 1912 to the loyalty of the officers and the instructors of the University has not been in vain. A number of the departments have made special arrangements by which a reasonable representation from Columbia will be secured for the Summer Session instruction hereafter.

The Summer Session of 1913 has profited by a number of interesting events which have been of great benefit to the students, although they cannot be classed among the academic exercises. I refer to the reception, concerts, public lectures and excursions. The reception was held in the Gymnasium on the evening of July 15, and was attended by three thousand students who had the pleasure of listening to an address by the President of the University. The exercises were supplemented by a concert given by the Glee Singers, and the Chanson Trio. The occasion was one of the most delightful in the history of the Summer Session. Band concerts were held on the Green on the evening of July 17, 22, 24, and August 12, from 8 to 10 o'clock, by the New York Military Band, under the leadership of Edwin Franko Goldman, and were attended by students and

their friends on each occasion to the number of three thousand and upwards. The University Festival Chorus, under the leadership of Professor Walter Henry Hall, gave the oratorio of the Messiah in the Chapel on the evening of August 5, and on the evening of August 7, the second concert by the Festival Chorus was given in the Gymnasium with the following program:

1. "My Country, 'Tis of Thee." Chorus, soloists and orchestra... *Elgar*
2. Prelude to "Hänsel and Gretel"..... *Humperdinck*
3. Overture, "1812"..... *Tschaikowski*
4. The Golden Legend..... *Sullivan*

The soloists were Miss Marie Stoddard, Miss Mary Edith Gowans, Mr. Dan Beddoe, Mr. Frederick Martin.

These concerts have become established events in the Summer Session, and numbers of students are drawn to the University because of this opportunity of hearing music of the highest class rendered in the best possible manner.

The organ recitals were given regularly every week on Thursday afternoon by Mr. William J. Kraft, who was assisted by soloists,

The list of the public lectures given in connection with the Summer Session forms a part of the report of the Secretary of the University.

The Summer Session Excursions were placed this year entirely under the supervision of Professor Leonidas W. Crawford, Chairman of the Students' Welfare Committee, and Assistant to the Director. This part of the Summer Session activities has a most important educational value, and under the careful conduct of Professor Crawford has been carried out with complete success and with no unfortunate occurrences. The excursions, with the numbers attending, are given herewith:

1. Introductory Lecture	352
Around the University Grounds.....	250
2. To the Metropolitan Museum of Art.....	290
3. Around Manhattan Island.....	400
4. To the Children's Farm School.....	400
5. To the Jumel and Van Cortlandt Mansions.....	300

6. To the New York <i>Times</i> . Limited.....	250
7. To the New York Stock Exchange. Limited.....	300
8. To the Navy Yard. Limited.....	475
9. To Museum of Natural History.....	150
10. To Making of a Book. Limited.....	140
11. To S. S. "Imperator." Limited.....	600
12. To West Point. Limited.....	1,250
13. To the Wanamaker Store. Limited.....	500
14. To the Publishing House for the Blind. Limited.....	175
15. Base Ball Game. Applications. (Rain).....	107
16. Preliminary Lecture	300
To Washington Irving Region. Limited.....	500
17. To Modern Tenements and Social Settlement. Limited....	175
18. To Ellis Island. Limited.....	800
19. To Speyer School	130
20. To Fort Hancock. Limited.....	115
21. To the East Side. Limited.....	60
Miscellaneous: Statue of Liberty, Chinatown, Hall of Fame, Automobile Tours.....	375

The total attendance of the excursions for 1911 was 3,910; for 1912, 6,089; and for 1913, 8,394. Large numbers visited alone or in small groups places outlined in the excursion circular, but these are not included in the figures just given. Fourteen of the twenty-one excursions were limited, and it is estimated that practically a thousand applications were refused, and therefore many students were disappointed. The largest excursion was made to West Point, and for this occasion the University chartered a special steamer. Although the number was limited, 1250 students took advantage of this opportunity. It is very clear from the experience of the past summer that many students come to the University in order to participate in these excursions. It is also true that those who are busy with class room work during the week welcome the opportunity of attending the excursions on Saturday. Suggestions as to the regulating of the excursions will be made later on in this report. It is only necessary to say that the University is performing a most useful service in enabling so many students to visit places throughout the city and in the vicinity, under such direction and in such a way as to secure the influence of a broadening and cultural experience.

Two innovations mark the history of the Summer Session of 1913, which must be spoken of with great satisfaction. I refer to the daily chapel exercises under the care of Chaplain Raymond C. Knox, and the Sunday services at 4.15 in the afternoon. The University preachers were Rev. Raymond C. Knox, Dr. Robert E. Spear, Secretary Presbyterian Board of Foreign Missions, and Rev. J. Stewart Holden, of St. Paul's Church, Portman Square, London. Informal services were also held on the Green on Sunday evenings.

**Religious
Services**

The second innovation was the provision for the medical care of students. Dr. William H. McCastline and a trained nurse have been at the service of the Summer Session students and have been able to advise those who should not undertake the strain of summer instruction, and to aid those who have been taken ill while engaged in their studies.

**Medical
Attendance**

Notwithstanding the reputation which the Summer Session has for efficiency in administration and in carrying out the educational purposes of the University, there are a number of modifications which may profitably be made in the educational management and in the general administration.

**Suggestions for
Future
Consideration**

Among the most important of these I might mention the restricting the size of classes so that the personal interest of the instructor in his student may not be entirely eliminated. It is a simple matter to overlook the serious character of this crowding of classes in the Summer Session, for the enthusiasm of a large class frequently obscures the injury which is done to the teaching power of the instructor. The problem of the overcrowding of classes may be solved to some extent if restrictions as to carrying additional courses beyond those usually allowed are more carefully and rigidly enforced. It seems extraordinary to have a rule naming six points as the limit of the credit and then grant permission for extra credits in hundreds of instances simply on application. The privilege of taking additional courses should be granted only to excellent students of

approved physical strength. The great size of the Summer Session has also rendered the question of change of courses after registration another serious problem, and it will be well for the Administrative Board to consider the matter of restricting this privilege which has been granted too lavishly for the real interests of the student and for the actual attainment of the purpose of the Summer Session.

The graduate students are now allowed two full courses, and this restriction is excellent and has been closely observed. Nevertheless, I would suggest that a liberal policy be adopted especially toward graduates who are candidates for the degree of Doctor of Philosophy, and that such students be allowed, after the payment of a fee for two full courses, to attend lectures with great freedom without the restrictions necessary in the case of other students. This privilege might be granted by the special permission of the Director on the recommendation of the professor in charge of the major subject.

The regulation of excursions is another important matter for consideration. As shown above, the attendance on these excursions is very large. This is satisfactory in itself if there is no interference with more serious duties, and measures should be taken to bring this fact clearly before the mind of the student. It may be well to arrange for two series of excursions, the first to be open to all students and to be given only at a time when class exercises are not interrupted, the second series to be arranged as a course without credit, open on the payment of a fee and to a limited number.

The evening courses have proved a boon to many who could not attend during the day, and a great opportunity is offered to the University to serve a waiting community in this respect, and I would recommend a considerable increase in the number of courses given in the evening or late afternoon.

That the Deutsches Haus, with its library of contemporary German literature, has been available to the Summer Session students in the evening, as well as during the day, merits special mention.

Finally it is a matter of regret that the School of Medicine plays so small a part in the Summer Session. The great professional School of Law has found the Summer Session very serviceable in aiding the students and drawing their attention to the advantage of studying law at Columbia, and the excellent courses in law in the Summer Session have been greatly appreciated. It seems reasonable to claim that the same service might be rendered in the summer by the School of Medicine.

**Schools of
Medicine
and Law**

In closing this report I must refer in terms of high commendation to those in the administrative offices who have made possible the great success of the Summer Session. It is unfortunate that it is necessary for me to speak in general terms, but the great number of the officers and their subordinates who have given devoted service makes it impossible for the Director to name individually those who are so deserving.

Respectfully submitted,

JAMES C. EGBERT,

August 17, 1913.

Director.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I desire to present herewith the report of Extension Teaching for the academic year 1912-13.

The record of the past year may be expressed in the simple statement that marked progress has been made along the lines laid down in the letter of the Director to the University Council dated February 8, 1910.

Growth

This letter clearly indicated that the purpose of the new departure in Extension Teaching at Columbia University implied first of all the establishing and maintaining of courses offered in this department as full academic courses of such standing as would justify the respect and recognition of the various schools of the University; and second, a rapid increase of the opportunities thus provided for irregular students, or, in other words, for those who could not attend at the usual hours of recitation or in the customary places. This appeared to be the immediate duty and commission of the Department of Extension Teaching in a great urban university, and the response has fully justified this belief. The student undertaking collegiate courses in an irregular way demanded, and rightly, instruction which would justify conferring credit, although this credit were not the object sought. Credit could not be granted, however, in the lyceum form of Extension Teaching, and hence if progress were to be made and eager students satisfied, the repetition of university and collegiate courses at suitable times and places and the standardizing of courses given exclusively in Extension Teaching became imperative. Hence it has been the aim for the past three years

to establish certain important principles looking to the maintaining of high standards. Thus regularity of attendance has been insisted upon, the full calendar of the University has been closely followed, and examinations of an exacting character have been held with the same care and with the same circumspection as mark the examinations in other parts of the University. With this purpose clearly in view, Extension Teaching has offered courses equivalent in number and character to those of the first three years of college instruction, and to the first year of the Schools of Mines, Engineering and Chemistry, and this has formed the background of Extension Teaching in all its various departments. It is difficult to measure fully the great good which has been accomplished by this effort. Those who never expected to have an opportunity for a college training because of the impossibility of passing an entire set of entrance examinations or of attending the regular exercises of the university have been cared for in this manner. With the benevolent purpose in view of thus providing for educational misfits, the scope of Extension Teaching has been widened so as to include for the mature student subjects generally assigned to the secondary schools, while, on the other hand, the graduate student has not been forgotten, as courses leading to the degree of Master of Arts have also been included.

For purposes of classification we may designate the courses of Extension Teaching as intramural and extramural.

The experience of the past three years has indicated plainly that for the boroughs of Manhattan and the Bronx the best location for courses given late in the day or evening is Morningside Heights. There is clearly no demand for an evening college downtown, for Morningside Heights is readily accessible from all points of the borough. Hence the great buildings of the University with their splendid equipment have been placed at the service of students attending in the evening or in the late hours of the afternoon, and we are rapidly approaching the maximum of use of the University domain. This intramural department of Extension Teaching includes the following sub-departments:

**Intramural
Courses**

a. Subjects called for in the first three years of college

and in the first year of a school of science, and all preliminary thereto—the languages, English, French, German, Hebrew, Italian, Latin and Spanish; the sciences, agriculture, botany, chemistry, geology, physics, mechanics and zoölogy; and mathematics, music, philosophy, politics, psychology and sociology.

b. Architecture—evening courses covering about two years of the regular school.

c. Courses in Commerce, Accounts and Finance given in a three years series in 1913-14, leading to a certificate.

d. Secretarial courses, arranged in a series requiring three years, leading to a certificate.

e. Courses in Practical Optics for optometrists for two years, leading to a certificate.

In all, 173 courses were offered, of which none was abandoned because of small registration.

This in outline was the work of Extension Teaching in its intramural division.

Extension Teaching in its extramural department has conducted classes in Brooklyn, Elmhurst, Buffalo, Newark and Trenton. Students at the various centers were given the privilege of also attending at Morningside Heights if they so desired. In Brooklyn courses were offered in English, French, German, history, Italian, mathematics and Spanish; at Buffalo in English and history; at Newark in accounting, stenography, history of education, English, French, mathematics, Spanish and psychology; at Trenton in education, English and German. In Brooklyn and Newark the University rented private school buildings, but at Elmhurst, Buffalo and Trenton the public schools were opened for these university classes.

Extension Teaching has also provided lecturers for incidental occasions, as at Westfield, N. J.; has conducted a course on Bible study under Dr. Hodge, and a course in fine arts at the Metropolitan Museum of Art.

The registration in Extension Teaching for the year is indicated with considerable exactness in the Report of the Registrar. It is interesting, however, to note the increase in the total enrollment: 1910-11, 1,312; 1911-12, 1,600; 1912-13, 2,312.

Extension Teaching has also given considerable attention to the offering of courses in choral music under the supervision of the University. It has maintained three choruses—one at Yonkers (The Yonkers Choral Union), one at Brooklyn (The Brooklyn Oratorio Society) and one at Morningside Heights (The University Chorus), the three choruses forming the large University Festival Chorus. The chorus was under training during the entire winter, and finally gave its concert at Carnegie Hall on April 6, 1913. The program consisted of Elgar's setting of O'Shaughnessy's poem, "The Music Makers," and Sir Arthur Sullivan's "The Golden Legend." This concert was received with hearty approval, and the chorus was generally recognized as having secured an important place for itself in the musical organizations of New York City. It is gratifying to recall that the interest shown by this department in choral music has led to the establishing of a chair of Choral and Church Music in Columbia, to which the conductor of its chorus, Mr. Walter Henry Hall, has been assigned as the first incumbent.

Choral
Music

This in outline is a description of the activities of Extension Teaching during the past academic year. It remains now to speak of the plans for the coming year. The gratifying response to the offering of the past year has encouraged the Administrative Board to offer a number of new subjects and many additional courses for the academic year 1913-14. This is particularly true of its intramural work. A third year has been added to the courses in Commerce, Accounts and Finance, completing the series as required for the certificate in Commerce. The courses in Secretarial Studies have been carefully adjusted and plans have been adopted so that the students in this branch will be given education of a cultural character combined with the subjects useful for those intending to take an active part in the business world.

Although the University has turned its attention in this field particularly to establishing courses of academic standing in Extension Teaching, nevertheless it does not intend to abandon the very helpful cultural influences which are traditional in

this field of the lyceum or short-lecture course. In consequence of this the Trustees of the University established an **Institute of Arts and Sciences** and have given it an extraordinary opportunity by placing an item in the University budget in order properly to finance this part of Extension Teaching.

For the extramural department, the Administrative Board has determined to locate centers in Brooklyn, Elmhurst, Trenton, Jersey City, Paterson and Springfield, Mass. It has decided to abandon the center in **New Centers** Newark for the time being, as other agencies are being employed to forward the interests of university education in that city. A marked feature of the establishing of local centers in the various towns is the newly awakened interest on the part of boards of education in the willingness of Columbia University to locate and maintain extension work wherever it is called for. The various boards of education are now willing to open the public school buildings for collegiate courses as offered by the University, and they recognize the faithful study of those engaged in these courses by promotion and increase of salary. In consequence of this generous spirit the University will be able to maintain extension courses in local centers at a considerably less expense.

The rapid development of Extension Teaching is bringing forward a number of problems which must be carefully considered. Extension Teaching serves a most important function in acting as foster-mother to the many educational enterprises which could not otherwise be added to the activities of the University. By the completion of the third year of the courses in Commerce we have fully established, without additional financial burden, a School of Commerce which is entirely consistent in its standing with the other schools of the University. These courses are offered in the evening, but there is no reason why they should not be offered also in the daytime and become a fully established school of Commerce associated with the School of Political Science, either as an undergraduate department of the same or a professional school closely allied therewith. The time is ripe for the careful consideration

of the future of this subject of instruction in Columbia University.

With the firm establishing of Extension Teaching as part of the academic work, there naturally arises the question as to the standing of its officers of instruction. The importance of the work of this department justifies us in considering the question whether the instructors should not receive the titles instructor, assistant professor and professor in Extension Teaching and be assigned a place of some recognition in the various departments to which they belong. In a number of instances the salaries which are paid to those who are teaching in this department justify recognition of this kind. In fact, the department will find great difficulty in retaining the services of a number of its valued instructors if some recognition of this character is not afforded.

The experience of the past three years has shown the importance of Extension Teaching in the service which it has rendered to the community. It must be remembered, however, that this service must be rendered in such a way as to produce an income sufficient to prevent Extension Teaching becoming a burden upon the University. On the financial side Extension Teaching at Columbia University differs from similar departments in large state universities, as in the West, and in city institutions which are supported by public funds. In other words, the student is compelled to pay a tuition fee at Columbia University in Extension Teaching, whereas in universities supported by the state the fee is simply nominal. It is undoubtedly true that a student always regards education for which he pays tuition in a much more serious light than when the same instruction is paid for indirectly through taxation. Nevertheless, this objection can easily be met by the charge of moderate fees. In view of this situation, and because of the remarkable service which Extension Teaching is rendering to the community, this particular department deserves special endowment, which would enable the University to offer to those who are unable to pay the usual tuition fee and who are engaged in remunerative employment opportunity to obtain an education at a rate more consistent with their cir-

cumstances. This argument applies especially to the establishing of extramural centers, which may now be located in the public school buildings in the various communities in the neighborhood of New York City. The success of centers is now determined by the amount of income which may be used in paying the expenses rather than by the actual work which is accomplished even with a class small in size.

In closing permit me to refer particularly to the remarkable assistance which Extension Teaching has received from the heads of the various departments and from the officers and under-officers of administration.

Respectfully submitted,

JAMES C. EGBERT,

June 30, 1913.

Director.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I have the honor to present the report of the Secretary of Columbia University for the academic year 1912-13.

A definition and analysis of the work of the office of the Secretary of Columbia University is often asked for, but it is out of date and useless except as history before

it can be stated. Possibly no other office or **The Office** department has been so much affected by the rapid development of the University. Duties, privileges and rights interchange or disappear. The coming of the administrative deans and the amalgamation of the committees on admissions under one permanent chairman have played havoc with our cares. It is hard to realize that the work of the Deans of Columbia College, the School of Law, the Schools of Mines, Engineering and Chemistry, the Graduate Faculties, of the Director of the Summer Session, of the Secretary of the University Council and of the chairmen of the several entrance committees, except such part as was done by the given professor himself, was carried by the office of the Secretary. It may not have been done so thoroughly or so satisfactorily, yet it was done. The transference of these labors has not, however, left eternal summer. The adoption of its foundlings into better homes but gives the office a clearer view of its possibilities for usefulness to the University and helpfulness to both faculty and students. New opportunities present themselves before the old ones disappear. As a connecting link and clearing house in a large organization, the office is apparently limited only by the ability of its personnel.

As the University grows in size and develops in organization, the admission of students to the several schools becomes more and more important. This question alone requires the attention of a number of officers during the entire summer

and for a good part of the entire year. The requests for general information and catalogues that come by mail to the office of the Secretary number from fifty to two hundred and fifty a day—the personal and telephone requests are legion. These first requests should continue to go to the Secretary, but it would seem that one central officer with competent assistance could administer the matter of credits more satisfactorily both to candidate and to faculty than can five or six non-coöperating individuals. Entrance credentials, which

Admissions range from secondary school preparation to academic degrees, whether presented for admission to the college, either to the freshman year or to advanced standing or into one of the professional or graduate schools, should bear some relation to the work of Columbia College, and such relation could best be maintained by the establishment of a central admissions committee. The success of the Committee on Undergraduate Admissions makes the enlargement of its functions a logical step. A single gateway to the University would make for economy and efficiency and would give the whole matter of admissions a personal attention which a decentralized system, administered by officers already under great pressure, must necessarily lack.

Public lectures as Columbia has known them are no more. In view of the recommendations which have appeared in the report of the Secretary for a number of years past, that foregoing short sentence may convey an impression of jubilation greater than is seemly, but we are less glad for ourselves in

the disappearance of the old system than we are for the public in the creation of the new **The Institute** Institute of Arts and Sciences. There is no comparison between the old heterogeneous programme, full of inconsistencies and conflicts, and the Institute's well-organized offering, which enables its members to follow in an orderly fashion the trend of modern thought. The year just closed has seen no more important change.

After eighteen months of arduous labor the General Catalogue of 1754-1912 was issued on June 1, 1913. Use blue pencil and scissors as they would, the committee's plans for a vol-

ume of moderate size were defeated by the great body of alumni sent forth since 1906, the date of the previous issue. The Committee was greatly aided in its work by the records in the office of the Alumni Council and by generous space privileges in the Alumni News. Those in charge of the next issue of the Sexennial Catalogue will be confronted with a very difficult problem of policy. The style of the book will have to be changed radically and much of the present information omitted. The provision by the Trustees in the Budget for 1913-14 for a permanent catalogue clerk will enable the committee to do its work more thoroughly and will make possible the constant care and correction of the lists. It is proposed not only to keep the lists of graduates "live," but to compile and keep up to date the records of non-graduating matriculants.

**Sexennial
Catalogue**

Uncompleted University Hall has rendered a lasting service. It compelled at this time a careful study of our commencement problems and led to the institution of Campus Night, a function for which some six thousand invitations were issued to the graduating students and their friends. The illumination of the upper campus and the Green, the reception and the band concert were highly successful. Campus Night of 1913 was an experiment, which, in the light of experience, can be developed until it becomes the feature of Commencement and the most striking social event of the academic year.

**Campus
Night**

Attention is called to the information contained in the appendices of this report. The report of the Chairman of the Board of Student Representatives in particular is most enlightening. The wide range of questions presented to the Board, and the method of answer and settlement, are testimony to the success of our form of student government of student activities. From not one of the Board's decisions was an appeal taken.

Appendices

The report of the Health and Sanitary Officer is most illuminating. It throws new light on a very important phase of university responsibility.

Student earnings, as reported by the Secretary of Appoint-

ments, show a steady and healthy growth. By consistently discouraging the coming to Columbia of boys who would be from the very first dependent upon their own resources and by making every effort to help those of our students who need assistance, the Appointments Office has kept the number of cases of actual want and of failure to a minimum. Additional funds for other expenses and for advertising, not for more students to help, but for more employers with positions that students can fill, are greatly needed. Endowment for this purpose would be most fitting as class gifts.

A report of the year just closed would not be complete without making obeisance to a force with which we never reckon and yet whose challenge to business order and **Personnel** system always prevails. Since July 1, 1912, matrimony has claimed four members of the staff, but as their loss is felt, they have our sincerest best wishes.

Respectfully submitted,

FRANK D. FACKENTHAL,

June 30, 1913.

Secretary.

APPENDIX 1

REPORT OF THE ADVISER OF WOMEN GRADUATE STUDENTS

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

As Adviser of Women Graduate Students I have the honor to submit the following report for the academic year 1912-1913:

The total number of women graduate students registered in the University has been 612, distributed as follows:

Faculty of Philosophy.....	261
Teachers College.....	140
Faculty of Political Science.....	123
Faculty of Pure Science.....	88
	<hr/>
	612

On Commencement Day, out of a total of 501 candidates receiving the degree of Master of Arts, 209 were women; out of 66 receiving the degree of Doctor of Philosophy, 8 were women.

With the aid of Miss Emma P. Smith, the Secretary for Women Graduate Students, the Women's Graduate Club has had a successful winter, with a membership roll considerably larger than last year's. This organization affords a very valuable social center for the students and should be encouraged and aided in every possible way by the University.

On December 3d I gave an official reception for the women graduate students, which was largely attended by the members of the Faculties and by the students, and seemed to be successful in bringing them together in friendly relations. Through the generosity of the same good friend of the University who

contributed the cost last year, we were able to give again on Commencement Day a luncheon to the women candidates for the higher degrees. This is an especially pleasant function, much appreciated by the students.

The need of a dormitory for the women graduate students is still pressing. This might very profitably be combined, I should think, with accommodations for the Women's Faculty Club. Even before we secure a regular dormitory, it might be well for us to exercise more strict supervision than we do over the places of residence of our women students. We now advise any who seek information about boarding-places; but, in view of the questionable character of some nearby neighborhoods, I am inclined to think that we ought to require each woman student under the age of twenty-five to have her place of residence formally approved by the Adviser or Secretary. A similar rule is now in force for all Barnard and Teachers College students. The same protection should probably be extended to the young women graduate students, some of whom are not more than twenty years old, and totally unacquainted with New York. In the very near future similar care should be exercised for all young women students in the School of Journalism, the Summer Session, and the Department of Extension Teaching, where the new Secretarial Course is beginning to attract students from a distance. The University must face the responsibility of caring for all these women.

To handle this business, there should be some reorganization of our existing machinery. Teachers College is eager to coöperate with us, and we can avoid duplication of work within the University by arranging for a central bureau to investigate boarding places for all the women students. One great difficulty to be surmounted is the merely mechanical one of meeting each student and checking her residence at the time of registration. The rush is so tremendous in the offices of the Registrar and the Dean of the Graduate Faculties that the officials are very reluctant to do anything which will impede the rapidity of registration. The same will probably be true of the Summer Session and Extension Teaching registration. But we must devise some way of coming into personal

contact with the students on their arrival and exercising supervision, when necessary, over their places of residence.

We should also be considering, I feel, the possibility of securing some woman of scholarly distinction and strong personality who could give one or two graduate courses in some department and devote the rest of her time to acting as a kind of "Dean of Women" of the Graduate Faculties. There are some difficulties and complications in the way of carrying out such a plan, but in time they could probably be surmounted. If we could find the right woman, arrange for her to do graduate teaching, and plan a satisfactory administrative scheme, in coöperation with Teachers College and Barnard, for the supervision of all the young women students under the Graduate Faculties, the School of Journalism, the Summer Session, and the Department of Extension Teaching, I think we could procure, from certain persons who are interested, funds to pay the cost during the first few years.

The handsome room in Philosophy Hall has been a very pleasant resting place and meeting place for the women students during the past year. Its only serious fault is that it is so large and attractive that it is much in demand, by various organizations and persons, for meetings, lectures, and receptions. It is very difficult to preserve it for its primary purpose of rest room and sitting room. Yet I feel that there should certainly be at least one room in the University available as a rest room for women all day and every day. Of course a much smaller space would suffice for this purpose; but since there is no small room to be had at present, I follow the policy of holding the large room, so far as possible, against all invasion during the day time, and preserving it for the use of the women students.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,
Adviser of Women Graduate Students.

June 30, 1913.

APPENDIX 2

REPORT OF THE HEALTH AND SANITARY OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

It is with pleasure that I herewith submit to you a summary of the first year's work of the Health and Sanitary Officer of the University. Of necessity the personal character of the work forbids a detailed analysis. The true value of the work of the department cannot adequately be measured by the total of consultations held during the year; for the real and permanent results can only be judged and appreciated by the increased personal efficiency of those individuals who have been helped, as shown in their future efforts. It is this opportunity to be of real and lasting service to men and women at a time when they most need prophylactic and constructive advice for the building of strong bodies and healthy minds that makes this field of preventive and curative medicine of such far reaching importance to the University.

The records, which are incomplete for the early part of the first semester, show that during the college year there were 2,967 office consultations requiring medical advice and treatment. Of these 2,031 calls were from men, and 936 from women.

The growth of the office work each month is shown by the following figures:

MEN		WOMEN	
October	45	October	42
November	138	November	83
December	186	December	73
January	271	January	117
February	249	February	128
March	265	March	151
April	474	April	178
May	378	May	160
June	25	June	4

The patients who have visited the office during the year come from the various schools of the University as follows:

MEN		WOMEN	
College	114	Barnard	162
Graduate students	116	Graduates	58
Law	74	Instructors	22
Science	49	Employees	25
Extension teaching	21		
Journalism	13		
Engineering	9		
Mines	12		
Architecture	10		
Instructors	32		
Employees	29		

This record shows that students who find it necessary to visit the office for advice, return on the average of four times during the year. This gives an opportunity for personal acquaintance and therefore more effective professional service.

A classification of the diseases treated through this office shows a wide range of conditions, most of which under proper treatment and supervision are curable. The majority of the cases may be classed as acute illnesses. These cases, when taken in time, respond very rapidly to treatment; and the students are saved from a serious loss of time in their work. It has been a common occurrence to have men stop at the office on their way from one building to another with the statement: "I hardly know whether I am in need of a physician or not, but I am too rushed to get sick so I have come in for advice." Many such cases have been sent home and to bed. Two such cases proved to be typhoid fever, both of which were in bed and under proper supervision and treatment several days before the laboratory tests proved the cases positive typhoid. This early detection of the disease not only saved the patients' energy and helped them during the course of their illness, but also minimized the danger of spreading the infection among the students. Both patients resided at the dormitories. A third case of typhoid occurring in the dormitories was of unusual severity and one that for all time will stand as a lesson for the necessity of constant and untiring vigilance and rigid enforce-

**Classification
of Cases**

ment of regulations in preserving the health of our student body. The patient apparently had no symptoms that marked the period of incubation, but was taken ill suddenly on Sunday afternoon with headache. The case was reported on Monday morning. After careful watching for twenty-four hours it was diagnosed as severe typhoid and was sent to the hospital without waiting for the reports from the Board of Health as to the results of the blood and the urine examinations. The reports of these tests received later were negative. The case was admitted to the hospital Tuesday afternoon. Although he was under the care of one of the best physicians, who has had an exceptionally large experience in treating this malady, the patient died of hemorrhage on the tenth day of his illness. Had the case gone undiscovered for a few days longer, cared for as it would have been by friends living in the dormitory, it would not only have been a source of infection for the spread of a very virulent form of this disease, but the fatal outcome would have brought adverse criticism upon the University.

Efforts to Have All Cases of Illness Reported All possible means have been used in order to guard against any man's being sick in the dormitories even for a few hours unreported. The men, however, are beginning to appreciate this important precaution, and during the last semester there has been little difficulty in keeping in touch with the cases of illness at the dormitories, as the men have developed the habit of reporting cases directly to the Health Officer or telephoning the facts to the office.

Infectious and Contagious Diseases We have had comparatively little trouble with the usual infectious and contagious diseases at the dormitories this past year. Every precaution has been taken, however, and the rooms where a communicable disease has occurred have been thoroughly disinfected and renovated before being used again. The early diagnosis of tuberculosis among the students is important not alone from the standpoint of the sufferer, but equally important from the standpoint of the healthy but tired student who, because of

his lowered vitality and poor resistance to disease, is a fertile soil for the further spread of the infection. A special effort has been made to detect the early symptoms of the disease, and in all cases of persistent cough or pharyngitis sputum tests have been made. We have had a few active cases of pulmonary tuberculosis during the year; but one case especially affords a valuable lesson in what may be done in the way of prophylaxis against the further spread of this disease and especially in what may be done for the interests of the victim who is unconscious of his trouble. This case first sought treatment at the office for a chronic atrophic otitis media. He came largely because of his fear that some day his hearing might become so defective that it would interfere with his work as an instructor. During the treatment of the ears it was discovered that he was suffering from pulmonary tuberculosis and a beginning tubercular laryngitis. The sputum showed an unusually large number of bacilli. The patient was on his way West to regain his health within a few days after the diagnosis had been confirmed by a specialist. This rather early discovery of an incipient tubercular laryngitis gave him the only chance he had for life and health. It further prevented the possible infection of numbers of other men who came in contact with him at the dormitory and in the laboratory and lecture rooms, for this patient was an instructor in the University.

Perhaps of equally vital importance to a large number of students, as compared with the communicable diseases, is the more difficult problem of proper supervision of conditions that tend to bring about gastro-intestinal disturbances. These are not so serious a menace as typhoid fever or tuberculosis to the community, but when considered from the standpoint of the students' physical and mental efficiency, are quite as important. Most of these gastro-intestinal disturbances could be avoided if the students could be made to appreciate the importance of eating not only a good quality of food but food that is properly prepared. Not a few of our students are gaining their education at the expense of the proper nutrition of their bodies. Several of the men who came

**The Problem
of Gastro-
intestinal
Disturbances**

to the office during the year for tonics so that they could "do more work and sleep less" were found to be existing upon two very inadequate meals a day. It is not an uncommon occurrence to find a student who is perfectly willing to eat at some cheap restaurant or boarding-house so that he may have at the end of the week an extra dollar or two to buy books or even a surplus to attend the theater or the opera. As a result of this careless habit of eating cheaply, irregularly and at many different places, these students suffer from acute indigestion and mild ptomaines and especially those chronic conditions that might be classed under the general heading of auto-intoxication. When these conditions are corrected, the student not only feels well and gains in physical vitality, but finds that he can do much better mental work. So important is this whole problem of food as to the quality, selection, preparation and regularity of meals, in its relation to health and efficiency among our students that the Health and Sanitary Officers has planned for a carefully conducted campaign during the early fall upon this phase of our college life and habits.

It has been gratifying to note the constantly increasing number of students who have been willing to come to the office of the University Physician with moral problems.

**Moral Life of
the Students**

To many the moral rating of college students is not very high. Some two or three years ago a physician made the statement that about seven out of every ten students were infected or had been infected with one or both of the social diseases and that even a larger percentage were immoral. I am not prepared to make any scientifically founded statements, as I have not the facts in hand, but immorality among the Columbia men is certainly not so widespread. As a class the Columbia men are of excellent principle and the moral caliber of the majority of our students is above reproach. The spot of mud on a clean garment is always more conspicuous than the large area of cleanliness around it; so it is with the moral life of our students. The few who through ignorance, thoughtlessness or in the spirit of adventure elect a life of immorality find their way at the

same time into the open where the public sees their actions, and by a sweeping generalization the public classes the majority of college men in this unworthy group. Immorality cannot be controlled through ignorance. Men and women must have the truth, but experience has shown that a knowledge of facts alone will not deter men from immoral living. As I have talked with men who have been made miserable through the contraction of syphilis or gonorrhoea, I have found few who have not had all the facts at hand before they entered the life of immorality. What they lacked was the proper application of these facts to their own lives, and still more than specific knowledge, they needed principles and ideals by which and for which to live. What our boys most require is a straight presentation of the whole truth regarding sex hygiene given not from the standpoint of the gruesome and pathological, but from the normal and wholesome aspect. To the average young man the promise of personal efficiency is often a more powerful stimulus to purity of life than is the more ideal satisfaction of right living for its own sake. If we, as a great educational institution, can prove to men that a clean moral life leads to proficiency in physical and intellectual attainment and that it gives to them the greater capacity to enjoy to the fullest degree the best that the world and life have to give, we shall then be giving to them a purpose in life that will compel them to construct ideals for living which are more powerful than fancy and passing temptation.

With this constructive teaching in mind, this department has in preparation an outline for a series of lectures that it will recommend to be given to all the students during their freshman and senior years. These lectures should cover all the facts that a young man should know in relation to personal and social hygiene. During the freshman year the men should be given those facts that are vital to them at their period of life. During the senior year facts should be presented that will compel these maturer students to appreciate their obligations as men to society and to the home. A wise policy will develop this field slowly and practically rather than

Special
Lectures to
Freshmen and
Seniors

make its work as weak and ineffective as the majority of the courses given on this subject at present.

Many of the problems relative to the health of the students cannot be solved by an officer of the University alone. They

**Student Board
of Health**

must be solved by the students themselves. With this in mind a Student Board of Health has been organized. As far as possible one man has been appointed from each of the schools of the University. These appointments have been made with great care, for the success of the movement will depend upon the personnel of the Board. Men have been chosen who seem to be adapted to the work and who have unconsciously fulfilled the tests that have been given them in order to prove their fitness to serve on this important committee. They are men who stand well with their associates and with the University, and therefore should be able to enlist students in our efforts to improve the community life.

Each representative will be directly responsible for the health interests in his school. Through him the Health Officer

**A Partial Plan
of Work**

will be able to get into closer touch with the specific problems of that school. This will bring to light the viewpoint of the students in a way that will make it most effective. It will also help in a definite way to make the students realize that we as a University are directly and honestly interested in their problems and in their welfare.

The Student Board of Health plans to make an effort to improve the eating-houses and restaurants in the neighborhood. A bulletin of approved restaurants will

**Food and
Restaurant
Problems**

be published from time to time upon which will appear the names of places that have upon request passed the inspection of the Board. These restaurants will be under constant supervision and must live up to certain regulations set down by the Board. This is work similar to that done by the milk commission of the County Medical Society. This scheme will serve a double purpose in that it will be the best kind of advertising for the restaurants and will be a safeguard for the students. The

men will start their work with the University Commons. During the past year the manager has responded to every suggestion to make the Commons all that it should be for the students. There is no good reason why the men should not patronize a place where they can get food of good quality well prepared, clean and served quickly rather than to eat at questionable places where the poorest quality of food is served and where profit and not health is the main object of the business. There is no reason why the Commons should not be to the students what the Faculty Club is to the instructors of the University.

The Student Board of Health will have no power other than its influence, but it is hoped that we may work with other organizations in the city that have power in dealing with conditions in the neighborhood, affecting the best interests of the University.

**Neighborhood
Problems**

I wish to make special mention of the courteous treatment afforded our students at St. Luke's, the Presbyterian, the German, the New York, the Post Graduate, J. Hood Wright and the Willard Parker hospitals, and at the Vanderbilt Clinic. The cases referred to them for medical and surgical treatment were received in practically every instance without question and were given the most thorough and careful attention. I am confident that the work the University is doing for her students is appreciated by these institutions as they come in contact with it, and I am sure that as the work develops all the hospitals and clinics in the city will stand ready to assist us in giving the best medical and surgical care to the men and women who may require it during their college training.

**Hospitals and
Clinics**

A lack of statistics makes it impossible to compare the general health of the students during the past year with that of other years; but it is believed that we have had more cases of serious illness this year than ever before. The law students were especially unfortunate. About seventy-four men from this school called at the office for consultations during the course of the year. As a result of the large number of men who were sick, and especially because of the deaths of two of their number—one

**University
Infirmary**

from typhoid and the other from acute rheumatic endocarditis—a rather active campaign was started to demonstrate the need of a University infirmary. At the present time we have not adequate means for isolation purposes for the mild illnesses that constantly attack such a large number of men as reside in Hartley and Livingston halls. This year one room at Livingston has had to meet the needs of both buildings.

In order to safeguard the health of the men living in the dormitories, there is a rule to the effect that no man ill with a condition that is communicable may remain in his room. He must go to the infirmary. All cases of influenza, tonsillitis and the ordinary contagious and infectious diseases must be treated in the infirmary. Where cases remain in their own rooms it is almost impossible to isolate properly such patients and there are constant opportunities for mild epidemics. To make it possible to meet these emergencies and better serve the health interests of the men in the dormitories, I would urge that a room be set aside on the upper floor of Hartley to be used as a sick room for the students in this building. With one room in Hartley, one in Livingston, and the ideal suite in Fernald Hall we shall have adequate reservations to meet practically all emergencies occurring in the dormitories. Each of these rooms should have a complete equipment to meet the demands of a sick room.

After a most careful survey of the proposed plan to build and maintain an elaborate infirmary on the Campus of Columbia, one sees the impracticability of such an undertaking. St. Luke's Hospital alone offers one of the finest infirmaries that money could build, and there is no emergency that could possibly arise that could not be treated more effectively there than in a private infirmary maintained by the University. Further, for what it would cost to build and equip an infirmary on the Campus, the University could endow a private ward for Columbia men in one of the best hospitals. Here the student patients would have at their disposal the best medical and surgical skill in the country with an equipment that would be constantly improving with the advance of medical and surgical knowledge and technic.

Quarantine

Endowment of Hospital Ward

I believe that the University should make an effort to raise such an endowment fund so that we could have a Columbia pavilion at St. Luke's or the Presbyterian Hospital. Then we could meet without delay the needs of all urgent cases occurring among our students.

An Urgent
Need

This year has proven the need of a fund for the use of students who require a week or two of rest, either following an acute illness or after over-work. There have been several cases that could have been restored quickly to a normal physical and mental condition if they could have been required to spend a short time at some farm where they could have had proper food, exercise in the open air and absolute rest from study. Funds used for this work would undoubtedly be paid back in part at some future time by the students who had been benefited. However, in order to obtain the most satisfactory results from such an enforced rest, especially when dealing with a nervous, worn-out man or woman, the expenses must be paid outright without any consideration of reimbursement. Practically all of the students who would use such a fund are among those who are working their way through college and who would be unwilling to incur a further debt and at the same time suffer a loss of valuable time during their enforced convalescence. Such a fund might also be used to purchase the necessary medicines or supplies in cases of illness among students who find it impossible to pay the cost of the necessary prescription. This fund would not have to be large, two or three hundred dollars would probably meet all of the needs arising during one academic year.

Need of a
Fund for
Convalescents

The work among the women students of the University and the undergraduates at Barnard College has been carried on not only through this office but also through daily office hours held at Barnard College and at Brooks Hall by the resident nurse, Miss Carling. Had it not been for Miss Carling's excellent and untiring service, it would have been impossible to carry on so effectively the work of the department.

Barnard

I wish also to express my appreciation of the interest of the following men who have been of great service to me in my work and to the students whom I have referred to them: Dr. David Bovaird, Dr. Frank Van Fleet, Dr. Robert Lewis, Jr., Dr. S. W. Thurber, Dr. Burton J. Lee, Dr. Boese, Dr. G. T. Jackson, Dr. H. G. Marshall, Dr. Weller, Dr. A. H. Busby, Dr. Edward L. Keyes, Jr., Dr. Alexander Chisholm and Dr. Charlton Wallace. Also I am indebted to the physicians of the neighborhood, especially to Dr. D. S. D. Jessup, Dr. Gould, Dr. J. G. Smith, Dr. Dolphin, and Dr. Robert McCastine for their willingness to assist me in my problems and to coöperate with me in my work. It has been gratifying during the year to have men and women express their appreciation of what Columbia is doing for the health interests of her students, but it has been a still greater satisfaction to know that we are doing a work that will mean much for many of our men and women in the years to come.

Student Appreciation of Health Work

Very respectfully submitted,

WM. H. MCCASTLINE,

Health and Sanitary Officer.

June 30, 1913.

APPENDIX 3

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1912-13

SUMMARY OF OFFICERS

	1912-13	1911-12
Professors	177	181
Associate Professors	36	23
Assistant Professors.....	84	82
Clinical Professors.....	16	16
Associates	46	50
Instructors	162	144
Demonstrators .....	...	3
Curators	2	...
Lecturers	26	26
Assistants	70	70
Clinical Assistants.....	87	86
Total.....	706	681
Other Instructors in Teachers College.....	133	94
Other Instructors in College of Pharmacy.....	8	6
	847	781
* Administrative Officers.....	32	33
* Other Administrative Officers, Barnard College, Teachers College and College of Pharmacy..	6	5
Total	885	819
Emeritus Officers.....	15	16
Total.....	900	835

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

VACANCIES

By Death, Resignation, or Expiration of Term of Appointment,
occurring, unless otherwise indicated, on June 30, 1913

Professors and Administrative Officers

BENJAMIN M. ANDERSON, JR., PH.D., Assistant Professor of Economics,
SIMON BARUCH, M.D., Professor of Hydrotherapy.
HENRI BERGSON, LIT.D., Visiting French Professor, 1912-13.
ADOLPH BLACK, C.E., Assistant Professor of Civil Engineering.
JOSEPH A. BLAKE, M.D., Professor of Surgery.
EDWARD CURTIS, M.D. (died Nov. 28), Emeritus Professor of Materia
Medica and Therapeutics.

- JOHN G. CURTIS, M.D. (died Sept. 20), Emeritus Professor of Physiology.
- WILLIAM HALLOCK, PH.D. (died May 20), Professor of Physics.
- FRANK HARTLEY, M.D. (died June 19), Professor of Clinical Surgery.
- WILLIAM A. HERVEY, A.M., as Registrar of the University.
- PHILIP H. HISS, JR., M.D. (died Feb. 27), Professor of Bacteriology.
- HENRY M. HOWE, LL.D., Professor of Metallurgy.
- GEORGE T. JACKSON, M.D. (Jan. 1), Professor of Dermatology.
- FRANCIS P. KINNICUTT, M.D. (died May 2), Professor of Clinical Medicine.
- FELIX KRUEGER, PH.D., LITT.D., Kaiser Wilhelm Professor of German History and Institutions, 1912-13.
- JAMES W. McLANE, M.D. (died Nov. 25), Emeritus Professor of Obstetrics.
- CECIL F. LAVELL, Ph.D. (Oct. 1), Assistant Professor of the History of Education in Teachers College.
- SAMUEL A. MITCHELL, PH.D., Assistant Professor of Astronomy.
- REGINALD J. S. PIGOTT, Mech.E., Assistant Professor of Steam Engineering.
- WILLIAM M. SLOANE, LL.D., as Theodore Roosevelt Professor of American History and Institutions in the University of Berlin for the year 1912-13.
- HUGH A. STEWART, M.D. (died Mar. 29), Assistant Professor of Pathology.
- CHARLES A. STRONG, A.B., Professor of Psychology.
- FREDERICK H. SYKES, PH.D., Director of Practical Arts in Teachers' College.
- J. DAVID THOMPSON, M.A. (Feb. 28), Law Librarian.
- AUGUSTUS B. WADSWORTH, M.D., Assistant Professor of Bacteriology.
- J. PAUL JONES WILLIAMS, C.E., Assistant Professor of Civil Engineering.

Associates

- ROBERT ABBE, M.D., Associate in Surgery.
- GEORGE J. BAYLES, PH.D., Associate in Ecclesiology.
- NELLIS B. FOSTER, M.D., Associate in Biological Chemistry.
- JACOB ROSENBLoom, M.D. (Nov. 1, 1912), Associate in Biological Chemistry.
- JOHN V. VAN PELT, Associate in Architecture.

Instructors

- DANIEL R. AYRES, M.D., Instructor in Gynecology.
- ALEXANDER O. BECHERT, A.M., Instructor in the Germanic Languages and Literatures.
- ARTHUR W. BINGHAM, M.D., Instructor in Physiology and Assistant in Diseases of Children.
- CHARLES G. BURD, A.M., Instructor in English.
- DUDLEY S. CONLEY, M.D., Instructor in Clinical Surgery.
- ROWLAND COX, M.D., Instructor in Surgery.
- CHESTER A. DARLING, PH.D., Instructor in Botany.
- EARL CRECRAFT, PH.B., Instructor in Politics.
- LLOYD L. DINES, PH.D., Instructor in Mathematics.
- FRANKLIN C. FETE, A.M., Instructor in Physical Education.
- JOSEPH C. GREEN, A.M., Instructor in History.

SAMUEL C. HARVEY, M.D., Instructor in Pathology.
 BURTON W. KENDALL, S.B. (Jan. 31), Instructor in Physics.
 JAMES H. KENYON, M.D., Instructor in Surgery.
 OTTO KRESS, PH.D., Instructor in Engineering Chemistry.
 NELS J. LENNES, PH.D., Instructor in Mathematics.
 VICTOR L. LOGO, B.S., Instructor in Analytical Chemistry.
 WILLIAM C. MOORE, PH.D., Instructor in Chemistry.
 EUGENE H. POOL, M.D., Instructor in Clinical Surgery
 ARTHUR M. SHRADY, M.D., Instructor in Hydrotherapy.
 CLAYTON S. SMITH, B.S. (Nov. 1, 1912), Instructor in Biological
 Chemistry.
 PERCY R. TURNURE, M.D., Instructor in Clinical Surgery.
 FREDERICK T. VAN BEUREN, M.D., Instructor in Surgery.
 OTTO VON HUFFMANN, M.D. (Jan. 1), Instructor in Clinical Pathology.
 CHARLTON WALLACE, M.D., Instructor in Clinical Orthopædic Surgery.
 LOUIS E. WISE, PH.D., Instructor in Biological Chemistry.

Lecturers

FRANK C. BECKER, A.B., Lecturer in Philosophy.
 FREEMAN F. BURR, S.B., Lecturer in Geology.
 WINTHROP M. DANIELS, A.M., Lecturer in Economics.
 FRANK A. FETTER, PH.D., Lecturer in Economics.
 HARRIET R. FOX, A.M., Lecturer in English in Barnard College.
 LEO J. FRACHTENBERG, PH.D., Lecturer in Anthropology.
 JOHN H. P. HODGSON, M.D., Lecturer in Dermatology.
 NICHOLAS A. KOENIG, PH.D., Gustav Gottheil Lecturer in Semitic
 Languages.
 CLEMENS LEBLING, Curator in Palæontology.
 PROFESSOR JOHN B. WATSON, Non-resident Lecturer in Psychology.

Assistants

THEODORE J. ABBOTT, M.D., Assistant in Diseases of Children.
 HELENE M. BOAS, A.M., Assistant in Botany in Barnard College.
 EDWARD C. BRENNER, M.D., Assistant in Clinical Medicine.
 ELLA HAZEL CLARK, A.M., Assistant in Chemistry in Barnard College.
 JAMES BRUCE COLEMAN, A.M., Assistant in Physics.
 JOHN F. DASHIELL, A.M., Assistant in Philosophy.
 CLARKE E. DAVIS, A.B., Laboratory Assistant in Chemistry.
 CHARLES R. FETKE, A.M., Assistant in Geology.
 FRED D. FROMME, B.S., Assistant in Botany.
 CURTENIUS GILLETTE, M.D., Assistant in Clinical Medicine.
 RALPH E. GOODWIN, C.E., Assistant in Civil Engineering.
 WALTER C. GRAETZ, B.S., Assistant in Electrical Engineering.
 SIDNEY V. HAAS, M.D. (Nov. 1), Assistant in Diseases of Children.
 PAUL C. HAESSLER, S.B., Assistant in Chemistry.
 FERDINAND F. HINTZER, M.A., Assistant in Palæontology
 EDGAR G. MILLER, B.S., Assistant in Biological Chemistry.
 WILLARD B. SOPER, M.D., Assistant in Pathology.
 EARL B. STAVELY, B.S., Assistant in Electrical Engineering.
 LOUIS C. WHITON, JR., PH.B., Laboratory Assistant in Engineering
 Chemistry.
 LEVI T. WILSON, A.M., Assistant in Mathematics.
 WINTHROP R. WRIGHT, A.B., Assistant in Physics.

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1913
Professors and Administrative Officers

NAME	FROM	TO	SUBJECT
FREDERICK G. BONSER, PH.D.	Assistant Professor	Associate Professor and Director	Industrial Arts
WILLIAM C. CLARKE, M.D.	Associate	Assistant Professor	Surgery
FRANK A. DICKEY, A.B.	Assistant	Registrar	Clinical Medicine
LEWIS F. FRISELL, M.D.	Associate	Assistant Professor	Choral and Church Music
WALTER HENRY HALL	Conductor of University Chorus	Professor	Clinical Medicine
T. STUART HART, M.D.	Associate	Assistant Professor	Clinical Medicine
AUSTIN W. HOLLIS, M.D.	Associate	Professor	Clinical Medicine
DANIEL D. JACKSON, M.S.	Lecturer	Assistant Professor	Civil Engineering
CHARLES C. LIEB, M.D.	Associate	Assistant Professor	Pharmacology
MARGARET E. MALTRY, PH.D.	Assistant	Professor	Physics
WALTON MARTIN, M.D.	Associate	Professor	Clinical Surgery
FRANK S. MATHEWS, M.D.	Instructor	Assistant Professor	Clinical Surgery
ADAM M. MILLER, A.M.	Instructor	Assistant Professor	Anatomy
JAMES A. MILLER, M.D.	Assistant	Professor	Clinical Medicine
LEONARD D. NORSWORTHY, A.M.	Instructor	Assistant Professor	Civil Engineering
FRANK R. OASTLER, M.D.	Associate	Professor	Clinical Gynecology
HENRY S. PATTERSON, M.D.	Associate	Assistant Professor	Therapeutics
THOMAS R. POWELL, LL.B.	Associate	Associate	Constitutional Law
JACKSON E. REYNOLDS, LL.B.	Associate	Associate	Law
FRANK C. SCHROEDER, C.E.	Associate	Assistant Professor	Mechanics
EDGAR H. STURTEVANT, PH.D.	Instructor	Assistant Professor	Classical Philology
CHARLES C. TROWBRIDGE, Sc.D.	Instructor	Assistant Professor	Physics
GEORGE A. TUTTLE, M.D.	Associate	Assistant Professor	Clinical Medicine
WILLIAM R. WILLIAMS, M.D.	Assistant Professor	Associate Professor	Therapeutics

Associates

NAME	FROM	TO	SUBJECT
WILLIAM DARRACH, M.D.	.....Instructor	Associate	Surgery
WILLIAM W. HERRICK, M.D.	.....Instructor	Associate	Medicine
J. GARDNER HOPKINS, M.D.	.....Assistant	Associate	Bacteriology
MAX KAHN, M.D.	.....Instructor	Associate	Biological Chemistry
HOWARD H. MASON, M.D.	.....Instructor	Associate	Medicine
HERMAN O. MOSENTHAL, M.D.	.....Instructor	Associate	Biological Chemistry

(Dec. 2, 1912).

Instructors

ARTHUR M. BUSWELL, A.M.	.....Laboratory Assistant	Instructor	Chemistry
ROBERT P. CALVERT, S.M.	.....Research Assistant	Instructor	Chemistry
BERNARD O. DODGE, PH.D.	.....Research Assistant	Instructor	Botany
FRANK ERDWURM, M.D.	.....Assistant	Instructor	Clinical Medicine
DIXON R. FOX, A.M.	.....Lecturer (Politics)	Instructor	History
FREDERICK G. GOODRIDGE, M.D.	.....Assistant	Instructor	Biological Chemistry
RANSOM S. HOOKER, M.D.	.....Assistant	Instructor	Clinical Surgery
CLARE M. HOWARD, A.M.	.....Lecturer	Instructor	English
HENRY JAMES, M.D.	.....Assistant	Instructor	Medicine
WALTER W. MCKIRAHAN, A.B.	.....Laboratory Assistant	Instructor	Analytical Chemistry
WILLIAM W. STIFLER, PH.D.	.....Lecturer	Instructor	Physics
(Feb. 1)			
ARCHIBALD M. STRONG, M.D.	.....Assistant	Instructor	Medicine
JOHN C. VAUGHAN, M.D.	.....Assistant	Instructor	Surgery
HERBERT B. WILCOX, M.D.	.....Assistant	Instructor	Diseases of Children

Lecturers

JOHN J. COSS, A.M.	.....Assistant	Lecturer	Philosophy
ESTHER E. LAPE, A.B.	.....Assistant	Lecturer	English
RUTH W. RAEDER, A.M.	.....Assistant	Lecturer	Geology

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1913

Professors and Administrative Officers

NAME	FROM	TO
MAURICE A. BIGELOW, Ph.D.	Professor of Biology	Professor of Biology and Director of Household Arts
FRANK J. GOODNOW, LL.D.	Eaton Professor of Administrative Law and Municipal Science	Eaton Professor of Public Law and Municipal Science
WILLIAM D. GUTHRIE, A.M.	Professor of Law	Ruggles Professor of Constitutional Law

Associates

ISAAC LEVIN, M.D.	Associate in Pathology	Associate in Cancer Research
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Instructors

ARTHUR S. VOSBURGH, M.D.	Instructor in Surgery	Instructor in Clinical Surgery
J. VICTOR HABERMAN, M.D.	Instructor in Applied Therapeutics	Instructor in Psycho-Therapeutics

APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1913

Professors and Administrative Officers

NAME	OFFICE
ALLAN ABBOTT, A.B.....	Assistant Professor of English in Teachers College
BENJAMIN R. ANDREWS, Ph.D....	Assistant Professor of Household Arts in Teachers College
WILLIAM A. DOWNES, M.D.....	Assistant Professor of Clinical Surgery
JOHN A. FORDYCE, M.D.....	Professor of Dermatology and Syphilology
HENRY M. HOWE, LL.D.....	Emeritus Professor of Metallurgy
JAMES W. JOBLING, M.D.....	Assistant Professor of Pathology
HENRY H. M. LYLE, M.D.....	Professor of Clinical Surgery
CHARLES T. McFARLANE, D.Pd....	Professor of Geography in Teachers College
JEAN PERRIN.....	Visiting French Professor for the year 1913-14
GEORGE B. PRESTON, M.M.E.....	Assistant Professor of Steam Engineering
KARL F. TH. RATHGEN.....	Kaiser Wilhelm Professor of German History and Institutions for the year 1913-14
MALCOLM M. ROY, A.B.....	Secretary of Appointments
JOSEPH SCHUMPETER, Jur.D.....	Visiting Austrian Professor, 1913-14
PAUL SHOREY, Ph.D.....	Theodore Roosevelt Professor of American History and Institutions for the year 1913-14
HOWARD C. TAYLOR, M.D.....	Professor of Clinical Gynecology
WILLIAM H. WOGLOM, M.D.....	Assistant Professor engaged in Cancer Research
(Nov. 1, 1912)	
J. ENRIQUE ZANETTI, Ph.D.....	Assistant Professor of Chemistry
HANS ZINSSER, M.D.....	Professor of Bacteriology

Associates

F. D. BULLOCK, M.D.....	Associate in Cancer Research
RALPH W. GIFFORD, LL.B.....	Associate in Law
FRANKLIN MATTHEWS, A.B.....	Associate in Journalism
(Oct. 15, 1912)	
EUGENE HILLHOUSE POOL, M.D...	Associate in Surgery

Instructors

GOTTLIEB A. BETZ, A.M.....	Instructor in the Germanic Languages and Literatures
ARTHUR B. EISENBREY, M.D.....	Instructor in Clinical Surgery
ANTHONY C. FREEMAN, M.D.....	Instructor in Pharmacology
H. RAWLE GEYELIN, M.D.....	Instructor in Clinical Pathology
GEORGE M. GOODWIN, M.D.....	Instructor in Pharmacology
NATHAN W. GREEN, M.D.....	Instructor in Surgery
(Nov. 1, 1912)	

NAME	OFFICE
EMILIE J. HUTCHINSON, A.M.....	Instructor in Economics in Barnard College
MAX KAHN, Ph.D.....	Instructor in Biological Chemistry (Nov. 1, 1912)
JAMES KENDALL, B.Sc.....	Instructor in Chemistry
T. BRUCE KIRKPATRICK, A.M.....	Instructor in Physical Education
JOHN A. MCCREERY, M.D.....	Instructor in Surgery
JOHN E. MCWHORTER, M.D.....	Instructor in Surgery
GEORGE M. MACKEE, M.D.....	Instructor in Dermatology and Syphilology
ARTHUR W. MACMAHON, A.B...	Instructor in Politics
SERGIUS MORGULIS, Ph.D.....	Instructor in Biological Chemistry
GEORGE W. MULLINS, A.M.....	Instructor in Mathematics
JOHN A. NORTHCOTT, A.M.....	Instructor in Mathematics
HAROLD E. B. PARDEE, M.D.....	Instructor in Physiology
REUBEN OTTENBERG, M.D.....	Instructor in Bacteriology
EDWIN G. RAMSDELL, M.D.....	Instructor in Surgery (Nov. 1, 1912)
MAURICE J. SITTENFIELD, M.D....	Instructor in Pathology
CHARLES H. SMITH, M.D.....	Instructor in Diseases of Children
ARTHUR W. SWANN, M.D.....	Instructor in Clinical Pathology (Jan. 1)
RUPERT TAYLOR, Ph.D.....	Instructor in English
ROYAL C. VAN ETTEN, M.D.....	Instructor in Gynecology
LOUIS E. WISE, Ph.D.....	Instructor in Biological Chemistry (Nov. 1, 1912)
FRANK C. YEOMANS, M.D.....	Instructor in Surgery

Lecturers

NAME	OFFICE
JULIAN BLANCHARD, A.M.....	Lecturer in Physics (Feb. 1, 1913)
FRITZ BERCKHEINER.....	Curator in Palæontology
REV. FR. CORNELIUS CLIFFORD, A.B	Lecturer in Philosophy
LELAND HALL.....	Lecturer in Music
ROSCOE R. HILL, A.B.....	Lecturer in History
SOLOMON T. H. HURWITZ, A.M...	Gustav Gottheil Lecturer in Semitic Languages
ARTHUR K. KUHN, LL.B.....	Lecturer in Jurisprudence
ALBERT LEVITT, A.B.....	Lecturer in Philosophy
HOWARD L. MCBAIN, Ph.D.....	Visiting Lecturer on Municipal Administration
WESLEY C. MITCHELL.....	Lecturer in Economics
HARRY A. OVERSTREET, B.Sc.....	Lecturer in Philosophy
NORMAN K. SMITH.....	Lecturer in Philosophy
ELLERY C. STOWELL, A.B.....	Lecturer in International Law and Diplomacy
ARTHUR E. SUFFERN, A.M.....	Lecturer in Economics
RALPH W. TOWER, Ph.D.....	Honorary Curator of the Natural Science Collections in the Library
LEONARD C. VAN NOPPEN, A.M...	Queen Wilhelmina Lecturer on the History, Language and Literature of the Netherlands
JOHN B. WATSON, Ph.D.....	Non-resident Lecturer in Psychology (Dec. 2, 1912)

Assistants

NAME	OFFICE
THEODORE J. ABBOTT, M.D. (Nov. 1, 1912)	Assistant in Diseases of Children
EDWIN H. ARMSTRONG, E.E.	Assistant in Electrical Engineering
JOHN C. BAKER, B.S.	Laboratory Assistant in Engineering Chemistry
SIMON BIRNBAUM	Laboratory Assistant in Chemistry
CALVIN B. COULTER, M.D.	Assistant in Pathology
FRANK L. DE BEUKELAER, A.B.	Laboratory Assistant in Physical Chemistry
WILLIAM B. EDDISON, M.E.	Assistant in Mechanical Engineering
CYRUS W. FIELD, M.D.	Assistant in Pathology
GILBERT DUDLEY FISH, C.E.	Assistant in Civil Engineering
ALLEN C. FRASER, B.S.	Assistant in Botany
BAXTER P. HAMILTON, E.E.	Assistant in Electrical Engineering
B. WALLACE HAMILTON, M.D.	Assistant in Diseases of Children
ARTHUR ST. JOHN HILL, E.E.	Assistant in Electrical Engineering
KARL J. HOLLIDAY, B.S.	Laboratory Assistant in Chemistry
B. RAYMOND HOOBLER, M.D.	Assistant in Diseases of Children
C. STAFFORD MCLEAN, M.D.	Assistant in Diseases of Children
FRANK J. McMACKIN, B.S.	Assistant in Mathematics
WILLIAM J. MERSEREAU, M.D.	Assistant in Diseases of Children
GEORGE W. PECKHAM, JR., A.B.	Assistant in Philosophy
WILLIAM A. PERLZWEIG, B.S.	Assistant in Biological Chemistry
GOVERNEUR M. PHELPS, M.D.	Assistant in Surgery
FREDERICK PRIME, JR., M.D.	Assistant in Cancer Research
PERCY W. PUNNETT, A.M.	Assistant in Chemistry
FREDERICK V. RAND, M.S.	Assistant in Botany
MARK S. REUBEN, M.D.	Assistant in Diseases of Children
EDWIN O. RIESENFELD, M.D.	Assistant in Diseases of Children
G. L. ROHDENBURGH, M.D.	Assistant in Cancer Research
ROGER B. SAYLOR, A.B.	Assistant in Physics
CAROLYN SHELDON, A.B.	Assistant in History in Barnard College
WARREN S. SMITH, A.M.	Assistant in Geology
MARY W. STEWART, A.B.	Assistant in Botany in Barnard College
ERNEST G. STILLMAN, M.D.	Assistant in Pathology
VIOLA TURCK, A.B.	Research Assistant in Chemistry in Barnard College
CLAYTON ULREY, A.M.	Assistant in Physics
FRANCIS M. VAN TUYL, M.S.	Assistant in Palæontology
ANNA B. YATES, A.B.	Assistant in Chemistry in Barnard College

LEAVES OF ABSENCE

For the whole or part of the year 1912-13 were granted to the following officers:

For the entire year:

NAME	OFFICE
CHARLES A. BEARD, Ph.D.	Associate Professor of Politics
ADOLPH BLACK, C.E.	Assistant Professor of Civil Engineering

JOHN B. CLARK, LL.D.....	Professor of Political Economy
FRANCIS B. CROCKER, Ph.D.....	Professor of Electrical Engineering
CARLTON C. CURTIS, A.M.....	Associate Professor of Botany
BASHFORD DEAN, Ph.D.....	Professor of Vertebrate Zoology
GEORGE S. FULLERTON, LL.D.....	Professor of Philosophy
S. ALFRED MITCHELL, Ph.D.....	Assistant Professor of Astronomy
EDWIN R. A. SELIGMAN, LL.D....	McVickar Professor of Political Economy
WILLIAM M. SLOANE, LL.D.....	Seth Low Professor of History
CHARLES A. STRONG, A.B.....	Professor of Psychology

For the first half-year:

RUSSELL BURTON-OPITZ, M.D.....	Associate Professor of Physiology
WILLIAM A. HERVEY, A.M.....	Associate Professor of the Ger- manic Languages and Literatures, and Registrar
JAMES F. KEMP, Sc.D.....	Professor of Geology
MRS. N. W. LIGGETT, A.B.....	Bursar of Barnard College (June 12—December 1)
WILLIAM P. MONTAGUE, Ph.D....	Associate Professor of Philosophy
ASHLEY H. THORNDIKE, Ph.D....	Professor of English
EDWARD L. THORNDIKE, Ph.D....	Professor of Educational Psychol- ogy in Teachers College

For the second half-year:

FELIX ADLER, Ph.D.....	Professor of Social and Political Ethics
MARSTON T. BOGERT, LL.D.....	Professor of Organic Chemistry
GEORGE W. BOTSFORD, Ph.D.....	Professor of History
ANNA M. COOLEY, B.S.....	Assistant Professor of Household Arts in Teachers College
HENRY JOHNSON, A.M.....	Professor of History in Teachers College
CHARLES E. LUCKE, Ph.D.....	Professor of Mechanical Engineer- ing
ANNA E. H. MEYER, A.B.....	Registrar of Barnard College
PAUL MONROE, Ph.D.....	Professor of the History of Edu- cation in Teachers College
ALBERT P. WILLS, Ph.D.....	Professor of Mathematical Physics

REPRESENTATIVES OF THE UNIVERSITY DURING 1912-13

At the installations of—

- President Omwake, Ursinus College—LEMUEL WHITAKER, '81.
 President Meiklejohn, Amherst College—Deans WOODBRIDGE and
 STONE.
 President Brooks, University of Oklahoma—Provost CARPENTER.
 President Tipple, Drew Theological Seminary—Professor JAMES
 E. FRAME, of Union Theological Seminary.
 President Newman, Howard University—MARCUS BENJAMIN, '78 S.
 President Duniway, University of Wyoming—DANIEL WADE
 TEARS, '84.
 President Grose, De Pauw University—NATHANIEL W. BARNES, '03.
 President Smith, Washington and Lee University—ROBERT A.
 BLACK, '83 P. & S.

President Kerfoot, Hamline University—GEORGE W. HARTWELL, Ph.D., '09.

President Hinman, Marietta College—CHARLES G. SLACK, '84 S.

President Keyes, Skidmore School of Arts—Professor DOW, HAROLD BROWN KEYES, M.D., '10, and G. HINMAN BARRETT, B.S., '11.

At the opening of—

William M. Rice Institute, Houston, Tex.—PROVOST CARPENTER.

At the Anniversary Celebrations of—

Mt. Holyoke College (75th)—Dean GILDERSLEEVE.

Georgia School of Technology, Atlanta, Ga. (25th)—KENNETH J. MATHESON.

Miscellaneous—

Association of American Universities, Philadelphia, Pa.—Deans WOODBRIDGE and RUSSELL and PROVOST CARPENTER.

American Road Congress, Atlantic City, N. J.—Professor BLANCHARD.

Dedication of State Education Building, Albany, N. Y.—President BUTLER, Deans WOODBRIDGE, KEPPEL, STONE, LAMBERT, GOETZE, GILDERSLEEVE, RUSSELL, RUSBY, Directors EGBERT, TALCOTT WILLIAMS, A. W. LORD, and Provost CARPENTER, and Librarian JOHNSTON.

Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, Pa.—Deans KEPPEL and RUSSELL, Provost CARPENTER, Professors FISKE and JONES.

New York State Teachers Association, Buffalo, N. Y.—Director TALCOTT WILLIAMS.

State Examination Board—Professor JONES.

Dedication of Lincoln Hall, University of Illinois—Dean WOODBRIDGE.

American Medical Association, Chicago, Ill.—Professor SCHULTE. Convention of College and University Professors of French, College of the City of New York—Professor COHN.

International Geological Congress, Canada—Professors KEMP and BERKEY.

International Congress of School Hygiene, Buffalo, N. Y.—Professor MEYLAN and Dr. McCASTLINE.

Verdi Centenary, Parma, Italy—Professor ALEXANDER KRAUS.

International Road Congress, London—Professor BLANCHARD.

International Congress of Refrigeration—Professor LUCKE.

National Tax Association, Buffalo, N. Y.—Professor SELIGMAN.

International Association of Chemical Societies—Professor BOGERT.

APPENDIX 4

ADDRESSES, PUBLIC LECTURES, CONCERTS AND RECITALS

UNDER THE AUSPICES OF THE UNIVERSITY

Opening Exercises

Morningside

- September 25. The Discovery of the Mind. Dean WOODBRIDGE.

Medical School

25. The Importance of Pathological Theory for Practical
Medicine. Professor JANEWAY.

Commencement Week

- June
1. Baccalaureate Sermon. Rt. Rev. THOMAS F. GAILOR,
D.D., *Bishop of Tennessee*.
 2. Address to the Members of Phi Beta Kappa. Professor
WOODBRIDGE.
 4. Commencement Address. President BUTLER.

George Blumenthal Lectures

The Permanent Influence of Jefferson on American Institutions

JOHN SHARP WILLIAMS, *United States Senator from Mississippi*

- December
3. Introductory and Prefatory.
 4. Jefferson the Revolutionist.
 5. Jefferson the Democratizer of State Institutions.
 10. Jefferson the Diplomat.
 11. Jefferson the Democratizer of National Administration.
 12. Jefferson as President—A Republican Expansionist—
"My Passion is Peace."
 17. Jefferson's Influence on Freedom of Religion in America.
 18. Jefferson's Influence on Our Educational System.

Hewitt Lectures

The Great Systems of Philosophy

Professor MONTAGUE

- March
3. Democritus and the Philosophy of Matter.
 10. Plato and the Philosophy of Spirit.
 17. Stoic and Epicurean: The Philosophy of Conduct.
 24. Medieval Christianity and the Philosophy of the
Supernatural.
 31. Descartes and the Philosophy of Nature.
- April
7. Locke and the Philosophy of Experience.
 14. Kant and the Philosophy of the Transcendental.
 21. Spencer and the Philosophy of Evolution.

Jesup Lectures

Heredity and Sex

Professor T. H. MORGAN

- February 5. The Evolution of Sex.
 12. The Mechanism of Sex Determination.
 19. The Mendelian Principles of Heredity and Their Bearing on Sex.
 26. Secondary Sexual Characters and Their Relation to Darwin's Theory of Sexual Selection.
- March 5. The Effects of Castration and of Grafting on the Secondary Sexual Characters.
 12. Parthenogenesis and Sex.
 19. Inbreeding and Fertility.
 26. Special Cases of Sex Inheritance.

In Coöperation with the Metropolitan Museum of Art

Chinese Art

Professor HIRTH

- April 10. The Art of Writing and Its Development from Hieroglyphics.
 17. Chinese Pictorial Art and Its Epochs.
- May 6, 8. Chinese Pictorial Art.

University Lectures

- The Rev. J. NEVILLE FIGGIS, Litt.D., *Honorary Fellow of St. Catharine's College, Cambridge*
- March 10. J. M. Synge and the Celtic Movement.
 12. Francis Thompson and A. E. Housman.
 14. Gilbert K. Chesterton.
 19. Eugenics. Professor E. L. THORNDIKE.

UNDER DEPARTMENTAL AND FACULTY AUSPICES

Departments of Botany and Zoology

- December 6, 9. The Mutation Theory and Its Bearings on Evolution and Genetics.
 HUGO DE VRIES, Ph.D., LL.D., *Professor of Botany in the University of Amsterdam*

Department of Chemistry

- March 6. The Solution of the Potash Problem in America. F. K. CAMERON, Ph.D., *of Bureau of Soils, U. S. Dept. Agriculture.*
- April 25. The Significance of the Free Energy of Chemical Reactions. A. A. NOYES, Ph.D., *Director of the Research Laboratory of Physical Chemistry, Mass. Institute of Technology.*
- April 30. The Chlorides of Carbon. CHARLES BASKERVILLE, Ph.D., *Professor of Chemistry, College of the City of New York.*

Department of English

- March 7. The Future of Poetry. ALFRED NOYES, *of London, Eng.*

Department of Fine Arts

Historic Styles of Architecture and Their Relation to Modern Design

Professor HAMLIN

- November 11. The Evolution of Styles.
 18. Roman Architecture and Modern Design.
 25. Gothic Architecture and Modern Design.
 December 2. Renaissance Architecture and Modern Design.

The Physical Basis of Color and Color Vision

Professor HALLOCK

- December 9. Wave Motion and the Physical Basis of Light.
 16. Physical Causes of Color and Colored Light.
 January 6. Color Vision; Effects of Contrast and Illumination.

Architectural Refinements

WILLIAM H. GOODYEAR, M.A., *Curator of Fine Arts Brooklyn Institute Museum*

- January 13. Greek Refinements.
 20. The Cathedral of Pisa.
 27. The Cathedral of Notre Dame.

Art of Primitive Man

Professor BOAS

- February 3. Pictographic Representation and Geometric Design.
 10. Conventional Style in Primitive Art.
 17. The Influence of Technique upon Style in Primitive Art.
 24. The Significance of Decorative Design.

Professor WHEELER

- March 3. Some Attic Vases.
 Miss HELEN MARSHALL PRATT
 24. How to Study an English Cathedral.
 31. A Morning in Westminster Abbey.

Department of Geology

- October 21. Settlements in the United States as Controlled by Climate and Climatic Oscillations. EDWARD BRÜCKNER, Sc.D., *Vice-President of the Imperial and Royal Geographical Society of Vienna*.
 November 12. Glacial Geology of New York State. HERMAN LE ROY FAIRCHILD, Sc.D., *Professor of Geology in the University of Rochester*.

WILLIAM MORRIS DAVIS, Sc.D., Ph.D., *of Harvard University*

- January 14. Dana's Contribution to Darwin's Theory of Coral Islands.
 15. The Valley of the Armançon: A Study in Physiographic Analysis.
 16. The Principles of Geographical Exposition.
 28. The Physiography of Central Andes. ISALAH BOWMAN, Ph.D., *Assistant Professor of Geography in Yale University*.

Department of Germanic Languages and Literatures

- December 17. Der Griechische und der Deutsche Idealismus. EUGEN KÜHNEMANN, Ph.D., *Professor of Philosophy in the University of Breslau.*

Department of Indo-Iranian Languages

- December 13. The Cities and Temples of India. (Illustrated.) RUSTUM RUSTUMJEE, *Editor of the Oriental Review, Bombay, India.*
- April 9. The Religions and Religious Customs of India. SARDAR DALIP SINGH GILL, *Patiala Punjab, India* (student of the University).
- May 9. Persian Lyric Poetry. Professor JACKSON.

Department of Music

- January 8, March 26, April 2, 9. Concerts of Chamber Music.
15, April 16. Song Recitals.
22. Violoncello Recital.
31, April 23. Pianoforte Recital.
- February 4, 11, 18, 25, March 4, 11. Organ Recital with Soloist.
- April 30. Recital of Two Pianos.
- May 7. Concert of Original Compositions by Students of the Department of Music.

Department of Physics

- January 15. The Artistic in Color Photography. FRANKLIN PRICE KNOTT, *of New York City.*

Recent Problems of Theoretical Physics

- WILLY WIEN, Ph.D., *Professor of Physics in the University of Würzburg, Foreign Lecturer in Mathematical Physics in Columbia University, 1912-13*
- April 11, 12. Theory of Radiation Founded on the Assumption of Elements of Energy. Theory of Specific Heat. Planck's New Theory of Radiation.
- 18, 19. Theory of Electric Conduction in Metals. Einstein's Theory of Fluctuations.
- 21, 28. Theory of Röntgen Rays and Other Applications of the Theory of *Quanta*.

Department of Philosophy

Spiritualité et Liberté

- HENRI BERGSON, Litt.D., *Professor of Philosophy at the College de France, Visiting French Professor, 1912-13.*

- February 3. Première Conférence.
4. Deuxième Conférence.
10. Troisième Conférence.
11. Quatrième Conférence.
17. Cinquième Conférence.
18. Sixième Conférence.

RUDOLF EUCKEN, Ph.D., D.D., *Professor of Philosophy in the University of Jena*

- March 3. Realism and Idealism in the Nineteenth Century.
4. Die Hauptprobleme der Philosophie der Gegenwart.

Department of Physical Education

- April 22. Illustrated Lecture and Demonstration of Life-Saving Methods. Commodore WILBERT E. LONGFELLOW, *General Superintendent, United States Volunteer Life Saving Corps, New York City.*

Department of Psychology

Animal Psychology

JOHN B. WATSON, Ph.D., *Professor of Psychology in Johns Hopkins University*

- February 24. Psychology as the Behaviorist Views It.
25. The Problems of Behavior.
March 3 and 4. Methods and Apparatus in Behavior.
10 and 11. Sensory Responses in Vertebrates.
17. The Experimental Study of Instincts and Habits.
18. The Limits of Training in Animals.

Color-Vision

- CHRISTINE LADD-FRANKLIN, LL.D.
May 6. The Theory of Color Theories. The Rival Color Theories and Their Commonly Suppressed Consequences. Defective Character of Current Color Terminology; Proposed Reforms and Their Significance.
7. The Physical Theory (Young-Helmholtz) and the Psychological Theory (Hering). Their Indispensableness and Their Insufficiency. The Physico-Psychological Hypothesis (Ladd-Franklin). The Color Triangle, the Color Square and the Quadrigeminal Color Surface.
9. The Recent Views on Color. Brunner, Pauli, Bernstein, Patten. The Theory of Schenck.

Department of Romance Languages and Literatures

French

- November 14. La Peinture et les Moeurs à Paris au Dix Huitième Siècle. Monsieur LOUIS HOURTIQO, *Inspecteur des Beaux-Arts de la Ville de Paris.*
April 3. La Crise de la Sensibilité Française au XVIIIe Siècle. Jean Jacques Rousseau et les Origines du Roman-tisme. FIRMIN ROZ, *Lauréat de l'Académie Française.*
May 1. Avignon, La Ville des Papes. RENÉ GALLAND, *Visiting Lecturer on French Literature.*

Department of Semitic Languages

- January 7. The Decalogue in Art. ISRAEL ABRAHAMS, Ph.D., *of Cambridge University, England.*
29. The Balkan Peninsula and Some Adriatic Isles. MAUDE M. HOLBACH.

Faculty of Applied Science

- October 9. The Rubber Industry in Brazil. D. M. HAZLETT, *Brazilian Delegate to the International Rubber Congress.*
- March 25. Mining Engineering. Professor HENRY S. MUNROE.
- April 1. Metallurgical Engineering. Professor WALKER.
8. Civil Engineering. Professor BURR.
15. Electrical Engineering. Professor SLICHTER.
22. Mechanical Engineering. Professor RAUTENSTRAUCH.
29. Chemistry. Professor ALEXANDER SMITH.
- May 6. Chemical Engineering. Professor WHITAKER.

Faculty of Political Science

- October 30. The Independence of Latin America and Its Evolution in the Nineteenth Century. M. OLIVEIRA LIMA, *Brazilian Minister to Belgium.*

School of Journalism

- September 30. The Aims and Methods of the School of Journalism. Dr. WILLIAMS.
- October 7. The Purpose of the Pulitzer Bequest. JOHN LANGDON HEATON, A.M., *of the New York World.*
14. The Equipment of an Editorial Writer. CHARLES R. MILLER, LL.D., *of the New York Times.*
21. How a News Bureau Covers a City. J. E. HARDENBERGH, *Secretary-Manager, New York City News Association.*
28. The Newspaper and the Magazine. GEORGE BUCHANAN FIFE, *of the Associated Sunday Magazines.*
- November 4. The Magazine and Its Responsibilities. ROBERT UNDERWOOD JOHNSON, Ph.D., *of the Century Magazine.*
11. The Editorial Writer's Opportunity. ARTHUR BRISBANE, *of the New York Journal.*
18. Writing for the Press. ROLLO OGDEN, L.H.D., *of the New York Evening Post.*
25. The Newspaper of To-day. CHESTER S. LORD, LL.D., *of the New York Sun.*
- December 2. The Newspaper Value of Non-Essentials. EDWARD P. MITCHELL, Litt.D., *of the New York Sun.*
9. The Presentation of News. CARR V. VAN ANDA, *of the New York Times.*
16. Accuracy in Journalism. RALPH PULITZER, A.B., *of the New York World.*
- January 6. The Truth in the News. IDA M. TARBELL, L.H.D., *of the American Magazine.*
13. Newspaper Power and How to Direct It. GEORGE S. JOHNS, *of the St. Louis Post-Dispatch.*
20. Feeling a Story. EDWARD W. TOWNSEND, *formerly of the New York Sun.*

News and Religious Organizations

- February 10. News and Religious Organizations. Dr. WILLIAMS.
17. The Baptist Polity. WALTER RAUSCHENBUSCH, D.D., *of Rochester Theological Seminary.*
24. Congregationalism. WILLIAM HAYES WARD, D.D., *of the Independent.*

- March 3. Judaism. CYRUS ADLER, Ph.D., *President of the Dropsie College.*
 10. Methodism. JAMES M. BUCKLEY, LL.D., *of the Christian Advocate.*
 17. Protestant Episcopalism. Mr. H. B. GWYN, *of the Churchman.*
 31. Catholicism. Dr. CONDE B. Pallen, LL.D., *of the Catholic Encyclopedia.*
- April 7. The Distributions of Denominations in the United States. Dr. WILLIAMS.

Newspaper Criticism

14. Science and Journalism. EDWIN E. SLOSSON, Ph.D., *of the Independent.*
 21. Literary Criticism for the Newspapers. Professor BRANDER MATTHEWS.
 28. Musical Criticism. Mr. W. J. HENDERSON, A.M., *of the New York Sun.*
- May 5. Dramatic Criticism. Mr. CLAYTON HAMILTON, M.A., *of the Bookman.*
 12. Art Criticism. Dr. WILLIAMS.

School of Practical Arts

Public Health and Tuberculosis

Dr. HAVEN EMERSON, *Assistant Visiting Physician, Bellevue and Allied Hospitals, and Associate in Medicine and Physiology, College of Physicians and Surgeons*

- February 11. 18. History of Tuberculosis: Its Distribution; the Statistics of Its Occurrence.
 25. The Specific Cause of Tuberculosis.
- March 4. General Morbid Anatomy of the Disease.
 11. Modes of Onset: Local and General Symptoms.
 18. The Physical Signs of Pulmonary Tuberculosis.
 25. Prophylaxis.
- April 1. Treatment.
 8. Alcoholism as a Destroyer of Economic Efficiency and as a Predisposing Cause of Tuberculosis.
 15. The Value of Milk as a Food in Tuberculosis and Its Limitations.
 22. Relief Agencies.
 29. The Resources Available for Care of the Curable.
- May 6. Preventive Measures.
 13. The Future.

Summer Session

- July 9. The Future of Latin America. SEÑOR MANUEL UGARTE *of the Argentine Republic.*
 10. From Babel to Esperanto. Professor A. CHRISTEN.
 12. From Babel to Esperanto. Professor A. CHRISTEN.
 15. Some Practical Applications of the Gyroscope. Professor W. S. FRANKLIN, B.S.
 16. The Legend of Tannhäuser. Professor REMY.
 17. From Babel to Esperanto. Professor CHRISTEN.

- July
19. From Babel to Esperanto. Professor CHRISTEN.
 19. Through the Sunny Southland of California's Golden Gate. Mr. JAMES ERWIN.
 22. The Use of the Oscillograph in Electrical Investigation. Mr. BURTON W. KENDALL.
 23. Heinrich Von Kleist. Professor HEUSER.
 24. The Life of the Ancient Romans in the Home. Mr. GEORGE SAWYER KELLOGG, *New York City*.
 26. Evolution of the Faust Legend. CAMILLO VON KLENZE, Ph.D., *Professor of Germanic Languages and Literature, Brown University*.
 29. The Historical Development of Electricity. Mr. SEVERINGHAUS.
 30. Dramatic Readings from Goethe's Faust. Professor BRAUN.
 31. The Civic and Religious Life of the Roman Forum, Including the Home of the Vestal Virgins. Mr. KELLOGG.
 31. The Melodrama as a Modern Music Forum, with Reading of Hiawatha's Wooing and King Robert of Sicily. Professor COLE.
- August
2. The Tales of Hoffman. Dr. PORTERFIELD.
 5. The Analysis of Sound. GORDON F. HULL, Ph.D., *Professor of Physics, Dartmouth*.
 5. The Evolution of Stenography and Typewriting. Mr. BEYGRAU.
 6. Die Deutsche Novelle. Professor VON KLENZE.
 6. Bill's School and Mine. Professor W. S. FRANKLIN.
 7. Nationalism in Music. Professor COLE.
 7. History in a Paper Mill. Professor H. A. SILL.
 8. Some Educational Aspects of Woman Suffrage. Professor DEWEY.
 9. The Wandering Jew in German Literature. Mr. SCHULZE.
 12. The Physics of Baseball Curves, with Demonstrations. Professor W. S. FRANKLIN.
 13. The Direct Method in Language Teaching, and Its Application to Latin. Dr. W. H. D. ROUSE.
 14. The Making of a Bibliography. Mr. ANDREW KEOGH, *Yale University*.
 15. History of the Development of the Book, to the Invention of Printing. Mr. KEOGH.

Extension Teaching

- November 21. Regulation of Public Utilities. W. M. DANIELS, *of the New Jersey Public Utilities Commission*.
- December 5. The Cause of Modern Inefficiency and an Outline of Remedies. HARRINGTON EMERSON, *Industrial Engineer and Efficiency Expert*.

Agriculture

- November 13. Essential Factors of Soil Management; the Use and Misuse of Commercial Fertilizers. Professor O. S. MORGAN.

- November 20. The Rôle of Lime in Agriculture in Eastern United States, and Practical Deductions. J. G. LIPMAN, Ph.D., *Director of New Jersey Agricultural College and Experiment Stations, New Brunswick, N. J.*
- December 4. The Labor Problem in Farm Management and the Place of Farm Records and Accounts. M. C. BURRITT, *Editor of the New York Tribune Farmer, New York City.*
11. Breeding Principles and Practices in Dairy Management. Professor H. E. VAN NORMAN, *Pennsylvania State College of Agriculture, State College, Pa.*
18. Principles of Animal Nutrition. W. H. JORDAN, LL.D., *Director New York Agricultural Experiment Station, Geneva, N. Y.*
- January 8. Poultry Selection and Breeding for Egg Production. Methods of Hatching and Breeding. Professor H. R. LEWIS, *New Jersey State College of Agriculture, New Brunswick, N. J.*
15. Housing and Feeding Laying Chickens in Winter and Desirable Methods of Marketing Poultry Products. Professor H. R. LEWIS.
22. Market Gardening as a Commercial Enterprise. C. W. THOMPSON, *New Jersey State College of Agriculture.*
29. Balanced and Balancing Rations for Farm Animals. Mr. O. C. BOWES.
- February 5. Establishing a Peach Orchard. Location, Soil, Varieties, Planting and Cultivation. M. A. BLAKE, D.S.C., *Professor in the New Jersey State Agricultural Experiment Station.*
12. The Common Enemies of the Peach and Their Control. Injuries Due to Unfavorable Weather and Improper Orchard Management. Professor BLAKE.
19. Swine Breeding and Management. Hon. CALVIN HUSON, *State Commissioner of Agriculture, Albany, N. Y.*
26. The Eastern Farmer as a Producer of Market Horses. CARL WARREN GAY, D.V.M., *Professor of Animal Industry, Pennsylvania State College of Agriculture, State College, Pa.*
- March 5. Fundamental Factors in the Practical Management of the Small Fruits: Blackberries, Gooseberries, etc. Professor BLAKE.
12. Farm Management as It Applies Specifically to the Tree Fruit Farm. M. C. BURRITT.
19. The Basic Principle in Horse Training and Its Application in the Management of Horses. DAVID BUFFUM, *Prudence Island, R. I.*

Phi Lambda Upsilon

- November 7. Some Columbia Chemists. MARCUS BENJAMIN, LL.D., *Editor of the United States National Museum.*

University Library

- October 18. The Libraries of New York City and Their Use. Dr. JOHNSTON.

- October 21. Why We Have a University Library. FREDERICK C. HICKS, A.M., *Assistant Librarian*.
 23. The Keys to the Resources of the Library. ISADORE G. MUDGE, Ph.B., *Reference Librarian*.

Deutsches Haus

Die Frau im Leben der Naturvölker

FELIX KRUEGER, Ph.D., *Professor of Philosophy and Psychology in the University of Halle-Wittenberg, Kaiser Wilhelm Professor, Columbia University, 1912-13.*

- November 13. Ziele und Wege der Kulturwissenschaft.
 20. Die Frau und die Anfänge der menschlichen Wirtschaft.
 27. Die Frau innerhalb der primitiven Gesamtkultur.
 December 4. Entwicklungs—psychologische Zusammenhänge.

Deutscher Verein

- February 11. Pitzbergen, Norway and the Polar Regions. A. OSTERMAYER, of *Bremen*.

New York Peace Society

- December 11. International Peace. Baroness BERTHA VON SUTTNER, of *Austria*.

SERVICES IN ST. PAUL'S CHAPEL

- September 29. Chaplain KNOX.
 October 6. Rt. Rev. THOMAS F. GAILOR, D.D., *Bishop of Tennessee*.
 13. Rev. Professor JAMES EVERETT FRAME, M.A., *Union Theological Seminary*.
 20. Chaplain KNOX.
 27. Rev. HENRY VAN DYKE, D.D., *Princeton University*.
 November 3. Chaplain KNOX.
 10. ELMER B. BRYAN, LL.D., *President of Colgate University*.
 17. Very Rev. HERBERT HENSLEY HENSON, D.D., *Canon of Westminster Abbey*.
 24. Rt. Rev. WILLIAM BOYD-CARPENTER, *Canon of Westminster*.
 27. University Service. Dr. BUTLER.
 December 1. Rev. Professor EDWIN C. MOORE, D.D., *Harvard University*.
 8. Rev. JOSEPH G. H. BARRY, D.D., *Rector of the Church of St. Mary the Virgin, New York*.
 11. Christmas Cantata.
 15. Commemoration Service. Professor CALVIN THOMAS.
 January 12. Chaplain KNOX.
 19. Rev. MARION L. BURTON, D.D., *President of Smith College*.
 26. Professor EDWIN D. STARBUCK, Ph.D., *State University of Iowa*.
 February 2. Chaplain KNOX.
 5. University Service. Professor SUZZALLO.
 9. Rev. CORNELIUS WOELFKIN, D.D., *Pastor of Fifth Avenue Baptist Church, New York City*.
 16. Rev. WALTER RAUSCHENBUSCH, of *Rochester Theological Seminary*.
 23. Chaplain KNOX.

- March 2. Rev. KARL RIELAND, *Rector of St. George's Church, New York City.*
 9. Rev. LORING W. BATTEN, Ph.D., *General Theological Seminary.*
 16. Rev. EZRA SQUIER TIPPLE, D.D., *President of Drew Theological Seminary.*
 23. Chaplain KNOX.
 30. Rev. HUGH BLACK, D.D., *Union Theological Seminary.*
- April 6. Rev. PHILEMON F. STURGES, *Rector of St. Peter's Church, Morristown, N.J.*
 13. Chaplain KNOX.
 20. Rt. Rev. DAVID H. GREER, D.D., *Bishop of New York.*
 27. Rev. WILLIAM J. DAWSON, D.D., *Pastor of First Presbyterian Church, Newark, N. J.*
- May 4. Chaplain KNOX.
 11. Rev. ROELIF H. BROOKS, M.A., *Rector of St. Paul's Church, Albany, N. Y.*
 18. Rev. WILLIAM HENRY BAWDEN, *Pastor of First Baptist Church, Perth Amboy, N. J.*
 25. Chaplain KNOX.

Exhibitions

Germanistic Lectures (Dr. Kriehn.)

Under the auspices of the Department of Anthropology and the American Ethnological Society, there was exhibited from Monday, November 4, to Saturday, November 9, 1912, an archæological collection illustrating part of the explorations conducted in the year 1911-12 by the International School of American Archæology and Ethnology in Mexico City.

A Gerhart Hauptmann Exhibit, commemorating his fiftieth birthday, November 15, 1912, and celebrating the award to him of the Nobel prize for Literature, was arranged under the auspices of the Germanistic Society of America and the Deutsches Haus, from December 2-21, 1912.

John McLean Nash presented an exhibition illustrative of the History of English Book Illustration of the Georgian Period, chiefly from the collection of the works of James Thomson, from January 13-31, 1913.

An exhibition of books, prints and medals, arranged by Columbia University in the City of New York in collaboration with the Germanistic Society of America, illustrative of the life and times of Frederick the Great, chiefly from the collections in the royal libraries in Potsdam, Charlottenburg and Berlin, the National Gallery, the Royal Academy of Arts and the Royal Numismatic Institution of Berlin, in the University Library Exhibition Room, April 1 to June 1, 1913.

MISCELLANEOUS

- November 7. The Application of Hyperbolic Functions to Electrical Engineering. Dr. A. E. KENNELLY, *Harvard University.* (301 Eng.)
 Germanistic Lectures? (Dr. Kriehn.)
- December 16. The Good Side of Stock Watering. Mr. W. H. LYON, *of the Amos Tuck School of Business Administration of Dartmouth College.* (301 Hm.)
- May 2. The Ammonia System of Acids, Bases and Salts. Dr. EDWARD C. FRANKLIN. (309 Ho.)

APPENDIX 5

REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1912—MAY 31, 1913

To the President of the University,

SIR:

I have the pleasure to present herewith a report of the activities of this office for the fiscal year 1912-1913.

The action of the trustees of the University taken on May 5, uniting the work of the Committee on Employment and the Committee on Appointments under the title of the Appointments Office, makes it necessary for this report to detail a branch of the work of the office during the past year which has hitherto received little or no attention at Columbia, save in the various departments of the University and at Teachers College. Accordingly this report will be subdivided, the first heading (I) dealing with student employment, and the second (II) with the appointments to professional, business, and teaching positions.

I. STUDENT EMPLOYMENT*

Last year the number of students registered for work with this office was 566, while the number for the preceding year was 563. These figures do not include the total number of students who are self-supporting during the academic year at Columbia University, but merely those who have registered at the University's authorized bureau for assistance. In the summer of 1912, there were 460 such applications for work. These numbers represent roughly about one-tenth of the registration of the University during the academic year. It is probably safe to say that in the Graduate Faculties, the professional schools, with the exception of the College of Physicians and Surgeons, and in Columbia College, at least one-third of the total registration is

*See Appendix A for tables.

composed of students who are depending on themselves for the cost of part or of all their education.

The total earnings of the students registered for the year were \$120,279.30, of which \$57,192.74 was made directly through the aid given by the office, and \$63,086.56 independent of any assistance on the part of the office. Inasmuch as these earnings are tabulated in the appendix, only a word of explanation is needed here. The earnings with the help of the office represented an increase of more than sixty per cent. over the earnings of the preceding year, which were \$35,419.56. The greatest increase was in the total of earnings made through the office in the academic year. The earnings for 1912-1913, in this period were \$42,111.99, as opposed to \$26,003.27 for the preceding year. The increase in earnings in the summer of 1912, over 1911, was more than \$5,600, the exact figures being \$15,080.75 for 1912-1913, and \$9,416.29 for the summer of the previous year.

Perhaps the most important test to which these totals of earnings can be put is that which shows the average amount reported by the individual student. Of the **Average Earnings** 566 who were registered with the office in the academic year 459 reported, whereas only 258 of the 460 registered in the summer of 1912, reported their earnings. The average amount earned with the help of the office for the academic year by each student reporting was \$91.75, an increase of \$25.75 over the year 1911-1912.

The students in the Law School who reported their earnings averaged \$136.15, while the 89 graduate students who reported averaged \$121.25. The reported average earnings in the other schools for the academic year were: Fine Arts, \$92.05; Extension, \$88.41; College, \$87.91; Journalism, \$79.06; Barnard College, \$49.47; Applied Science, \$42.56.

The 258 students who reported during the summer of 1912 earned on an average \$58.45 apiece, with the Law School topping the list with an average of \$102.76; the others being, Graduate Schools, \$89.55; College, \$58.14; Fine Arts, \$56.16; Medicine, \$45.71; Barnard College, \$38.66; Applied Science, \$17.06; Teachers College \$14.25. In other words the average

student in Columbia University registered with the Student Employment Office for aid, was enabled to earn during the twelve months ending May 31 last, \$150.20, or an amount almost sufficient to pay his tuition in the Law School, Columbia College, Barnard College, Teachers College, the Graduate Faculties, or the School of Journalism.

II. PROFESSIONAL AND TEACHING APPOINTMENTS*

The work of the Committee on Appointments which has been taken over by the Appointments Office had been allowed to fall into a state of partial inactivity for want of proper supervision. It is planned now to make the work of finding permanent employment for graduates of the University a definite and important part of the duties of the office.

In order to make the office absolutely independent we should have an endowment fund of at least \$100,000. This would provide for the future growth of the work and at the same time would enable us to make such changes in our methods both internally and externally which experience shows are necessary. It should be possible for us to carry on an endless campaign of advertising in some of the better newspapers and journals of the day. We are able to do this now for several weeks in the year by a fund that has been placed at the disposal of the office, and we should not be obliged to drop this end of our work when the small fund we have is exhausted. Our field is constantly broadening, but we cannot continue to meet the increased demands upon us with the facilities which have been doing duty for a dozen years.

Respectfully submitted,

MALCOLM M. ROY,

Secretary.

*See Appendix B for tables.

A. STUDENT EMPLOYMENT

STUDENTS REGISTERED WITH THE OFFICE. AVERAGE EARNINGS

SCHOOL	Students Registered			Students Reporting			Average Earnings			
	1911-12	Summer, 1912	1912-13	1911-12	Summer, 1912	1912-13	Summer, 1911	1911-12*	Summer, 1912	1912-13
College	149	141	148	115	90	134	....	\$59.42	\$58.14	\$87.91
Law	81	67	85	65	47	66	....	79.02	102.76	136.15
Medicine	14	13	16	10	7	10	....	53.02	45.71	61.35
Applied Science ..	83	63	100	52	44	59	....	18.10	17.06	42.56
Graduate	153	107	106	93	35	89	....	109.55	89.35	121.25
Fine Arts	11	10	18	3	3	9	....	58.67	56.16	92.05
Barnard College ..	25	27	16	21	15	15	....	41.18	38.66	49.47
Teachers College..	22	18	28	21	12	28	....	43.52	14.25	68.71
Journalism .....	....	....	20	....	..	20	....	....	....	79.06
Extension	25	14	29	14	5	27	....	29.96	....	88.41
Totals.....	563	460	†566	394	253	457	....	\$66.00	\$58.45	\$91.75

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

†Of this number 221 withdrew or were dropped on or before the end of the academic year.

EARNINGS DURING THE ACADEMIC YEAR, OCTOBER 1 TO MAY 31

SCHOOL	Through Aid of Office		Independently		Totals	
	1911-12	1912-13	1911-12	1912-13	1911-12	1912-13
College	\$6,833.31	\$11,779.50	\$8,537.94	\$6,845.19	\$15,371.25	\$18,624.69
Law	5,136.36	8,854.37	7,160.14	5,349.25	12,296.50	14,203.62
Medicine	530.21	613.50	954.90	1,046.00	1,485.11	1,659.50
Applied Science ..	941.20	2,511.07	2,886.80	2,714.35	3,828.00	5,225.42
Graduate	10,188.10	10,791.76	15,922.93	17,019.74	26,111.03	27,811.50
Fine Arts	176.00	828.50	1,466.13	828.90	1,642.13	1,657.40
Barnard	864.75	841.00	4,246.50	2,062.61	5,111.25	2,903.61
Teachers	913.84	1,924.00	2,506.25	1,827.50	3,420.09	3,751.50
Journalism .....	....	1,581.25	....	1,925.40	....	3,506.65
Extension	419.50	2,387.04	627.00	946.25	1,046.50	3,333.29
Totals.....	\$26,003.27	\$42,111.99	\$44,308.59	\$40,565.19	\$70,311.86	\$82,677.18

EARNINGS DURING THE SUMMER VACATION, 1912

SCHOOL	1911	1912	1911	1912	1911	1912
College	\$3,558.16	\$5,233.10	\$4,230.99	\$7,307.34	\$7,589.15	\$12,540.44
Law	1,724.32	4,830.00	4,356.20	5,197.50	6,080.52	10,027.50
Medicine	540.00	320.00	372.00	868.85	912.00	1,188.85
Applied Science ..	695.45	750.75	1,318.55	3,131.33	2,014.00	3,882.08
Graduate	2,602.96	3,127.40	4,034.14	2,350.50	6,637.10	5,477.90
Fine Arts	75.00	68.50	630.00	967.00	705.00	1,035.50
Barnard	295.40	580.00	347.50	618.00	642.90	1,198.00
Teachers	125.00	171.00	18.00	1,369.85	143.00	1,540.85
Journalism .....	....	....	....	....	....	....
Extension .....	....	....	....	711.00	....	711.00
Totals.....	\$9,416.29	\$15,080.75	\$15,307.38	\$22,521.37	\$24,723.67	\$37,602.12

APPOINTMENTS

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE ACADEMIC YEAR, 1912-13

SCHOOL	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently	Through Aid of Office	Independently
College	\$4,436.97	\$2,703.20	\$2,441.71	\$934.65	\$935.24	\$965.19	\$3,965.58	\$2,242.15
Law	4,641.47	3,554.50	739.40	313.15	157.00	103.00	3,316.50	1,378.60
Medicine	210.00	248.00	96.00	123.00	125.00	675.00	182.50	.....
Applied Science	176.60	501.50	421.85	489.65	1,285.37	799.00	627.25	924.20
Graduate	7,730.16	10,496.21	665.20	616.18	.....	739.00	2,396.40	5,168.35
Fine Arts	80.00	185.00	4.00	50.00	77.00	203.90	667.50	390.00
Barnard	58.00	1,094.50	734.50	627.00	.....	.....	48.50	341.11
Teachers	1,397.00	943.00	327.00	339.00	.....	222.50	200.00	323.00
Journalism	392.00	269.00	674.00	630.40	.....	490.00	515.25	536.00
Extension	478.00	45.00	832.27	414.95	148.25	482.30	928.52	4.00
Totals....	\$19,600.20	\$20,039.91	\$6,935.93	\$4,537.93	\$2,727.86	\$4,679.89	\$12,848.00	\$11,307.41

EARNINGS CLASSIFIED BY OCCUPATIONS FOR THE SUMMER VACATION, 1912

College	\$1,919.50	\$1,491.70	\$2,765.60	\$2,732.87	.....	\$340.00	\$548.00	\$2,742.77
Law	3,323.25	1,278.00	566.25	1,365.00	\$130.00	.....	810.50	2,554.50
Medicine .....	.....	115.00	.....	.....	.....	218.85	320.00	535.00
Applied Science	10.00	409.75	475.75	668.33	165.00	895.10	100.00	1,158.15
Graduate	1,644.00	1,812.50	545.70	113.50	150.00	8.50	787.70	416.00
Fine Arts	68.50	450.00	.....	.....	.....	512.00	.....	5.00
Barnard	72.00	286.00	433.00	332.00	.....	.....	75.00	.....
Teachers	51.00	750.00	120.00	583.85	.....	.....	.....	36.00
Journalism .....	.....	.....	.....	.....	.....	.....	.....	.....
Extension .....	.....	.....	.....	471.00	.....	.....	.....	240.00
Totals....	\$7,088.25	\$6,592.95	\$4,906.30	\$6,266.55	\$445.00	\$1,974.45	\$2,641.20	\$7,687.42

GRAND TOTALS FOR FISCAL YEAR, 1912-13

	Through Aid of Office		Independently		Totals	
	1911-12	1912-13	1911-12	1912-13	1911-12	1912-13
Summer Vacation	\$9,416.29	\$15,080.75	\$15,307.38	\$22,521.37	\$24,723.67	\$37,602.12
Academic Year	26,003.27	42,111.99	44,308.59	40,565.19	70,311.86	82,677.18
Totals.....	\$35,419.56	\$57,192.74	\$59,615.97	\$63,086.56	\$95,035.53	\$120,279.30

POSITIONS FILLED DURING YEAR 1912-13

Addressing	98	Librarian	12
Agent	9	Manual Labor.....	2
Artist's Model.....	2	Messenger	30
Architectural Draftsman.....	1	Miscellaneous	9
Athletic Coach.....	9	Moving Picture Super.....	95
Bookkeeper	2	Musician	24
Boy's Club.....	6	Musical Composition.....	1
Camp	8	Overseer	3
Camp Physician.....	2	Pages	2
Canvassing	11	Playground	1
Caretaker	3	Political	299
Cashier	2	Proctor	226
Chauffeur	2	Reader	3
Clerical	190	Renting Agent.....	3
Clerk	4	Research	3
Collector	4	Salesman	110
Companion	49	Secretary	4
Director	1	Settlement House.....	9
Draftsman	16	Service in Exchange for Room	1
Elevator Operator.....	2	Statistical	24
Engineer	7	Stenographer	38
Engineer of Launch.....	2	Stereopticon Operator	4
Furnace Tender.....	1	Surveying	4
Guide	1	Switchboard Operator.....	3
Gymnasium Instructor.....	3	Tabulator	3
Hotel Clerk.....	6	Translator	25
Housework	6	Tutor	267
Inspector	20	Typewriter	56
Instructor	30	Usher	39
Interpreter	12	Waiter	52
Investigator	21	Writing	1
Laboratory Assistant.....	2		
		Total.....	1,885

The following table, which shows the earnings of the students since 1898-99, may perhaps be of interest. In the years 1902-03 to 1910-11 all students in the University were asked to make a report of their earnings. Since 1911, only those regularly registered with the Office have been asked to report.

	<i>With</i>	<i>Without</i>	<i>Total</i>
1898-99	\$1,600 00	Unreported	\$1,600 00
1899-1900	3,000 00	Unreported	3,000 00
1900-01	4,977 00	Unreported	4,977 00
1901-02	5,459 68	\$10,204 50	15,664 18
1902-03	16,574 94	41,149 63	57,724 57
1903-04	27,452 10	46,569 07	74,021 17
1904-05	43,032 11	49,404 09	92,436 20
1905-06	39,660 96	64,529 43	104,190 39
1906-07	30,645 33	80,515 95	111,161 28
1907-08	28,766 15	67,089 85	95,856 00
1908-09	29,245 83	65,908 89	95,154 72
1909-10	39,054 02	127,723 47	166,777 49
1910-11	24,861 02	50,848 43	75,709 45
1911-12	35,419 56	59,615 97	95,035 53
1912-13	57,192 74	63,086 56	120,279 30
	\$386,941 44	\$726,645 85	\$1,113,587 28

B. GRADUATE APPOINTMENTS

GRADUATES AVAILABLE FOR PERMANENT POSITIONS

(a) TEACHING—		Engineering—	
Women	59	Chemical	9
Men	154	Civil	14
		Electrical	2
		Mechanical	8
(b) BUSINESS AND PROFES-		Metallurgist	2
SIONAL—		Law Clerkships.....	15
Business	26	Secretary	4

APPOINTMENTS

	<i>Number of Positions Filled</i>	<i>Number of Salaries Reported</i>	<i>Aggregate Salaries Reported</i>
<i>(a) TEACHING—</i>			
1. Universities and Colleges—			
Chemistry	1		
Economics	2		
English	3	2	\$2,400 00
French	1	1	1,200 00
History	2	1	1,200 00
Psychology	1	1	1,600 00
2. Private or Secondary Schools—			
English	1		
Latin	1	1	1,000 00
Mathematics	1	1	720 00
	<hr/>	<hr/>	<hr/>
Totals.....	13	7	\$8,120 00
<i>(b) BUSINESS AND PROFESSIONAL—</i>			
Accounting and Auditing.....	3	1	960 00
Banking and Brokerage.....	7	4	1,632 00
Engineering—			
Chemical	1		
Civil	2		
Mining	2		
Advertising	3	1	1,200 00
Law	7	1	760 00
Publishing	4	2	2,400 00
Salesman	2	1	720 00
Secretaryships (Private).....	3	3	2,760 00
	<hr/>	<hr/>	<hr/>
Totals.....	34	13	\$10,332 00
	<hr/>	<hr/>	<hr/>
Grand Totals.....	47	20	\$18,452 00

APPENDIX 6

BOARD OF STUDENT REPRESENTATIVES

1912-1913

The first action of the Board for the season of 1912-13 was to accept the resignation of Mr. Warren B. Chapin, who had left the University for business, and to elect to the vacancy thus occasioned Mr. Walter R. Mohr. At the first meeting Deans Goetze and Keppel were present, and requested the co-operation of the Board with the Faculty for the coming year, a request which the Board kept constantly in mind in administering its business.

During the early fall the Board arranged and conducted the annual Sophomore-Freshman rushes, tug-of-war, push-ball contests, etc., and also supervised the class elections and other interclass matters.

**Activities
of the
Board**

The next consideration of the Board was the matter of three societies the existence of which was deemed detrimental to the best interests of the University community. Upon deliberation and hearing it was deemed that these societies should cease to exist, and appropriate steps were taken for their abolition.

The trouble arising from the friction between the Interboro Rapid Transit Company and the Class of 1915 was also considered and settlements made which were satisfactory to all parties concerned.

By far the most important and wide-reaching action of the Board was the drafting of a system for the election and control of the managers of the Varsity athletic teams.

The system, which was worked out after consideration of practically all the systems in vogue at other universities, is given in full below.

**Election of
Athletic
Managers**

CONSTITUTION OF THE COLUMBIA UNIVERSITY ATHLETIC MANAGERS' ELECTION COMMITTEE

I—Name

This body shall be known as the Columbia University Athletic Managers' Election Committee.

II—Composition

It shall be composed of—

1. The Graduate Director of Athletics as Chairman.
2. A member of the Faculty, who shall be the chairman of the Committee on Student Organizations.
3. The managers of the three major sports, viz., Crew, Track, and Basketball.
4. The Manager of Basketball, and one other manager of a minor sport to be chosen by the minor sports managers, viz., Managers of Soccer, Golf, Tennis, Fencing, Rifle Team, Hockey, Swimming, Wrestling, and Gymnastics.

III—Meetings and Quorum

The regular meeting for the election of assistant managers for the Varsity teams, and managers of the Freshman teams, shall be called during the first week in May of each year at the request of the Chairman.

Special meeting may be called by the Chairman when necessary during the year.

A full attendance shall constitute a quorum.

IV—Duties and Powers

This committee shall have the power to fairly and properly elect the Assistant Managers of Varsity Teams and the Managers of Freshman Teams at its annual meeting. These elections shall be announced in *Spectator* the day following their occurrence.

This committee shall have the power and it shall be its duty to fill all vacancies which may occur.

This committee shall have the power to remove any manager, assistant manager or captain who may be deemed incompetent or unable to give sufficient attention to his sport through academic requirements. To do this a five-sevenths vote of the committee shall decide. In case of the removal of a captain, the team shall elect a new captain.

V—Assistant Managers

a. The assistant managers shall be elected at the regular meeting in May. They shall hold office for one year, and at the expiration of that time shall become managers. The committee may, however, by a five-sevenths vote, debar an assistant manager from advancing to the grade of manager, and declare the office vacant, and fill the same, as provided for herein.

b. The assistant manager shall be elected from the members of the Sophomore Class who have been working during the year under the direction of the Graduate Director as Second Assistant Managers.

VI—Application of Second Assistant Managers

All candidates shall present their names in writing to the Graduate

Director on or before the 15th day of October of each year, before which date a call for candidates will have been issued through the *Spectator*.

At this time each candidate shall fill out an application blank, giving his name, address, age, course in the University, class, number of entrance conditions, if any, an account of previous managerial experience either at Columbia or Preparatory School, and finally a list of teams in order of preference for which he wishes to try.

VII—Assignment of Work

At the beginning of each week the Graduate Director shall appoint the Second Assistant Managers to the various teams for which they shall work for that week.

The Graduate Director shall also have power to distribute the men as he deems necessary.

VIII—Weekly Report by Managers

All managers shall submit to the Graduate Director a report of the work done by each candidate assigned to him during that week, with an estimate of his capabilities. Such report to be turned in to the Graduate Director on the Monday following said week, on the form provided for that purpose.

IX—Collection of A. A. Dues

The collection of A. A. Dues shall be an important part of each candidate's duty and shall be entirely in the hands of the Graduate Director.

X—System of Election

At the regular meeting of this committee it shall receive a report on each candidate from each manager and assistant manager. The committee shall then consider these reports and elect to the different assistant managerships the men whom they consider most competent to fill the positions, giving due weight to the candidates' orders of preference.

XI—Managers of Freshman Teams

This same system shall be used in all details for the election of Freshman managers.

XII—Amendments

This constitution may be amended by a five-sevenths vote of the committee with the approval of the Board of Student Representatives.

To explain and make clear this system to everybody, the Board prepared the following letter and had it published in the University daily:

November 20, 1912.

Editor of Spectator.

DEAR SIR: In answer to the numerous queries, and to clear the misunderstandings which exist in regard to the new system of the election of managers of athletic teams, the Board of Student Representatives makes the following explanations. The explanations are given to the articles of the constitution according to the order of their occurrence in the constitution and are accordingly numbered:

I. Self Explanatory.

II. (1) In the first place, the Graduate Director of Athletics, as Chairman, is the man best fitted by virtue of his position and knowledge of athletic affairs to conduct the business of the meetings of the Board.

(2) In selecting the Chairman of the Committee on Student Organizations as a member of this committee (a typographical error caused the constitution to read "Chairman of the Committee on Athletics"), Student Board has aimed to have a representative of the faculty who best knows the conditions of undergraduate affairs, and surely the Chairman of the Committee on Student Organizations is pre-eminently so qualified.

The object in having a faculty member on this Board is to enable the Board to obtain from him the opinion of the faculty on the various men brought up for election.

(3) In regard to the managers of the three major sports, there can be no doubt as to their fitness and ability to judge of the candidates' abilities and personalities to hold a managerial position. Each candidate comes under their personal direction for several different weeks during the year.

(4) The same holds true for the manager of the Basketball Team and the manager chosen by the minor sports as their representative on the Board.

III. The clause pertaining to meetings and quorums is self-explanatory.

IV. There can be little doubt that with the proper personnel of the Board, it will be qualified to judge of the men, and it is generally conceded that such selection is greatly to be preferred than the former system of submitting a "team" nomination to the Board of Student Representatives for its approval. Under the old system defeated candidates for managerships of the major sports, oftentimes men with greater ability than those actually elected to the managership of minor sports teams, were deprived from managing any team whatsoever, and consequently the teams as a whole were deprived of good managers.

Under the new system all teams get the best men for their respective jobs and so no good men are lost.

The power to remove an incompetent manager, either because of incompetency or because of his carrying too heavy an academic programme to permit him to give his managership a proper amount of time, a contingency not liable to occur under this new system, may be well vested in this Board. The same holds true in the case of the removal of a captain, although in the latter instance the team would elect the removed captain's successor.

V. The candidates for assistant managers will in their Sophomore year, by this new system, become acquainted in a general way with the working and general policies of all the teams, and at the same time the respective managers, who are later to make their recommendations to the Board of Election, and in some cases to vote on them, will be able to determine the abilities of all the respective candidates. In their capacities as assistant managers of one team, the newly elected men will learn very thoroughly the complete working of the sport which they are later to manage.

VI. The article in regard to application and statement of preference offers no difficulties, so there is no need of explaining it.

VII. In devising the system of assigning the work for each week an endeavor has been made to obviate the conditions under which a large number of men would be working for a team which at that time had little need of their assistance, while another team would be in the height of its season and would be needing the assistance of many men, but actually had only the assistance of the few men who were trying for manager of that team.

In the new system the men will be assigned to those teams most needing them from week to week. The assignments of the men will be made by the Graduate Director because he is the most authoritative person in the athletic office, and, furthermore, to call a weekly meeting of the Board of Electors for the purpose of assigning these men to their various duties would be inexpedient and unpracticable.

VIII. The weekly report on each man is one of the vital points of the scheme, forming as it does a systematic report based upon the work and ability of each man week by week throughout the year on which he may be judged. This will settle all doubts as to just what each candidate's duties were and how well he performed them.

IX. The collection of A. A. dues by each candidate is a matter best placed in the hands of the Graduate Director, as the finances of the Athletic Association are entirely handled by him.

X. There will be a meeting of this committee in the spring of the year, at which the elections will take place. At this meeting the Board will receive from each one of the managers and assistant managers reports on the relative abilities of the various men who have worked under him during the year, and such a report shall embody a statement

as to the men best fitted for the various sports. These reports, and also the application blanks stating the candidate's preferences, shall be read at the meeting, and then, after due consideration, ballots will be cast and the men elected. In the election due consideration will be given to a man's preferences for any one of the teams.

XI. The points raised in regard to the election of Freshman managers were thoroughly discussed by the Board before the system was adopted. As is stated in the constitution, the system applies in all details to the election of Freshman managers. To those unacquainted with the duties of Freshman managers it may be explained that they are really of a nominal nature. Their chief duty is to get the men of their class out for their sport. The arrangement of schedules, guarantees, etc., is in the hands of the assistant manager of the sport. Therefore it does not seem unreasonable to have the honor of becoming Freshman Manager deferred till the end of the year, when the numerals are awarded to the team. The matter of having the managers' picture in the *Columbian* can be arranged by an insert in cases where the season of the sport is over before the end of the year.

In conclusion the Board of Student Representatives wishes to point out that the system was not arrived at in a hurry. Last year's Board had the matter under consideration and virtually passed upon it, but so late in the year that final action could not be taken.

In drawing up the system, similar ones in use at other big colleges were considered at length and numerous conferences held with men best qualified to talk on the subject. Meetings of the present managers were held and the system viewed from all angles before the present one was evolved.

It is manifestly better than the previous system, and at least deserves a thorough trial before further criticism and correction.

I am,

Very truly yours,

SANFORD JAUQUES, *Secretary,*
For the Board of Student Representatives.

A system for the election of a leader of the organized cheering was taken into consideration and resulted in the establishment of a system whereby candidates were called out, a leader selected, and compensation given in the form of an insignia award. This system was not given a fair trial, due to its tardy drafting, and consequently the results did not live up to the expectancies of the Board. We hope to see the system worked out by our successors.

The Class of 1914 appealed to the Board to rescind the action

of the previous Board in abolishing the Junior "Prom." of that class. The Board upheld, however, the action of the preceding Board. "Prom."

As a result of the controversy which arose between the Senior Class of the Law School and the Board over the right of the Board of Student Representatives to sanction class meetings of the classes of the Law School, a referendum ballot was put to the vote of the Law School, with the ultimate outcome that the wish of the Law School was to remain under the jurisdiction of the Board. Law School

A system of Fraternity Rushing Rules was submitted by the Board to the various Greek-letter societies, but was rejected, as no system is wanted by the majority of the fraternities. The plan was as follows: Fraternities

The undersigned Fraternities agree as follows:

(1) Each Fraternity agrees that it will not offer any pledge to nor accept any pledge from any person not a student in Columbia University.

(2) Each Fraternity agrees that it will not offer any pledge to any student in any academic year before the second Monday in November in any such year, and that it will not accept any pledge from any student before the Wednesday following the second Monday in November in any such year.

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

(4) Any Fraternity may withdraw from this agreement by giving three months' notice in writing of its intention so to do to each of the other Fraternities party to this agreement.

Dated Columbia University, 1913.

A petition of a new publication for permission to organize and publish a paper was rejected.

made recommendations, whenever necessary, Committees looked into, reported on and to the University Book Store, the Commons and the Library. Miscellaneous

The Board passed a resolution requesting the resignation of the editor-in-chief of *The Jester* because of the improper character of one of the issues of that publication. The resignation was tendered and accepted.

A Non-Athletic Insignia Committee was appointed to draw up plans for the awarding of insignia to the participants in non-athletic interests. The plan has not succeeded, owing to the lack of funds necessary to carry it out.

Attempts were made to reorganize "Kings Crown," and to encourage and help it wherever possible.

The more general wearing of athletic insignia upon the Campus was encouraged, and appropriate recommendations made to the Insignia Committee.

The question of the appropriateness of awarding team insignia to the managers of athletic teams was discussed, and when put to the vote of insignia wearers, the ballot was returned in favor of granting the insignia to the managers.

A new system for the election of class officers was put into effect and worked out to the satisfaction of every one concerned.

Numerous other petty disputes and questions were settled by the Board, and in all instances the Board acted to its fullest capacity as a successful intermediary and supervisory body.

The actual acts of legislation were as follows:

LEGISLATION

A man may compete for his class for four years, and after the first four years he shall compete with the class with which
Class he is to graduate, with the exception that in
Eligibility the Law School a man graduated from another college may compete only for the Law School in interclass contests.

Students registered primarily in Extension Teaching and
Fraternity not working for a degree be forbidden to join
Eligibility fraternities.

The School of Journalism shall have a representative on the
Columbian Columbian Board, who shall be elected accord-
Board ing to the same rules that govern the election of other members of the Board.

Support of Each division of each class shall be assessed
Board \$5.00 for the support of the Board,

1. Article IV, Section 1, to read:

To be eligible for election from the College a student must be, at the time of the election, a regularly matriculated student in the College, of Junior academic standing, and must have entered the University with his class as a Freshman.

Election
Statute
Amendments

2. Article IV, Section 2, to read:

To be eligible for election from the Schools of Mines, Engineering and Chemistry, a student must be, at the time of the election, a regularly matriculated member of the Third-Year Class in one of such schools, and must have entered the University with his class as a Freshman.

3. Article IV, Section 3, to read:

To be eligible for election from the School of Law, a student must be, at the time of the election, a regularly matriculated student in the Second-Year Class of the Law School, and must be a graduate of Columbia University.

4. Article IV, Section 4, to read:

To be eligible for election from the School of Architecture, a student must be, at the time of the election, a regularly matriculated member of the Third-Year Class in the School of Architecture, and must have entered the University with his class as a Freshman."

5. Article IV, Section 5, to read:

To be eligible for election from the School of Journalism, a student must be, at the time of the election, a regularly matriculated student of the School of Journalism, of Junior standing, and must have entered the University with his class as a Freshman.

6. Article IV, Section 6, to read:

To be eligible for election from the student body at large, a student must be, at the time of the election, a regularly matriculated student in Columbia University, intending to continue his studies therein during the ensuing year, and must comply with the eligibility regulations as set forth in Article IV, Sections 1, 2, 3, 4 and 5.

7. Article VI, Section 3, to read:

At each election all voting shall be by ballot only, and conducted through the office of the Registrar. The election period during which balloting may take place shall extend over three days, between the hours of 9 A.M. and 5 P.M. of each day. In the elections provided for in Section I of this Article, the candidate receiving the highest number of votes in each election shall be considered elected. In the general election provided for in Section II of this Article, the six candidates receiving the highest number of votes shall be considered elected. A ballot shall be declared void if more or less than six of the candidates on the ballot are voted for.

The Sophomores and Juniors shall elect all class officers for the ensuing year during the first week of May.

Election of Class Officers The Seniors shall elect their permanent class officers the first week of May.

The Freshmen shall elect their class officers during the second week of October.

Election of Managers of Athletic Teams.

The Board of 1912-13 offers the following recommendations to the Board which succeeds it:

Recommendations I. That in the future the members of the Sophomore and Freshman classes refrain from using public conveyances when going to or from any interclass function which might result in a clash of the two lower classes.

Also that the said two classes be advised, under these same circumstances, to refrain, under penalty, from any course of action which might lead to the disapproval of the public.

II. That the matter of Athletic Bulletin Boards be taken up by a committee appointed by and from the Board in order that athletic notices may be conveniently observed by the students.

III. That the Board be advised against attempting any legislation in regard to a co-operative store on the Campus, as the matter has been given a thorough consideration by the retiring Board and found inadvisable.

IV. That although the Board recognizes the need and desirability of an organized system of fraternity "rushing," still we would discourage any further action in this matter, as it is not desired by the fraternities themselves.

Respectfully submitted,

CLARENCE E. MEISSNER,
Chairman.

June 30, 1913.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

I have the honor to submit herewith my report as Registrar of the University for the academic year 1912-13. During my leave of absence, as associate professor, the first half-year, including the Summer Session of 1912, this office was in charge of the Assistant Registrar. The reports of his successful administration which reached me during my absence were found on my return to be fully justified. It seemed that the time had come when I could, and should, again give undivided service as an officer of instruction, and I accordingly offered my resignation as Registrar, which the Trustees have since accepted, to take effect June 30th. My work in this office has been a valuable experience, a gain which I should be loath to forego. It has been an especial privilege to serve during a period of University history signalized by a rapidity of growth which has stimulated every administrative officer to keep pace, and by improvement of organization which has materially increased the possibility of efficient routine. Two such improvements that bear directly upon the work of the Registrar's office are the establishment of a University Committee on Undergraduate Admissions, with machinery for expert handling of this important business, and of a public office for the Dean of the Graduate Faculties. I was fortunate, at the outset, in having on the office staff a man possessed of both academic and business training who, as Chief Clerk and later as Assistant Registrar, has been an invaluable aide. I am naturally gratified by his appointment as my successor. The debt which I owe to the other members of the original staff, and to those who have been added in the past five years, should not be left unmentioned, for their response to large demands has been

quick and intelligent. I have more than once acknowledged the obligation of this office to the many officers of administration and instruction who, by initiative and by requested cooperation, have aided much and often, and the relations formed with them have been the Registrar's most valued bonus. Finally, I would express again my sense of gratitude to the President and the Trustees of the University for the sympathy and ready support which they have uniformly accorded to the plans for development that must else have been left untried.

Each annual report since 1908 has recited the increasing demands upon the Registrar's office, with the record of increasing registration as convincing evidence. The year 1912-13 is one of two in that period in which more than one thousand have been added to the net enrollment. The addition to the number of individual records is larger than this by several hundred, as examination of the duplicate registration will show. The most significant factors for the Registrar's records in the increase during the last five years are Summer Session and Extension Teaching. The former had 1,532 students in 1908, 3,602 students in 1912. In 1908-09 the records of Extension Teaching were kept in another office; in 1912-13 the total number of these students (including duplicates) is 2,311. The sum of this group and the increase in Summer Session (4,381) is nearly 70 per cent. of the total gross registration in 1908-09 (6,282) without taking account of the increase in other registration groups, particularly in the College and the Graduate Faculties. The records of Extension Teaching now require all the time of one clerk, while those of the Summer Session take, in the aggregate, as much more, aside from the large staff of extra clerks provided for the immediate work of registration and report. Only the willing aid and counsel of the Director of Summer Session and Extension Teaching has made it possible to meet the urgent problems which these great divisions of the University have presented.

The last two reports have called attention to the handicap which the Registrar's office suffers by reason of inadequate and unsuitable quarters, a condition which each necessary addition to the clerical force makes more acute. The available space for

storing records is exhausted and it will soon be necessary to transfer some elsewhere, at a sacrifice of convenience and safety. The experience of 1912 proved that Summer Session registration could no longer be conducted in East Hall and the Assistant Registrar, in co-operation with the Bursar and the Consulting Engineer, has prepared plans for establishing temporary headquarters for the Registrar and the Bursar in the University Gymnasium. This expedient will obviate the worst instance of congestion, but is not available to remedy that which occurs at the time of fall registration and at intervals throughout the year whenever the filing of blanks or other business fixed by statutory date brings students to the office in large numbers.

In addition to the conduct of office routine, two special investigations have received attention. The first was an examination of the registration under the Faculties of Political Science, Philosophy and Pure Science, with reference to the distribution of students and of tuition charges among the several groups as classified in Table VII. The results were tabulated and submitted to the Special Committee, of which the Dean of the Graduate Faculties was chairman. This investigation was similar to that made several years ago for the Committee of Nine. The second was an examination of the distribution, by subjects, of prescribed and elective attendance of the Class of 1913 in Columbia College during its entire residence. A tabular survey was submitted to the faculty and instructors of the College, informally assembled. This survey, with an explanatory digest of the results obtained, may appear in a future number of the *University Quarterly*. A very important undertaking of the past year was the revision of the several diploma forms used by the University. This revision was made by a committee composed of the Clerk of the Trustees, the Provost of the University and the Assistant Registrar. In this connection the last-named officer made an investigation of the processes of engraving and preparation of diplomas and of the proposals submitted by firms competing for the work.

The tables that summarize the record of the year now closing correspond to those of my last previous report. As hitherto,

Table I shows the registration by faculties and by the larger administrative groups, Tables II and III give a comparative survey of registration and of the rate of increase and decrease for a period of years; XII and XVI make a similar comparison, in respect to residence and the bestowal of degrees, with the record of 1912-13 as shown in XI and XV, respectively. Table IV supplements I with a classification of matriculated students in the Summer Session; Tables VII-X and XVII classify graduate students by faculties and subjects; XIII and XIV show the parentage and nature of their previous degrees. Table XVIII shows the average and the median age of students in the College and the Schools of Mines, Engineering and Chemistry; Tables XIX and XX, the instruction given by the several departments according to the student unit and the course unit, respectively. The charts showing the increase in registration in the entire University since 1866 and the comparative geographical distribution of the student body in 1896-07 and 1912-13 have been brought down to date. An additional section of this report presents the statistics of Extension Teaching, with tables similar to those used for Summer Session statistics. It should be observed that the registration in Extension Teaching is nowhere included in the statistics of the main report, except as a single supplementary item in Table I. Summer Session registration appears as a separate item in Tables I, II, III, VII and VIII, and is analyzed, as to matriculated students, in Table IV, but is otherwise excluded from consideration in the main report. The appended report of the Summer Session of 1913, the details of which will be incorporated, as explained above, in the general report for 1913-14, will be made by my successor, who will take office July 1st.

The total enrollment for 1912-13, excluding students in Extension Teaching and Special students in Teachers College, as well as duplicates in the Summer Session and elsewhere, is 9,379, a net increase of 1,016, or about 12 per cent. over that of 1911-12. This is more than twice the increase of 1911-12, which was 505. It is

exceeded in the history of the University only by the increase of 1,256 in 1910-11. Compared with 1910-11 the increase is 1,521, or 19.3 per cent.; with 1909-10, 2,770, or 42 per cent.; in the four-year period since 1908-09, 3,492, or 59.3 per cent. In the Summer Session of 1912 the gain was 629, as compared with 341 in 1911, which correspondingly increases the total. In the University Corporation, exclusive of the Summer Session, the enrollment was 4,158, as against 3,839 in 1912, an increase of 319, that for 1912 having been 59, for 1911, 429. Including the Summer Session, with allowance for duplicates, the enrollment of the Corporation increased from 6,303 to 7,244, a gain of 941, as compared with 371 in 1912 and 995 in 1911. As in the comparison above, the greater increase is partly due to the larger gain of the last Summer Session, as against that of the preceding year. Of the 3,741 students in Extension Teaching (exclusive of duplicates, viz., 410 matriculants and 74 registered in the Summer Session of 1912) and special classes in Teachers College, 3,458 attended courses given at the University, making the total number actually receiving instruction at the University 12,837. The corresponding total last year was 11,199; in 1911, 10,425. Making proper deduction for non-matriculated students, for duplicate matriculated students in the Summer Session (in 1912 numbering 643) and for students in Extension Teaching, many of whom, however, return year after year and ultimately become matriculants, there were 6,933 candidates for degrees and diplomas in residence during 1912-13. Of this number 1,650, or nearly 24 per cent., completed the requirements and graduated (see Table XV). The proportion of graduates is reduced by the large number of Summer Session matriculants under the non-professional graduate faculties and in Teachers College (in 1912, 575 and 380, respectively) who do not return for the academic year and who accordingly require several years to complete their residence. Some candidates for the Master's degree, however, combine a half-year with Summer Session, and all undergraduate students in Teachers College must be in full residence for at least two half-years. It is, therefore, evident that most of the so-called "part-time" students pursuing courses

for a professional diploma or for a higher degree, including those whose residence for the Master's degree is wholly in Summer Session, complete the requirements within a reasonable period and with corresponding continuity of effort. An important factor in the case of Summer Session graduate students is, that many devote a portion of their time in the preceding academic year to systematic preparation for a given course, under the direction of the instructor, or in the following year to the completion of a report on prescribed supplementary reading or to the preparation of the master's essay. The four or five Summer Sessions are accordingly not to be regarded merely as brief, isolated periods of intensive work.

The increase of the year is distributed among all the faculties of the University except those of Medicine, Applied Science and Barnard College. In Columbia College the increase is 57, as compared with 18 last year and 110 in 1910-11. The number admitted to the Freshman Class was 234 against 229 in 1911-12. The gain of the past five years is nearly 35 per cent. The number entering in February was 65, including 6 non-matriculants. Last year the total was 64, including 4 non-matriculants. The number admitted in February, 1911, was 77; in 1910, 55; in 1909, 22. The College graduated this year 127 Bachelors of Arts and 61 Bachelors of Science, the total exceeding by 36 the number graduated last year, by 46 that of 1911. Of the 188 graduates, 18 completed their course in three years, 21 in three and one-half years, as against 12 and 11, respectively, in 1912. A few of these were enabled to graduate in the shorter period in virtue of extra credit for high standing or of the curriculum for a degree with honors, but about one-half took one or more Summer Sessions. Twenty-seven obtained the degree after a residence of two years or less, having been admitted to advanced standing from other colleges; of this number 8 were admitted to the Senior Class and spent only one year in residence. Two graduates received the degree of Bachelor of Arts with Honors, four with High Honors, two with Highest Honors; one the degree of Bachelor of Science with Honors, two with High Honors, one with Highest Honors. The total number of graduates who availed

themselves of options in the professional schools, and who accordingly were required to spend four years in residence, was 75 (as against 68 last year, 54 in 1911), distributed as follows: Law, 40; Medicine, 6 for one year, 9 for two years; Mines, Engineering and Chemistry, 7; Architecture, 5; Journalism, 1; Teachers College, 7. Barnard College, which last year had the largest gain in its history, has decreased from 640 to 618. This is an increase of 71 over the enrollment of 1910-11. The gain during the past five years is more than 36 per cent.

The non-professional graduate faculties have gained 137, as compared with 66 and 229, respectively, in 1912 and 1911. Their enrollment has increased 60 per cent. in the last five years; in the ten-year period 152 per cent. The number entering in the second half-year was 171, as compared with 184 in February, 1912. Of this year's increase 18 are in Political Science, 62 in Philosophy, 57 in Pure Science. The respective increase last year was 16, 15 and 35; in 1910-11, 73, 114 and 42. As shown in Table VII, the increase in each faculty is mainly under the head of primary registration (25, 32 and 42, respectively), that in Pure Science being, as last year, both actually and relatively the largest. In the Faculty of Philosophy there is an increase in the number of students primarily registered in Teachers College, 349 against 316. The number of Seminary students under each faculty is practically the same as last year, the total of these students being identical. The number of students registered from the School of Philanthropy under the Faculty of Political Science decreased from 18 to 15; last year the decrease was nearly 50 per cent. In the Summer Session of 1912 the number of registrations under the Graduate Faculties increased from 409 to 575, Philosophy gaining 105, Political Science and Pure Science 46 and 15, respectively. As appears from Table IV, which classifies the matriculated students of the Summer Session, only the students not registered in either of the succeeding half-years are included in the foregoing numbers. As noted under Table I, the 575 graduate students resident in Summer Session only are not included in the total of 1,570 as there given (because of the

unequal period of residence), so that the grand total of non-professional graduate students, exclusive of duplicates, is actually 2,145. Of the 1,570 registered in one or both academic half-years 934 are men and 636 are women, as against 878 men and 555 women in 1911-12. The increase of men is thus only two-fifths of the total (56 of 137), whereas in last year's gain of 66 the proportion of men was five-sixths. In 1910-11 the gain of 229 included 29 more men than women. In 1909-10 the increase of women was five times that of men, in 1908-09 it was double.

The net increase (counting duplicates) in all schools of the University, exclusive of Summer Session, is 414, as compared with 224 last year and with 851 in 1910-11. This is distributed among the registration groups as follows: Undergraduate colleges, 35, or 8.5 per cent.; non-professional graduate faculties, 137, or 33 per cent.; professional schools, 242, or 58.5 per cent. Of the latter the School of Law has gained 61, Teachers College, 61, the College of Pharmacy, 127. In Law the registration shows a gain of 20 more than that of last year and is the largest since the establishment of the collegiate requirement for admission, ten years ago. The School of Medicine lost 7, as compared with a gain of 22 last year. There is a net loss of two since the new collegiate requirement went into effect, in 1910-11. Despite the decrease in this year's total attendance, the entering class increased from 64 to 73. The Schools of Mines, Engineering and Chemistry show a decrease of 2, as compared with a decrease of 53 last year. In these schools 10 students availed themselves of the professional option, making the actual attendance 679. The number exercising this option in the School of Law was 47, making the actual attendance 525; in the School of Medicine the number was 25, making the actual number instructed 369. In the School of Architecture there was an increase of 6, in Music, a decrease of 4. To the 141 attending the former school were added 5 College students exercising the professional option. The School of Journalism begins with a total enrollment of 76, including 22 non-matriculants, which class of students is in the nature of things relatively larger than in the other professional

schools. The College of Pharmacy has made the largest gain since its incorporation in the University and has increased nearly 85 per cent. in the past five years.

The registration under the several faculties is classified in Table I. In Table II will be found a summary of the registration by faculties since 1902-03, and in Table III a survey of the rate of increase and decrease by years and by periods. It has been previously pointed out (Annual Reports, 1909, page 168) that Tables II and III must be examined in the light of circumstances bearing upon registration, such as increase of tuition charges and of requirements for admission; likewise with allowance for the relative age of the various schools. The recent growth of the student body (including Summer Session since 1900, but exclusive of Extension Teaching) is shown by the following summary of totals:

TOTAL ENROLLMENT INCLUDING THE SUMMER SESSION
1894-1912

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

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

	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13
Men	2930	3205	3297	3662	3763	4072
Women	1412	1545	1820	2231	2310	2453
Total	<u>4342</u>	<u>4750</u>	<u>5117</u>	<u>5893</u>	<u>6073</u>	<u>6525</u>

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1912-1913

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total, 1912-13
Columbia College*	311	210	152	174	30	...	877
Barnard College	184	155	144	86	49	...	618
Total undergraduates	495	365	296	260	79	...	1495
Faculty of Political Science	...	...	...	...	32	382	414
Faculty of Philosophy	...	...	...	...	92	749	841
Faculty of Pure Science	...	...	...	...	31	284	315
Total non-professional graduate students****	...	...	...	...	...	...	1570
Faculty of Applied Science***	180	161	146	159	23	...	669
Faculty of Law***	139	161	137	...	41	...	478
Faculty of Medicine***	73	61	76	106	28	...	344
School of Journalism***	16	10	13	15	22	...	76
Faculty of Pharmacy	222	148	...	...	36	8	414
Teachers College { School of Education	...	...	437	416	275	294	1422
{ School of Practical Arts	174	73	12	...	3	...	262
Faculty of Fine Arts { Architecture	...	...	115	...	24	2	141
{ Music	...	...	4	...	10	2	16
Total professional students	...	...	...	...	...	...	3822
<i>Deduct double registration†</i>	...	...	...	...	...	...	362
Net total	...	...	...	...	...	...	6525
Summer Session, 1912	...	...	...	...	...	...	3602
Grand total	...	...	...	...	...	...	10127
<i>Deduct double registration‡</i>	...	...	...	...	...	...	748
Grand net total	...	...	...	...	...	...	9379
Students in extension teaching (net)§	...	...	...	...	...	...	1828
Special students in Teachers College¶	...	...	...	...	...	...	1913

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

**The total, 1570, does not include 96 college graduates in law (70), medicine (19), applied science (4), architecture (2), and journalism (1), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 575 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

***Exclusive of college students also registered under the professional faculties (in the exercise of a professional option), as follows: 10 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science); 47 Seniors in the School of Law; 13 Juniors and 12 Seniors in the School of Medicine; 8 Seniors in Teachers College; 1 Junior and 4 Seniors in the School of Architecture; 2 Juniors and 2 Seniors in the School of Journalism.

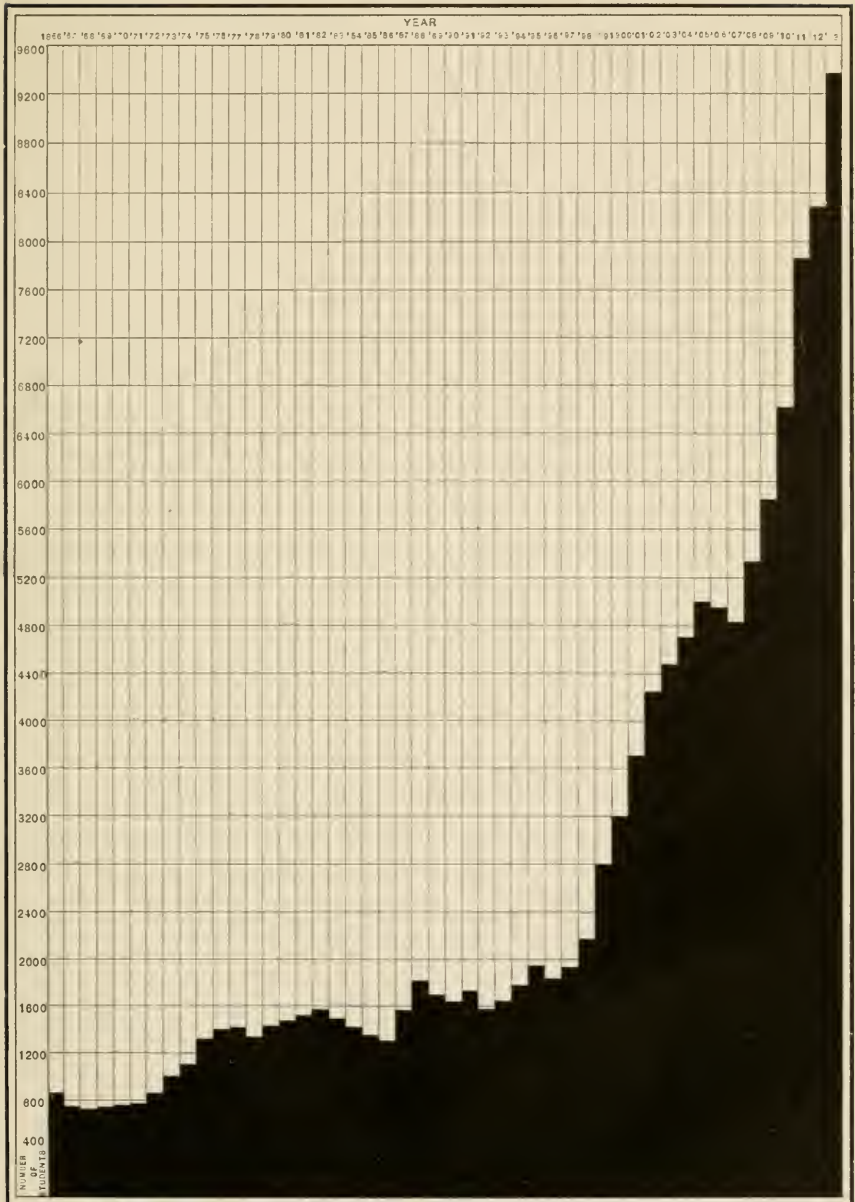
†Of the total, 349 are Teachers College students, 294 enrolled in the Faculty of Philosophy as candidates for the higher degrees (172 men and 122 women) and 55 special non-candidates (31 men and 24 women); and 13 are Columbia College students who graduated in February and subsequently enrolled in some other school of the University.

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

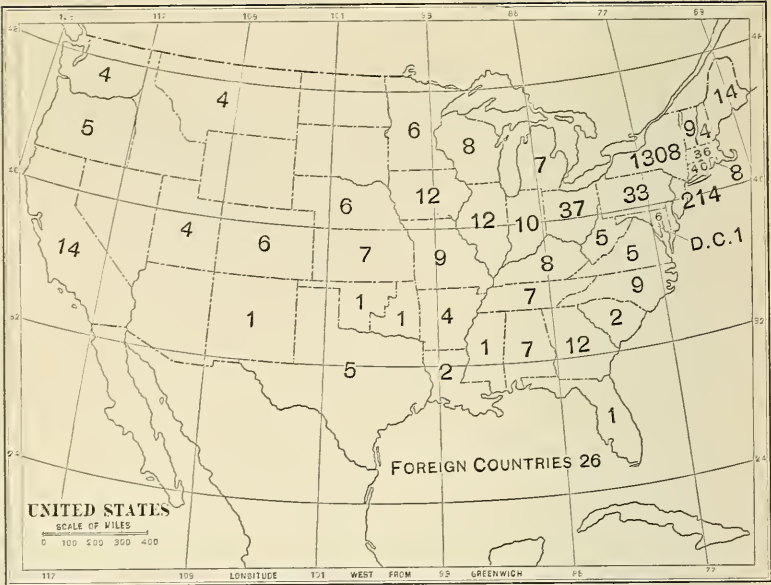
§Attendance at the University (excluding 410 matriculated students and 74 students also registered in the Summer Session). 1545; attending away from the University, 283.

¶Including 304 in Evening Technical courses and 1609 in special classes.

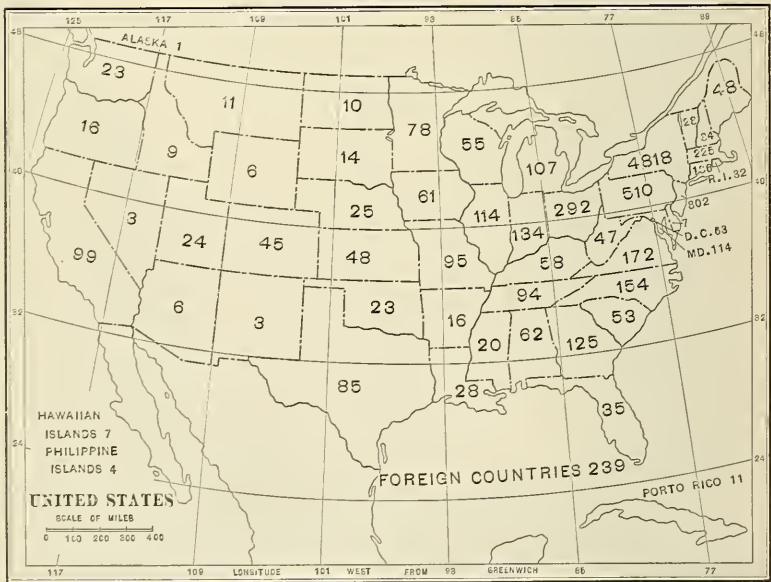
COLUMBIA UNIVERSITY
 TOTAL ENROLLMENT INCLUDING SUMMER SESSION
 1866-1913



1896-1897



1912-1913



GEOGRAPHICAL DISTRIBUTION OF STUDENTS

(1912-13 is inclusive of 1912 summer session, with allowance for duplicates)

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1902-1913

FACULTIES	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913
Columbia College	495	504	534	589	638	650	667	692	802	820	877
Barnard College	358	403	366	390	419	453	498	535	547	640	618
Total undergraduates	853	907	900	979	1057	1103	1165	1227	1349	1460	1495
Faculties of Political Science, Philosophy, Pure Science*....	623	692	782	861	877	977	1015	1138	1367	1433	1570
Total non-professional graduate students*	623	692	782	861	877	977	1015	1138	1367	1433	1570
Faculty of Applied Science....	638	650	601	580	537	618	697	686	724	671	669
Faculty of Law	461	384	341	286	264	249	330	324	376	417	478
Faculty of Medicine	795	674	555	437	381	314	330	346	329	351	344
Journalism .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	76
Faculty of Pharmacy .....	.....	.....	442	353	247	224	267	313	275	287	414
Teachers } Education**	633	688	721	865	743	896	992	1123	1571	1623	1422
College } Practical Arts .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	262
Fine } Architecture	84	90	78	107	106	125	130	142	158	135	141
Arts } Music*** .....	.....	.....	44	33	31	31	28	23	24	20	16
Total professional students..	2611	2486	2782	2661	2309	2457	2774	2957	3457	3504	3822
<i>Deduct double registration†...</i>	<i>132</i>	<i>196</i>	<i>226</i>	<i>268</i>	<i>154</i>	<i>195</i>	<i>204</i>	<i>205</i>	<i>280</i>	<i>324</i>	<i>362</i>
Net total	3955	3889	4238	4233	4039	4342	4750	5117	5893	6073	6525
Summer Session	643	1001	961	1018	1041	1395	1532	1971	2632	2973	3602
Grand net total‡.....	4507	4709	4981	4964	4852	5373	5887	6602	7858	8363	9379
Students in Extension Teaching§	1196	1590	1886	2738	2719	3267	3013	2583	1008	1280	1828
Special students in Teachers Coll.	.....	.....	.....	.....	.....	.....	.....	.....	1838	1869	1913

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

**Including, prior to 1912-1913, those here classified under the School of Practical Arts. The decrease in 1906-07 was due to the fact that beginning with that year Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College were no longer included in the primary registration of that school.

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

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

‡Excluding summer session students who returned for work in the succeeding fall. The summer session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1912. A detailed report of the summer session of 1913 is appended.

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

TABLE III
PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1903-1913, 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	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913	1902-1903	1903-1904
Columbia College.....	1.82	5.95	10.30	8.32	1.88	2.61	3.74	15.90	2.24	6.95	31.72	34.92	31.72	34.92	34.92	34.92	77.17	77.17
Barnard College.....	12.57	-9.18	6.56	7.43	8.11	9.93	7.43	2.21	17.00	-3.44	26.54	36.42	26.54	36.42	36.42	36.42	72.63	72.63
Total undergraduates.....	6.33	-0.77	8.77	10.01	4.35	5.62	5.32	9.94	8.23	2.40	29.31	35.54	29.31	35.54	35.54	35.54	77.84	77.84
Political Science } Philosophy } Pure Science } Non-professional graduate students	11.07	13.00	10.10	1.66	11.40	3.89	12.11	20.12	4.83	9.56	56.82	60.79	56.82	60.79	60.79	60.79	152.01	152.01
Applied Science.....	1.88	-7.54	-3.49	-7.41	15.08	12.78	-1.58	5.54	-7.29	-0.29	-3.13	8.25	-3.13	8.25	8.25	8.25	5.02	5.02
Law.....	-16.70	-11.20	-16.13	-7.69	-5.68	32.12	-1.82	16.05	10.90	14.62	-45.96	91.57	-45.96	16.05	10.90	14.62	3.08	3.08
Medicine.....	-15.22	-17.65	-21.26	-12.88	-17.58	5.09	4.85	-4.91	6.68	-0.20	-60.50	6.37	-60.50	6.68	6.68	6.37	-59.25	-59.25
Journalism.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pharmacy.....	.....	.....	-20.13	-30.03	-9.31	19.19	17.23	-12.14	4.36	44.25	.....	.....	.....	.....	.....	.....	.....	.....
Teachers College } Architecture } Fine Arts } Music	8.69	4.80	19.97	-14.10	20.59	10.71	13.21	39.89	3.31	3.76	41.55	87.95	41.55	11.27	-14.56	4.44	106.03	106.03
.....	7.14	-13.33	37.18	-0.93	17.92	4.00	9.23	11.27	-14.56	4.44	48.81	12.08	48.81	-16.67	-20.00	.....	67.86	67.86
.....	.....	.....	-25.00	-6.06	Stat.	-9.67	-1.78	4.35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total professional students.....	-4.79	11.91	-4.32	-13.23	6.45	12.90	6.59	16.91	1.36	8.93	-5.89	55.55	-5.89	16.91	1.36	8.93	46.30	46.30
Net total.....	-1.67	8.97	-0.12	-3.40	6.18	9.39	7.73	15.17	3.05	7.44	9.79	50.28	9.79	15.17	3.05	7.44	64.98	64.98
Summer Session.....	55.68	-4.00	5.93	2.26	33.72	9.82	28.46	33.54	12.96	21.12	116.35	105.37	116.35	12.96	21.12	116.35	458.63	458.63
Grand net total.....	4.49	5.78	-0.34	-2.26	10.73	9.56	20.35	19.02	6.43	12.16	19.21	74.56	19.21	6.43	12.16	19.21	108.10	108.10
Students in Extension courses*.....	32.94	18.56	45.17	-0.69	20.45	-7.77	-14.27	10.18	10.65	42.81	173.16	-40.99	173.16	10.65	42.81	173.16	52.84	52.84

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

Table IV classifies the 1,692 matriculated students of the Summer Session, constituting, in 1912, 46.95 per cent. of the total registration. Of the considerable number (268 in 1908, 368 in 1909, 455 in 1910, 511 in 1911, 720 in 1912) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1912, 575) do not return during either of the succeeding half-years and hence are not accredited to those faculties in the statistics of the year. Those who complete the residence requirement for the A.M. in Summer Session exclusively would never appear in the statistics as non-professional graduate students. There is likewise a large number of Summer Session students matriculated in Teachers College (in 1912, 380) who do not return during the remainder of that year, although sooner or later all spend at least one full year in residence. Some of these, however (in 1912, 159), and of the students matriculated under the faculties of Columbia College, Barnard College and Applied Science nearly all (the exceptions being mainly those who have completed their work for the degree), return in the fall and are accordingly included in the Statistics of Table I. Of the double registration (748) noted as due to Summer Session, 643 represent the above groups of regular, matriculated students. The remaining 105 include a few matriculated students who returned in the fall and registered under a different faculty (e.g. College students who completed the requirements for the Bachelor's degree and continued as graduate or professional students) and a number of non-matriculants who were admitted in September as regular students. Of the latter, 20 entered the College; 23, the Schools of Mines, Engineering and Chemistry; 7, Barnard College; and 21, Teachers College. The graduate students registered for 1912-13 in Summer Session only are included in the statistics of the Faculties of Political Science, Philosophy and Pure Science as given in Tables VII and VIII. They are not included in the statistics of those faculties as given in Tables I, II and III. As noted above, the number of graduate students is thereby increased from 1,570 to 2,145.

The discrepancies between the totals as given in Table IV and those given in the report of the Summer Session last year

are due to changes and additions in matriculation of students subsequent to the compilation of the earlier statistics.

TABLE IV

CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER SESSION OF 1912

FACULTIES	Returned During Academic Year 1912-13			Did Not Return During Academic Year 1912-13			TOTAL
	Men	Women	Total	Men	Women	Total	
Columbia College.....	119	.....	119	18	.....	18	137
Barnard College.....	.....	44	44	.....	10	10	54
Total undergraduates.....	119	44	163	18	10	28	191
Political Science.....	11	6	17	50	26	76	93
Philosophy*.....	54	44	98	244	187	431	529
Pure Science.....	19	11	30	49	19	68	98
Total non-professional graduate students.....	84	61	145	343	232	575	720
Applied Science.....	112	.....	112	26	.....	26	138
Law.....	52	.....	52	8	.....	8	60
Medicine.....	6	.....	6	23	5	28	34
Teachers College.....	39	120	159	67	313	380	539
Fine Arts.....	6	.....	6	3	1	4	10
Total professional students..	215	120	335	127	319	446	781
Grand total.....	418	225	643	488	561	1,049	1,692

*Including 298 students (216 men and 82 women) with education as a major subject and registered under the Faculty of Philosophy through Teachers College. Of this number 44 (33 men and 11 women) returned during the academic year.

Table V explains the distribution by departments of the students enrolled in the Schools of Mines, Engineering and Chemistry and shows the number of College students who have availed themselves of the professional option in these schools. The respective figures for 1911-12 are added for comparison.

TABLE V

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

DEPARTMENTS	Second Year	Third Year	Fourth Year	Non-matriculants	Total	
					1912-13	1911-12
Chemical Engineering.....	24	25	21	...	70	59
Chemistry	5	5	2	5	17	16
Civil Engineering.....	55	36	44	2	137	126
Electrical Engineering.....	29	17	16	8	61	54
Mechanical Engineering.....	39	18	25	2	84	72
Metallurgy	5	7	8	3	23	22
Mining Engineering	23	38	43	3	107	133
Sanitary Engineering.....	...	...	...	...	...	4
Unclassified .....	...	...	...	...	...	1
Total	*171	146	159	23	*499	487
Uniform First Year.....	....	....	....	....	180	184
College students also registered in the Schools of Mines, Engineering and Chemistry.....	....	....	....	....	679	671
					†	13
						684

*Including College men exercising professional option and distributed as follows: 2 Ch.E., 3 C.E., 3 E.E. and 2 M.E.
 †In 1912-1913 included above.

From Table VI it appears that the number of seminary students in attendance under the non-professional graduate faculties has remained stationary, while last year there was an increase of 22.5 per cent., in 1910-11 an increase of 33 per cent. The attendance last year exceeded by 38 the largest previous registration of such students. The larger rate of increase in 1910-11 and the succeeding year came mainly from Union Theological and the General Theological Seminary, especially from the former, due in part to its change of location at that time.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Total		
				1912-13	1911-12	1910-11
Union Theological Seminary.....	59	37	1	97	92	84
General Theological Seminary.....	12	9	..	21	28	25
Drew Theological Seminary.....	9	5	..	14	13	11
Jewish Theological Seminary.....	4	17	..	21	20	13
Total.....	84	68	1	153	153	133

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

TABLE VII

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

A—Faculty of Political Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Primarily registered	161	124	15	12	176	136	312	287
Summer Session	50	26	.....	.....	50	26	76	30
Seminary Students	81	.....	3	.....	84	.....	84	83
School of Philanthropy..	10	3	1	1	11	4	15	18
School of Law	64	.....	5	.....	69	.....	69	63
Schools of Mines, Engineering and Chemistry	1	.....	.....	.....	1	.....	1	.....
School of Journalism....	1	.....	.....	.....	1	.....	1	.....
Officers	1	2	.....	.....	1	2	3	8
Total.....	369	155	24	13	393	168	561	489

B—Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Primarily registered ...	144	229	8	22	152	251	403	371
Summer Session	244	187	.....	.....	244	187	431	326
Seminary Students	61	1	6	.....	67	1	68	68
Teachers College	172	122	31	24	203	146	349	316
School of Law.....	1	.....	.....	.....	1	.....	1	2
School of Architecture..	2	.....	.....	.....	2	.....	2	.....
Officers	12	8	1	.....	13	8	21	24
Total.....	636	547	46	46	682	593	1275	1107

C—Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Primarily registered ...	149	76	26	4	175	80	255	213
Summer Session	49	19	.....	.....	49	19	68	53
Seminary Students	1	.....	.....	.....	1	.....	1	2
School of Medicine.....	18	.....	1	.....	19	.....	19	14
Schools of Mines, Engineering and Chemistry Officers	3	.....	.....	.....	3	.....	3	6
	50	8	1	0	51	8	59	43
Total.....	270	103	28	4	298	107	405	331

The Faculties of Political Science, Philosophy and Pure Science also give instruction to students of Columbia, Barnard and Teachers College who are admitted to certain courses (numbered under 200) that are open to qualified undergraduates. Since such students receive credit for this work toward the bachelor's degree only, they are not included in the statistics of the graduate faculties. In 1912-13 (exclusive of the Summer Session) the number of undergraduate half-year registrations under the Faculty of Political Science was 86; under the Faculty of Philosophy, 149; under the Faculty of Pure Science, 39.

TABLE VIII

POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE (TOTAL)

A—By Primary Registration

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Pol. Sc., Phil. and Pure Science	454	429	49	38	503	467	970	871
Summer Session	343	232	.....	.....	343	232	575	409
Theological Seminaries..	143	1	9	.....	152	1	153	153
School of Philanthropy..	10	3	1	1	11	4	15	18
Teachers College	172	122	31	24	203	146	349	316
Law	65	.....	5	.....	70	.....	70	65
Medicine	18	.....	1	.....	19	.....	19	14
Applied Science	4	.....	.....	.....	4	.....	4	6
Architecture	2	.....	.....	.....	2	.....	2	.....
Journalism	1	.....	.....	.....	1	.....	1	.....
Officers	63	18	2	.....	65	18	83	75
Total.....	1275	805	98	63	1373	868	2241	1927

B—By Faculties (Total, including Summer Session)

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Political Science	369	155	24	13	393	168	561	489
Philosophy	636	547	46	46	682	593	1275	1107
Pure Science	270	103	28	4	298	107	405	331
Total.....	1275	805	98	63	1373	868	2241	1927

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

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Political Science	303	155	19	13	322	168	490	426
Philosophy	633	547	46	46	679	593	1272	1105
Pure Science	249	103	27	4	276	107	383	311
Total.....	1185	805	92	63	1277	868	2145	1842

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

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1912-13	1911-12
Political Science	253	129	19	13	272	142	414	396
Philosophy	389	360	46	46	435	406	841	779
Pure Science	200	84	27	4	227	88	315	258
Total.....	842	573	92	63	934	636	1570	1433

Table IX indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1912-13, exclusive of the Summer Session. Table X summarizes the election of major and minor subjects by divisions and by faculties.

TABLE IX

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

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

SUBJECTS	Political Science		Philosophy*		Pure Science†		Total	
	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor	Subject of Major Interest	Minor‡
Administrative Law ...	13	6					13	6
Agriculture					4		4	
American History	37	12		5			37	17
Anatomy					3		3	
Ancient History	12	9		3			12	12
Anthropology		3	2				2	5
Architecture					2		2	
Astronomy						1		1
Bacteriology				1		8	1	9
Biological Chemistry ..				1	38	8	38	9
Botany					26	20	26	20
Chemistry				5	56	35	56	40
Chinese Lang. and Lit..		2	4	1			4	3
Comparative Literature..		2	14	51			14	53
Constitutional Law	56	18		1			56	19
Education		15	288	39		14	288	68
Electrical Engineering..						3		3
English		5	166	49			166	54
Geology				1	25	20	25	21
Germanic Lang. and Lit.				60	6		60	6
Greek (incl. Archæol.) ..		1	5	6			5	7
Highway Engineering...					25		25	
History of Thought and Culture	25	31		3			25	34
Indo-Iranian Languages ..			5	4			5	4
International Law	12	6		1			12	7
Latin (incl. Roman Arch.)		1	25	9			25	10
Mathematical Physics ..					27	7	27	7
Mathematics				19	45	6	45	25
Mechanical Engineering ..						3		3
Medieval History	45	24		22			45	46
Metallurgy					5	3	5	3
Mineralogy					1	1	1	1
Mining					3	4	3	4
Modern European Hist..	18	28		2		1	18	31
Music			2	1			2	1
Philosophy (incl. Ethics)		13	59	28			59	41
Physics				1	11	26	11	27
Physiology						4		4
Political Economy	50	50		5		2	50	57
Psychology		5	31	22			31	27
Roman Law and Comp. Jurisprudence	4	3		1			4	4
Romance Lang. and Lit. (incl. Celtic)		1		26	20		26	20
Semitic Languages			14	5			14	5
Social Economy	45	20		27			45	47
Sociology and Statistics ..	88	48		25			88	73
Zoology				7	31	10	31	17
Total.....	405	303	701	373	303	176	1409	852

*Including Music, under the Faculty of Fine Arts.

†Including Architecture, under the Faculty of Fine Arts.

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

TABLE X
(A) SUMMARY BY DIVISIONS

	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology				9	*103	50	103	59
Chemistry				5	56	35	56	40
Classical Philology		2	30	15			30	17
Education		15	288	39		14	288	68
Engineering					25	6	25	6
Geology and Mineralogy				1	26	21	26	22
History, Economics and Public Law	405	255		95		3	405	353
Mathematics and Physical Science				20	83	40	83	60
Mining and Metallurgy					8	7	8	7
Modern Languages and Literatures		8	266	126			266	134
Oriental Languages		2	23	10			23	12
Philosophy, Psychology and Anthropolgy		21	92	52			92	73
Total	405	303	†699	†372	‡301	176	1405	851

*Including 4 students with Agriculture as major subject.

†Omitting 2 students with major subject and 1 student with minor subject under the Faculty of Fine Arts (in Music), counted in Table IX.

‡Omitting 2 students with major subject under the Faculty of Fine Arts (in Architecture), counted in Table IX.

(B) SUMMARY BY FACULTIES

FACULTIES	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science	405	255		95		3	405	353
Philosophy		48	699	242		14	699	304
Pure Science				35	301	159	301	194
Total	405	303	699	372	301	176	*1405	†851

*Omitting 4 students with major subject under the Faculty of Fine Arts.

†Omitting 1 student with major subject under the Faculty of Fine Arts.

It will be seen from the Table IX that twenty-five or more candidates for a higher degree have pursued major work in each of twenty-two subjects, the order being education, English, sociology and statistics, Germanic languages, philosophy, chemistry and constitutional law (with an equal number of major candidates), political economy, mathematics, mediæval history and social economy (the last three with an equal number of major candidates), biological chemistry, American history, psychology and zoology (with an equal number),

mathematical physics, botany and Romance languages (with an equal number), geology, highway engineering, history of thought and culture, Latin (the last four with the same number of major candidates). In 1911-12 the number of subjects with twenty-five or more major candidates was fifteen, the order having been education, English, sociology and statistics, political economy, philosophy, chemistry, social economy, Germanic languages, constitutional law, mathematics, American history and the history of thought and culture (with an equal number of major candidates), Romance languages, botany, zoology.

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

**Geographical
Distribution**

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

	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13
North Atlantic Division....	80.85	78.40	80.15	79.87	79.40	77.65	79.84
South Atlantic Division....	2.76	3.38	3.20	3.17	3.56	3.85	4.35
South Central Division....	2.03	2.56	1.89	2.43	2.26	2.54	2.25
North Central Division....	8.05	8.75	8.39	8.72	8.72	8.76	7.92
Western Division.....	2.57	2.79	2.61	2.68	2.58	2.82	2.58
Insular Territories.....	0.17	0.14	0.27	0.27	0.24	0.16	0.26
Foreign Countries.....	3.57	3.98	3.40	2.87	3.24	4.22	2.80

The percentage of students from the North Atlantic Division shows a considerable increase over that of last year, when it was exceptionally small. The actual increase of attendance in this division is 495, of which 418 are from the State of New York. The total from that State is 4,021, as compared with 3,603 in 1911-12; of this number 3,194 are residents of New York City, against 2,846 in 1911-12. Of the other States in

this division Maine, Pennsylvania and Vermont show decreases of 8, 12 and 13, respectively. The remaining five States show increases, the largest from New Jersey (74). There has been a smaller percentage of increase from the South Atlantic division, the actual gain being 50. In the South Central, North Central and Western divisions there has been a slight percentage decrease, the actual decrease being 7, 15 and 3, respectively. The registration from Insular and Non-Contiguous Territories has increased from 10 to 17, that from foreign countries has decreased from 250 to 183, a percentage loss of 26.08. From China and Japan there are 56 and 23 students, respectively, as against 52 and 19, respectively, in 1912. The number of Chinese students is more than double that in 1909-10. The number from Germany decreased from 25 to 5. The attendance of Canadian students is 44, as compared with 61 in 1911-12, and 53 in 1910-11. Eight foreign countries included in last year's registration are not included this year; among these are France, Holland, Russia, Spain and Sweden. Panama and South Africa are added. The total number of foreign countries represented is 23; their enrollment is distributed among all the schools of the University, the largest registration being in Teachers College, followed by Philosophy, the Schools of Mines, Engineering and Chemistry, and Political Science, each with 25 or more, College with 13, Pure Science with 11, Fine Arts and Pharmacy with 7 each, Medicine with 5.

Students came this year from every one of the United States; from each, ten excepted, the registration exceeded 10. From each of 24 States the attendance exceeded 25. Four of these show an increase over last year of more than 25 per cent.; namely, Georgia, North Carolina, Texas and Virginia. Georgia increased from 30 to 48, Virginia 49 to 70. From five States the enrollment was more than 50 each,—from Virginia (70), California (67), Illinois (58), Indiana (58) and North Carolina (51). From five States other than New York it exceeded 100,—Connecticut (134), Massachusetts (118), New Jersey (636), Pennsylvania (224), Ohio (130); in each except Pennsylvania it is larger than last year. From the Hawaiian Islands and the Philippines came eight students. Of the 6,525 students

(exclusive of Summer Session), 5,209 were from the North Atlantic division, 1,316 from all other registration divisions, and of these 1,116 from other sections of the United States. Five States show a decrease in enrollment of ten or more students: Indiana (14), Vermont (13), Pennsylvania (12), Alabama (11), Rhode Island (10).

Three thousand one hundred and ninety-four students, distributed as follows, are permanent residents of New York City: College, 585; Law, 208; Medicine, 177; Applied Science (Mines, Engineering and Chemistry), 409; Fine Arts, 75; Political Science, Philosophy and Pure Science, 743; Barnard College, 391; Teachers College, 362; Journalism, 30; Pharmacy, 214. Last year's total was 2,846. The principal increases of New York City students are in Applied Science (112) and in Political Science, Philosophy and Pure Science (111).

The geographical distribution of students in the Summer Session of 1912 was shown in Table E of the report appended to the Annual Report for 1911-12. The total geographical distribution by States for the year 1912-13, inclusive of 1912 Summer Session (but not of Extension Teaching), with allowance for duplicates, is shown on the outline map which faces Table II of this report.

TABLE XI

RESIDENCE OF STUDENTS (A) THE UNITED STATES

1912-1913	College	Law	Medicine	Applied Science	Fine Arts	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
North Atlantic Division (79.84 per cent.)	795	337	285	577	117	54	238	634	227	574	1171	402	252	5209
Connecticut	5	11	11	10	6	4	11	9	6	8	47	10	4	134
Maine .....	...	3	...	...	...	...	3	6	1	1	12	3	5	24
Massachusetts	7	3	6	6	2	2	12	23	11	8	47	5	14	118
New Hampshire	2	1	1	1	1	1	1	1	1	1	9	...	...	17
New Jersey	76	41	34	57	9	4	28	94	21	61	224	36	49	636
New York	688	252	215	500	97	38	216	467	169	490	713	36	160	4021
Pennsylvania	14	20	12	3	2	5	15	31	16	4	110	11	19	224
Rhode Island	1	5	1	...	...	1	1	2	2	1	5	1	1	19
Vermont	2	4	2	...	...	...	2	1	...	1	4	...	...	16
South Atlantic Division (4.35 per cent.)	14	41	13	17	11	6	21	48	23	11	97	3	21	284
Delaware .....	...	...	...	...	...	...	...	...	...	1	...	...	...	1
Dist. of Columbia	4	3	1	2	1	...	3	3	4	...	8	...	1	28
Florida .....	...	5	1	1	1	1	1	1	...	...	4	...	1	12
Georgia .....	...	9	3	1	2	2	1	6	2	2	22	1	3	48
Maryland	3	...	1	5	1	...	4	7	8	1	12	...	4	38
North Carolina	2	15	4	2	2	1	4	9	2	2	11	...	3	51
South Carolina .....	...	3	2	2	...	1	2	5	2	1	6	1	1	24
Virginia	4	4	2	3	3	2	5	14	5	3	29	1	5	70
West Virginia	1	2	...	1	1	...	1	3	...	1	5	...	3	12
South Central Division (2.25 per cent.)	12	19	12	7	2	2	9	26	10	13	44	1	10	147
Alabama	4	2	3	1	...	1	1	2	2	3	10	1	2	28
Arkansas .....	...	1	1	1	...	...	1	1	...	...	...	...	...	5
Kentucky	1	2	1	1	...	...	4	...	1	8	...	2	16	
Louisiana	2	...	...	1	...	...	1	...	2	1	...	1	7	
Mississippi .....	...	1	4	...	...	...	6	...	...	2	...	2	11	
Oklahoma	1	3	1	...	...	1	1	1	...	3	...	1	11	
Tennessee	1	6	1	...	...	3	6	2	2	9	...	2	28	
Texas	3	5	2	1	1	1	4	5	4	5	11	...	2	41
North Central Division (7.92 per cent.)	30	57	16	19	11	10	54	74	34	12	239	...	39	517
Illinois	3	4	2	2	3	...	3	6	7	1	31	...	4	58
Indiana	2	8	...	3	...	5	3	13	5	2	24	...	7	58
Iowa	3	4	...	...	1	...	5	2	2	3	17	...	1	36
Kansas	1	5	...	...	...	1	5	5	...	1	11	...	2	27
Michigan	3	3	1	...	...	2	3	4	6	...	28	...	1	49
Minnesota	1	2	1	4	1	...	6	6	3	1	23	...	4	44
Missouri	3	7	3	5	1	1	5	6	2	...	22	...	6	49
Nebraska	1	3	3	...	1	1	1	6	2	1	6	...	4	21
North Dakota .....	...	...	...	1	...	...	...	...	...	3	...	...	...	4
Ohio	7	15	5	5	2	...	20	20	5	2	56	...	7	130
South Dakota	2	...	...	...	...	...	1	...	...	2	...	...	1	4
Wisconsin	4	6	1	...	1	...	3	5	2	1	16	...	2	37
Western Division (2.58 per cent.)	10	17	13	16	9	3	11	18	10	5	67	1	12	168
Arizona .....	...	1	...	...	...	...	2	1	...	1	...	1	...	4
California	3	7	2	5	3	1	3	5	1	1	40	...	4	67
Colorado	3	4	4	5	1	1	4	2	1	1	2	...	...	28
Idaho .....	...	...	1	...	1	1	2	1	...	3	...	2	7	
Montana	1	...	2	2	...	...	...	...	...	2	...	...	...	7
Nevada .....	...	...	...	...	...	...	2	1	...	...	1	1	3	
New Mexico .....	...	1	...	...	...	...	1	1	...	...	...	...	...	3
Oregon .....	...	2	2	...	2	...	1	...	1	4	...	...	...	12
Utah	1	1	2	...	1	...	5	2	1	8	...	4	17	
Washington	2	1	1	3	...	...	1	1	1	7	...	...	...	17
Wyoming	1	...	1	...	...	...	...	1	...	7	...	...	...	3
Insular and Non-Contiguous Territories (0.26 per cent.)	3	4	...	1	...	...	2	1	...	7	...	1	17	
Alaska	1	...	...	...	...	...	...	...	...	...	...	...	...	1
Hawaiian Islands	2	...	...	...	...	...	...	...	...	3	...	...	...	5
Philippine Islands .....	...	1	...	...	...	...	2	...	...	...	...	...	...	3
Porto Rico .....	...	3	...	1	...	...	...	1	...	4	...	1	8	
Totals	864	475	339	637	150	75	385	801	304	615	1625	407	335	6342

TABLE XI—(Continued)
(B) FOREIGN COUNTRIES

1912-1913	College	Law	Medicine	Applied Science	Fine Arts	Journalism	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
Australia								2		1	2		2	3
Austria-Hungary		1												2
Brazil				2										2
Canada			3	1	3		8	10	4		21		5	44
Chile			1											1
China	10			12		1	10	11	6	2	12	2	10	56
Colombia				1										1
Costa Rica				1				1			1		1	2
Cuba				2	1						1	2		6
Germany	1			1				1			2			5
Great Britain and Ireland	1	1		3				1	1		1		1	7
Greece											1			1
India	1			2							1			4
Italy			1		1			1						3
Japan				2	2		8	8			7		4	23
Mexico				2				1			1		1	3
Nicaragua												2		2
Norway											1			1
Panama											2			2
Peru				1										1
South Africa											1			1
Turkey		1	1	2			3	1			5	1	2	12
Turkey in Asia								3					1	2
Total (2.80 per cent.)	13	3	5	32	7	1	29	40	11	3	59	7	27	183
Grand Total	877	478	344	669	157	76	414	841	315	618	1684	414	362	6525

Table XII shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1898-99. A summary of percentages for the past eight years follows:

	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12	1912-13
North Atlantic Division	81.20	80.59	78.13	79.15	80.04	79.20	76.11	79.45
South Atlantic Division	2.59	2.65	2.94	3.07	2.95	3.30	4.06	4.66
South Central Division	2.01	1.84	2.64	1.94	2.60	2.40	2.83	2.37
North Central Division	6.60	7.76	8.35	8.58	8.18	8.41	8.37	7.31
Western Division	3.14	2.75	2.77	2.91	2.83	2.62	3.67	2.57
Insular Territories	0.17	0.14	0.10	0.09	0.06	0.08	0.05	0.26
Foreign Countries	4.29	4.27	5.07	4.26	3.24	3.99	5.51	3.38

Comparison of this summary with that given above for the entire University shows a considerably greater increase in the

proportion of students from the North Atlantic division, 3.34 per cent., as compared with 2.19 per cent. In the schools of the Corporation the proportion of students from the South Atlantic division increased 0.60 per cent., while in the University as a whole the increase was 0.50 per cent. In the South Central, North Central and Western divisions the percentage decrease in the Corporation is somewhat larger than that in the combined schools, 0.46, 1.06 and 0.50, respectively, as compared with 0.29, 0.84 and 0.24. The actual decrease in the respective divisions is 10, 17 and 11, as against 7, 15 and 3 in the University as a whole. From the Territories there is a percentage increase of 0.19, an actual increase from 2 to 11. The proportion of students from foreign countries has decreased from 5.51 to 3.38 per cent. of the total, the actual decrease being from 212 to 141. Of the 4,158 students in the Corporation, 857 came from elsewhere than the North Atlantic division; in 1912 the number was 919, in 1911 it was 787, in 1910 it was 669. An examination of the attendance from the various sections of the United States other than the North Atlantic division in the several schools of the Corporation, as compared with that of 1911-12, shows that the College has gained in the South Atlantic (8 to 14) and North Central (21 to 30) divisions, but has lost in the Western (12 to 10) and has remained stationary in the South Central division. The total number of College students from these four divisions is 66; from foreign countries there are 13, including 10 from China. In the School of Law the number of students from the South Atlantic and North Central divisions increased, respectively, from 32 to 41 and from 42 to 57—total from the four divisions, 134. The School of Medicine has a corresponding total of 54, including 13 each from the South Atlantic and Western divisions and 16 from the North Central. In the Schools of Mines, Engineering and Chemistry there were 7 students from the South Central division, as compared with 23 the preceding year, while from the North Central division the number fell from 56 to 19—total from the four divisions, 59, against 120 last year. The number of students from foreign countries who attended these schools decreased from 93

to 29, of whom 18 came from China and Japan. The registration in Fine Arts from the four divisions has decreased from 39 to 33. Of this number 11 each came from the South Atlantic and North Central divisions, 9 from the Western division. Political Science, Philosophy and Pure Science have increased their enrollment from the South Atlantic division from 69 to 92, from the South Central, 35 to 45. In the North Central and Western divisions there is a small decrease, from 176 to 162 and from 41 to 39, respectively. The total attendance from these four divisions was 338, as against 321 last year. The number from foreign countries is 80, a decrease of five. In the School of Journalism 21 students of the 76 came from States other than those of the North Atlantic division, including 6 from the South Atlantic and 10 from the North Central. One foreign student, from China, was enrolled in this school.

TABLE XII

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

(A) THE UNITED STATES

	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913
North Atlantic Div.	1894	2069	2273	2442	2541	2442	2416	2349	2234	2312	2523	2682	2993	2928	3314
Maine	9	9	12	11	7	8	13	12	14	16	13	15	20	20	13
New Hampshire ..	4	4	4	7	7	2	2	6	9	7	4	6	8	8	8
Vermont	6	10	13	10	13	15	10	13	8	11	3	6	13	22	11
Massachusetts ..	37	62	57	62	63	49	43	52	52	47	55	57	60	62	72
Rhode Island ..	11	11	18	19	22	16	11	8	8	11	9	11	11	11	13
Connecticut	58	70	63	70	56	54	48	38	37	46	53	50	61	67	73
New York	1501	1630	1799	1951	2014	1933	1955	1901	1858	1845	2058	2144	2388	2293	2642
New Jersey	230	230	256	260	296	299	271	258	227	256	264	297	328	308	364
Pennsylvania ...	38	43	51	52	63	66	63	61	71	73	69	96	104	137	118
South Atlantic Div.	45	69	66	69	87	80	84	75	75	87	98	99	125	156	194
Delaware	2	2	.....	5	3	5	5	1	.....	.....	2	2	1	2	.....
Maryland	5	7	7	7	9	10	12	14	10	7	13	13	22	26	29
Dist. of Columbia	3	5	6	9	10	7	4	6	6	10	6	11	10	18	21
Virginia	10	14	9	5	15	9	12	12	9	13	17	19	23	28	42
West Virginia ..	2	2	3	2	4	2	6	7	6	5	5	1	3	8	9
North Carolina..	8	15	12	10	16	14	11	7	15	19	18	16	18	27	41
South Carolina..	2	1	5	5	9	6	9	10	9	13	13	12	20	23	17
Georgia	11	20	22	23	16	19	15	13	16	18	19	20	23	20	26
Florida	2	3	2	3	5	8	10	5	4	2	5	5	5	9	9
South Central Div.	42	48	75	63	65	68	52	58	52	78	62	87	91	109	99
Kentucky	11	13	22	16	18	16	14	13	9	13	10	16	10	13	9
Tennessee	6	5	14	10	10	7	2	6	10	14	5	9	15	17	19
Alabama	8	8	13	7	9	10	8	10	10	10	8	13	19	22	16
Mississippi	2	3	2	7	4	6	7	6	6	8	2	9	13	12	11
Louisiana	1	2	3	2	3	3	4	3	4	5	5	4	5	3	4
Texas	9	14	15	16	14	18	10	13	9	18	20	19	10	25	27
Arkansas	5	3	4	4	5	6	7	5	2	6	7	9	4	7	5
Oklahoma .....	.....	.....	2	1	2	2	.....	2	2	4	5	8	6	10	8
North Central Div.	133	159	160	169	191	195	195	191	220	247	274	274	318	322	305
Ohio	25	34	41	37	45	52	59	45	58	57	59	62	70	79	79
Indiana	17	24	21	22	18	22	23	25	31	29	38	36	50	56	39
Illinois	24	23	29	24	25	26	18	18	20	32	38	42	43	39	30
Michigan	10	16	11	16	12	15	13	14	10	10	22	20	22	22	22
Wisconsin	11	9	5	10	13	9	6	12	17	22	14	7	17	17	22
Minnesota	8	8	8	9	11	16	17	18	16	22	13	25	21	21	24
Iowa	11	8	13	18	20	18	16	9	16	15	19	24	23	23	17
Missouri	11	14	17	13	17	14	17	24	23	25	26	24	32	31	33
North Dakota ..	2	2	.....	3	3	1	2	3	7	8	6	6	3	4	1
South Dakota ..	1	1	.....	4	5	4	4	3	2	4	1	3	2	1	3
Nebraska	7	12	10	10	16	13	10	9	9	9	13	9	13	15	18
Kansas	6	8	3	3	6	5	10	11	11	14	15	16	22	14	17
Western Division..	55	59	76	86	92	95	88	91	78	82	93	95	99	118	107
Montana	8	7	8	10	7	12	12	13	14	12	12	8	8	4	5
Wyoming	2	1	1	1	3	1	.....	2	2	1	1	1	2	2	3
Colorado	12	13	21	17	28	24	22	14	17	13	14	15	18	32	25
New Mexico	1	1	3	5	4	1	.....	.....	1	1	2	2	2	2	3
Arizona .....	.....	.....	1	.....	.....	2	3	4	1	3	2	2	1	2	4
Utah	6	5	9	8	9	11	12	16	9	5	3	11	8	13	12
Nevada	3	3	1	2	1	1	1	3	2	1	1	2	1	.....	3
Idaho .....	.....	.....	.....	1	1	2	2	.....	1	.....	1	2	1	2	6
Washington	1	2	4	9	8	7	5	7	8	12	18	17	21	16	9
Oregon	3	3	5	7	8	6	7	7	3	6	13	11	12	11	7
California	19	24	23	26	23	28	24	25	20	28	26	24	25	34	30
Insular and Non-contiguous Territories.....	4	3	4	1	4	7	4	5	4	3	3	2	3	2	11
Alaska	1	.....	.....	.....	1	2	.....	.....	.....	1	.....	.....	1	.....	1
Hawaiian Island..	3	3	2	.....	.....	1	2	3	3	1	1	.....	2	.....	2
Philippine Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
Porto Rico .....	.....	.....	2	1	3	3	2	2	1	1	2	2	.....	2	5
Total	2173	2407	2654	2830	2930	2887	2839	2769	2713	2809	3058	3239	3629	3635	4030

TABLE XII—(Continued)

(B) FOREIGN COUNTRIES

	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913
North America...	15	18	20	21	34	35	37	35	33	50	46	41	43	56	36
Canada	10	9	6	10	16	21	20	21	21	33	24	26	33	46	28
Central America			1		2	3	3	1	4	2	2	1			2
Cuba	4	5	7	8	9	5	7	7	7	11	12	4	3	6	3
Mexico	1	4	6	3	6	5	6	5	1	4	5	7	6	3	3
West Indies					1	1	1	1			3	3	1	1	
South America ..		1	2	2	3	5	4	6	9	10	11	5	4	7	5
Argentine Rep'c								2		1	2	1			
Brazil						2	1	1	1	4		1	1	2	2
Chile											2	2	2	2	1
Colombia						1		1	2	1	3			1	1
Ecuador											3				
Peru					2		1	2	2	1	1			1	1
Unclassified		1	2	2	1	2	2	2	4	3		1	1	1	
Europe	7	7	8	7	20	21	22	41	35	39	42	25	31	80	22
Austria-Hung'y					2	2	1	2	1	2	3	1		9	1
Belgium						1		1	1	1					
Bulgaria									1			1	1		
Denmark									2		2	1			
France		1			4	2	1	8	4	4	4	4	5	4	
Germany		1		1	3	1	3	10	6	4	5	3	8	18	3
Great Britain and Ireland ..	1	3	6	5	5	9	7	10	6	7	11	4	3	7	7
Greece									2					1	
Holland					1	1	1	1	1	1	1		2	1	
Italy		1			1		2	2	3	2	1	1		5	3
Norway									1	1				1	
Poland											1	2	1		
Roumania										1					
Russia	3			1	2	3	3	3	4	12	8	4	1	22	
Spain	1				1	1	2	2	1	1	2	1	1	1	
Sweden			1				1	1	1	2	1	1	1	1	
Switzerland					1	1		1		1	4	1	1		
Turkey	2	1	1				1		3		1	1	7	10	8
Asia	10	16	8	12	11	19	26	37	41	49	36	40	73	68	76
China					3	3	5	9	8	8	11	20	38	45	50
India				3		2	1	3	5	3	3	5	6	5	3
Japan	9	14	6	9	8	14	19	24	26	35	19	12	24	16	20
Persia	1	1	1					1	1	3	1	2	1		
Syria											1				
Turkey		1	1				1		1		1	1		2	3
Africa	3	2	2	1	2	3	4	3	1	1		1	2		
South Africa ..	3	2	2	1	2	3	4	3	1	1		1			
Australia		1	1	2	1	1	3	2	2	1	1		2	1	2
Total	35	45	41	45	71	84	96	124	121	150	136	112	151	212	141
Grand Total*	2208	2452	2695	2875	3051	2971	2935	2893	2834	2959	3194	3351	3780	3839	*4158

*Deducting duplicates (in 1913, 13); see Note † under Table I.

Table XIII shows that of the 4,158 students in the various faculties of the Corporation 2,276, or 54.6 per cent., are graduates of higher institutions of learning, as against 55 per cent. in 1911-12, 53.4 per cent. in 1910-11, 51.3 per cent. in 1909-10, and 39.4 per cent. in 1902-03. These graduates represent 290 institutions of collegiate rank in the United States and 54 similar institutions in foreign countries. In 1911-12 there were 2,113 graduates of 280 domestic and 71 foreign institutions.

TABLE XIII

PARENTAGE OF HIGHER DEGREES HELD BY STUDENTS

NOTE.—The inclusion of an institution in this Table does not signify the recognition of its degrees by Columbia University.

(A) HIGHER INSTITUTIONS IN THE UNITED STATES

1912-1913	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Adelphi College	8	15	3	.....	.....	.....	26
Adrian College	1	.....	.....	.....	.....	1
Agnes Scott College	1	.....	.....	.....	.....	1
Agricultural and Mechanical College of Texas	1	.....	.....	.....	1
Albany Normal College	1	.....	.....	.....	.....	.....	1
Allegheny College	1	.....	.....	3	1	.....	.....	.....	.....	5
Alma College	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Amherst College	14	2	1	4	10	4	1	.....	.....	36
Armour Institute	1	.....	.....	.....	1
Baker University	3	1	.....	.....	.....	.....	4
Baldwin University	1	.....	.....	.....	.....	.....	1
Bates College	1	2	2	.....	.....	.....	5
Baylor University	1	.....	.....	.....	.....	1	2
Beloit College	1	.....	.....	.....	.....	1	.....	.....	.....	2
Berkeley Divinity School	1	.....	.....	.....	.....	1
Bethany College	1	.....	.....	.....	.....	1
Bethel College	1	.....	.....	.....	.....	.....	.....	.....	.....	2
Boston University	2	5	1	.....	.....	.....	8
Bowdoin College	3	.....	1	1	1	.....	.....	.....	6
Brigham Young University	1	1	.....	.....	.....	.....	2
Brown University	5	1	.....	2	10	8	.....	.....	.....	26
Bryn Mawr College	1	4	1	.....	.....	.....	6
Bucknell University	1	.....	.....	.....	3	1	.....	.....	.....	5
Carleton College	1	.....	.....	.....	.....	1
Central College	1	.....	.....	.....	1
Charleston College	1	.....	.....	.....	1
Christian University	1	.....	.....	.....	.....	.....	1
Clark College	1	.....	.....	.....	2	.....	.....	.....	.....	3
Clark University	1	.....	2	1	.....	.....	.....	.....	4
Coe College	2	.....	.....	.....	.....	1
Colby College	1	2	.....	.....	.....	.....	3
Colgate University	2	2	1	2	4	2	.....	.....	.....	13
College of the City of New York	32	40	10	17	43	28	1	.....	2	173
College of New Rochelle	1	.....	.....	.....	.....	1
College of Pharmacy (New York)	8	3	.....	.....	.....	.....	.....	.....	11
College for Women (So. Carolina)	1	.....	.....	.....	.....	.....	1
Colorado Agricultural College	1	.....	.....	.....	1
Colorado College	1	.....	1	2	2	.....	.....	.....	6
Colorado State Teachers College	1	.....	.....	.....	.....	.....	.....	.....	1
Columbia University	105	43	20	105	265	75	6	1	2	622
Concordia College	1	.....	.....	.....	.....	1
Converse College	1
Cooper Institute	3	.....	.....	.....	3
Cornell University	13	2	1	7	15	4	.....	.....	.....	42
Creighton Medical School	1	.....	.....	.....	.....	.....	.....	.....	1
Dakota Wesleyan College	1	.....	.....	.....	.....	1
Dartmouth College	7	4	1	1	4	.....	.....	1	.....	18
Davidson College	2	.....	.....	.....	.....	2
Denison University	1	.....	.....	1	3	.....	.....	.....	.....	5
De Pauw University	1	.....	.....	1	5	1	.....	.....	1	9
Dickinson College	3	.....	1	3	2	.....	.....	.....	.....	9
Drake University	1	5	.....	.....	.....	.....	2
Drew Theological Seminary	5	1	.....	.....	.....	.....	10
Drury College	1	.....	.....	1	.....	.....	.....	.....	2
Earlham College	1	1	.....	.....	.....	1	3

TABLE XIII—(Continued)

1912-1913	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
East Texas College.....						1					1
Elmira College.....					1						1
Elon College.....		1				1					2
Emory and Henry College.....		2			1	1					4
Erskine College.....						1					1
Florida State College for Women..						1					1
Fordham University.....		4									4
Fort Worth University.....		1									1
Franklin College.....					1						1
Franklin and Marshall College.....					5	1	1			1	8
General Theological Seminary.....						1					1
Georgetown University.....		7	3			1					10
George Washington University.....					4						4
Georgia School of Technology.....				1				2			3
German Wallace College.....					1						1
Gettysburg College.....		1	2				1				4
Goucher College.....					3	5	2				10
Grinnell College.....					1						1
Grove City College.....						1					1
Guilford College.....		2				1					3
Hamilton College.....		1	3		1	3					8
Hamline University.....		1					1				3
Hampden Sidney College.....			2			1					3
Hanover College.....			1		1						2
Hartford Theological Seminary.....						1					1
Harvard University.....	1	22	6	2	11	18	5	2			67
Hillsdale College.....					2						2
Hiram College.....					1	2					3
Hobart College.....		1	2		2	1					6
Hollins College.....					1						1
Holy Cross College.....		2				1					3
Hope College.....			1								1
Howard College.....					1	2					3
Illinois College.....							1				1
Illinois Wesleyan University.....						1					1
Indiana Medical College.....			1								1
Indiana State Normal College.....						1					1
Indiana University.....		1	1	3	3	7	2				17
Iowa State Teachers College.....						1					1
Iowa Wesleyan University.....		2									2
James Milliken University.....						1					1
Johns Hopkins University.....					2	4					6
Kalamazoo College.....						1					1
Kansas State Agricultural College..						2					2
Kenyon College.....					1	1					2
Lafayette College.....		5	1		1		1				8
Lake Forest College.....					1	2					3
Lawrence College.....					1						1
Lebanon Valley College.....						1	1				2
Lehigh University.....						1	1				2
Leland Stanford University.....		1	1		2	2	1				7
Lincoln College.....						1					1
Livingston College.....		1									1
Long Island College Hospital.....			1								1
Loyola College.....				1							1
McMaster University.....					1						1
Manhattan College.....		1									1
Marietta College.....		1				1	1				3
Massachusetts Inst. of Technology.					2	1	4				7
Mercer University.....		2	2			1					5
Miami University.....		1			1						2

TABLE XIII—(Continued)

1912-1913	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
St. Lawrence University						7					7
St. Louis Medical College			1								1
St. Mary's University						1					1
St. Olaf's College							1				1
St. Peter's College			1			1					2
St. Stephen's College					1						1
St. Thomas College			1								1
Sacred Heart College			1								1
Salem College						1					1
Seton Hall College			1			1					2
Shurtleff College					1						1
Smith College					12	17	6				35
South Dakota State College						1					1
Southwestern College					1						1
Southwestern University						1	1				2
Spring Hill College			2								2
State University of Iowa			1								1
State University of Kentucky						2					2
Stevens Institute of Technology				1			2				3
Susquehanna University						1					1
Swarthmore College						3	1				4
Sweet Briar College					1						1
Syracuse University			2	2	8	10	3		1		26
Tarkio College (Missouri)			1								1
Taylor University						1					1
Temple College					1						1
Texas Christian University			1								1
Transylvania University			1								1
Trinity College (Connecticut)			3		2	2	3	1			11
Trinity College (Washington, D. C.)						1					1
Trinity College (North Carolina)					1					1	3
Tri-State College						1	1				2
Tufts College					2	3					5
Tulane University			2								2
Union Biblical Seminary						1					1
Union College					2	3					5
Union Theological Seminary					3	4					7
United States Naval Academy					1						1
University of Alabama			2		1						3
University of Arizona							1				1
University of Arkansas						1	1				2
University of Buffalo Law School		1									1
University of California		5	1	1	2	5	1				15
University of Chattanooga					1	1					2
University of Chicago					6	15	7				28
University of Cincinnati			1		3	6					10
University of Colorado			1	1	1			1			4
University of Denver					1	1					2
University of Florida			2								2
University of Georgia			5	2	1						8
University of Illinois			3			8	3				14
University of Iowa					2		2				4
University of Kansas			1			4					5
University of Maine						2	1				3
University of Maryland							1				1
University of Michigan			4	2	1	6	9	5			27
University of Minnesota					6	7	3				16
University of Mississippi			1	1							2
University of Missouri			1	1		2	5	2		2	13
University of Nashville						2					2
University of Nebraska			3	4		2	7	2			18

TABLE XIII—(Continued)

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
1912-1913											
University of Nevada					1	1					2
University of New Mexico					1						1
University of North Carolina		8			2	6	2				18
University of Oklahoma			1				2				3
University of Oregon		1					1	1			3
University of Pennsylvania			2		4	7	5				18
University of Pittsburgh							1				1
University of Rochester		2	2	1	1		3			1	10
University of the South		1	1		1						3
University of South Carolina			1	1	1	1	1				5
University of South Dakota							2				2
University of Tennessee					3	1	1				5
University of Texas		2			2	2	1				7
University of Utah		2	1				2	1			6
University of Vermont		1				1	1				3
University of Virginia		1	1			1					3
University of Washington				1	1	2	3				7
University of Wisconsin		6			5	2	4				17
University of Wooster		2				4					7
Upper Iowa University						1					1
Unsala College			1			2					3
Ursinus College					1	1					2
Utah Agricultural College						1	1				2
Valparaiso University				1		2	1				4
Vanderbilt University		1	2	1	1	3	1				9
Vassar College					13	11	5				29
Virginia Military Institute			1			1					2
Virginia Polytechnic Institute							2				2
Virginia Wesleyan University						1					1
Wabash College		3			2	3	1				9
Wake Forest College		2	3		1	2					8
Washburn College					3						3
Washington College, Maryland							1				1
Washington and Jefferson College		2									2
Washington and Lee University		3			1		1	1			6
Washington State College							1				1
Washington University		1		1	3	2					7
Wellesley College						3	19	3			25
Wells College					1	1					2
Wesleyan University		2	4		4	13					23
Western Maryland College					1	1					2
Western Reserve University		1		1	4	3					9
Western State Normal School							1				1
West Virginia University		1				4					5
Whitman College		2		1		1	1			1	6
William Jewell College		4									4
William and Mary College						2					2
Williams College		9	8	3	2	2	1				25
Wilson College							1				1
Wofford College		1			2	2					5
Worcester Polytechnic Institute						1	1				2
Yale University		44	24	2	7	1	6	4		3	91
Total	3	443	247	67	433	889	334	28	4	19	2467

TABLE XIII—(Continued)

(B) HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

1912-1913	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Acadia University (Nova Scotia)...				1			4				5
Central Turkey College.....			1								1
College of Mauriac (France).....						1					1
Dalhousie College (Nova Scotia)...					1						1
Ecole Normale (Neuchatel).....						1					1
Ecole Normale (Paris).....						1					1
Doshisha College (Japan).....					1						1
Evangelical School (Smyrna).....						1					1
Freiburg University (Germany).....					1						1
Glasgow University (Scotland).....				1							1
Gymnasium, Baden-Baden.....		1									1
Gymnasium, Hildesheim (Germany).....		1									1
Gymnasium, Kieff (Russia).....					1						1
Gymnasium, Libau (Russia).....						1					1
Gymnasium, Szarvas (Hungary).....									1		1
Hunan School of Technology (China).....				1							1
Institute of Economics and Commerce (Russia).....					1						1
Kobé Higher Commercial School (Japan).....						1					1
Kwansei College (Japan).....					1						1
Kyoto Technical College (Japan)...			1								1
McGill University.....							2				2
Matanzas College (Cuba).....				1							1
Meiji Woman's Seminary (Japan)...						1					1
Miji Dayigakin (Japan).....					1						1
Oberrealschule, Braunschweig.....					1						1
Ottoman Law College (Turkey).....					1						1
Pei Yang University (China).....							3				3
Peking University.....				1	3	1					5
Queen's University (Canada).....							2				2
Robert College (Turkey).....						1					1
Royal Gymnasium (Austria).....						1					1
Royal University (Ireland).....					1						1
St. John's University (China).....					2						2
St. Paul's College (Japan).....						1					1
Sydney Univ. (New South Wales)...							2				2
Trinity College (Toronto).....					1						1
University of Berlin.....						1					1
University of Bishop's Coll. (Canada).....						1					1
University of Breslau.....				1	1						2
University of Buda-Pest.....			1								1
University College (England).....						1					1
University of Gand (Ghent).....							1				1
University of Jena.....						1					1
University of Manitoba.....						1					1
University of Oxford.....		1	1		3	1					6
University of Paris.....						1					1
University of St. Francis (Manila).....						1					1
University of Toronto.....					5	9					14
Victoria College (South Africa).....						1			1		1
Waseda University (Japan).....					4						4
Western University (Canada).....					1						1
Total.....		3	4	6	33	27	13		1		87

SUMMARY

1912-1913	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism	Total
Total graduates of domestic institutions	3	443	247	67	433	389	334	28	4	19	2467
Total graduates of foreign institutions .....	...	3	4	6	33	27	13	....	1	....	87
Grand total graduates of higher institutions	3	446	251	73	466	916	347	28	5	19	2554
Deduct for graduates of more than one institution .....	...	20	13	0	81	112	51	1	0	0	278
Total students holding degrees	3	426	238	73	335	804	296	27	5	19	2276
Total students enrolled..	877	478	344	669	414	841	315	141	16	76	*4158
Percentage holding degrees, 1913	0.3	89.1	69.2	11.1	93.2	95.5	94.0	19.1	31.3	25.0	54.6
Percentage holding degrees, 1912	0.5	92.3	66.6	12.8	93.5	96.1	96.5	23.0	25.0	....	55.0

*Deducting 13 duplicates; see Note † under Table I.

Table XIV shows the number and the nature of degrees conferred by the institutions enumerated in Table XIII and their distribution among students of the several faculties at Columbia. Of the 2,276 students affected, a considerable number, including 399 Masters of Arts and 15 Doctors of Philosophy, held more than one degree, the total of such additional degrees being 511.

Table XV classifies the degrees and diplomas granted by Columbia University in 1912-13. Table XVI gives a comparison of totals for the past eight years. The number of bachelor's degrees conferred on students of Columbia and Barnard Colleges increased this year from 270 to 327. From Teachers College there were 235 Bachelors of Science in Education, as compared with 255 in 1912. There is again a striking increase in the number of Masters of Arts, 370 to 503; the number of Doctors of Philosophy decreased from 81 to 67, making a total of 570 higher degrees conferred in the last academic year.

TABLE XIV

NATURE OF DEGREES HELD BY STUDENTS

DEGREES, 1912-1913	College										Total
	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Journalism		
Bachelor of Arts	2	335	137	30	323	576	143	13	3	16	1578
Bachelor of Science		45	53	37	32	172	133	9		2	483
Bachelor of Philosophy		23	13	1	13	32	7				89
Bachelor of Letters					7	17	2	3			29
Bachelor of Pedagogy			1				5				6
Bachelor of Literature		12	3								15
Bachelor of Divinity			1		11	16					28
Bachelor of Canon Law					1						1
Bachelor of Laws	1	6			17	4	1	1	1	1	32
Bachelor of Chemistry					1		1				2
Bachelor of Commercial Science					1						1
Bachelor of Music					1				1		2
Bachelor of Engineering				1			1	2			4
Doctor of Medicine		1	21		1	2	3				28
Civil Engineer							5				5
Electrical Engineer					1	1	3				5
Mining Engineer		3					1				5
Mechanical Engineer				1			6				7
Naval Architect				1							1
Chemical Engineer							3				3
Master of Arts		28	8	2	113	180	66			2	399
Master of Science			1	1		2	15				19
Master of Philosophy					4		1				5
Master of Laws					2						2
Master of Letters						1					1
Doctor of Philosophy		1			1	11	2				15
Doctor of Jurisprudence					1						1
Doctor of Dental Surgery			1				2				3
Doctor of Pharmacy			2	1							3
Doctor of Science							1				1
Pharmaceutical Chemist			10	5							15
Total degrees held.....	3	454	251	81	530	1014	401	28	5	21	2788
Deduct for students holding more than one degree.....		28	13	8	145	210	105	1	0	2	512
Students holding degrees, 1913....	3	426	238	73	385	804	296	27	5	19	2276
Students holding degrees, 1912....	4	385	234	86	370	749	249	31	6		2113

TABLE XV

DEGREES AND DIPLOMAS GRANTED, 1912-1913

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts	*127	136	263
Bachelor of Laws	137	.....	137
Bachelor of Science	*61	3	64
Bachelor of Science in Education.....	65	170	235
Bachelor of Architecture	3	.....	3
Bachelor of Music .....	.....	1	1
Bachelor of Literature	9	.....	9
Chemist	2	.....	2
Chemical Engineer	20	.....	20
Civil Engineer	37	.....	37
Electrical Engineer	15	.....	15
Engineer of Mines.....	25	.....	25
Mechanical Engineer	21	.....	21
Metallurgical Engineer	5	.....	5
Doctor of Medicine.....	100	.....	100
Pharmaceutical Chemist	19	1	20
Doctor of Pharmacy.....	6	1	7
Master of Arts.....	291	212	503
Master of Laws.....	1	.....	1
Doctor of Philosophy.....	59	8	67
Total	1003	532	1535
Deduct duplicates†	18	2	20
Total individuals receiving degrees in course.....	985	530	1515
B. Honorary Degrees			
Master of Arts.....	2	.....	2
Doctor of Science	2	.....	2
Doctor of Letters	2	.....	2
Doctor of Sacred Theology	1	.....	1
Doctor of Laws	3	.....	3
Total	10	.....	10
C. Certificates and Teachers College diplomas granted			
Certificate of Proficiency in Architecture.....	5	1	6
Bachelor's diploma in Education.....	70	207	277
Special diploma in Education.....	9	160	169
Master's diploma in Education.....	83	65	148
Doctor's diploma in Education.....	10	.....	10
Total	177	433	610
Total degrees and diplomas granted.....	1190	965	2155
Deduct duplicates‡	183	312	495
Total individuals receiving degrees and diplomas.....	1007	653	1660

*Receiving a diploma for the combined course in Arts or Science, and Medicine, 8 A.B., 5 B.S.

†Distributed as follows: A.B. and A.M., 2 men, 1 woman; B.S. and A.M., 1 man; LL.B. and A.M., 13 men; Mech.E. and A.M., 2 men; B.Mus. and A.M., 1 woman.

‡In addition to those noted under † the following duplications occur: A.B. and Bachelor's Diploma, 8 men, 20 women; B.S. in Education and Bachelor's Diploma, 60 men, 151 women; A.M. and Bachelor's Diploma, 1 man, 1 woman; A.M. and Master's Diploma, 83 men, 65 women; Ph.D. and Doctor's Diploma, 10 men; Bachelor's Diploma, 1 man, 31 women; Special Diploma, 2 men, 42 women.

TABLE XVI

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1906-1913

	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1912-1913
A. Degrees conferred in course								
Bachelor of Arts (men)	104	113	94	91	93	94	94	*127
Bachelor of Arts (women)	75	76	97	98	86	105	114	136
Bachelor of Laws	80	75	55	69	80	94	116	137
Bachelor of Science (Columbia College)	5	8	15	25	28	48	58	†61
Bachelor of Science (Barnard College)					2		4	3
Bachelor of Science (Education)..	118	103	120	139	158	214	255	235
Bachelor of Science (Architecture)	5	7	6	6	2	1	1	....
Bachelor of Science (Chemistry)..	4	6	9	6	1	....	....	....
Bachelor of Architecture				2	6	7	7	3
Bachelor of Music					2	2	1	1
Bachelor of Literature								9
Chemist					2	2		2
Chemical Engineer				6	6	6	11	20
Civil Engineer	24	20	20	25	31	28	26	37
Electrical Engineer	24	16	21	20	27	10	7	15
Engineer of Mines	45	31	30	29	39	46	38	25
Mechanical Engineer	15	14	12	22	12	15	30	21
Metallurgical Engineer	2	....	3	4	3	6	3	5
Doctor of Medicine	152	93	81	82	70	70	86	100
Pharmaceutical Chemist	10	8	21	7	8	11	15	20
Doctor of Pharmacy	1	4	3	5	4	3	2	7
Master of Arts	178	193	219	231	269	315	370	503
Master of Laws	2	....	2	....	....	....	1	1
Doctor of Philosophy	42	42	55	59	44	76	81	67
Total	886	809	863	926	973	1153	1322	1535
Deduct duplicates	19	5	7	7	6	11	14	20
Total individuals receiving degrees	867	803	856	919	967	1142	1308	1515
B. Honorary degrees								
Master of Arts	1	3	1	1	2	1	....	2
Master of Science .....	....	1	....	1	1	2	1	....
Doctor of Science	2	....	1	1	3	1	1	2
Doctor of Letters .....	....	1	2	2	4	2	4	2
Doctor of Sacred Theology .....	....	....	1	1	1	2	1	1
Doctor of Laws	6	3	5	7	2	4	3	3
Total	9	8	10	13	13	12	10	10
C. Certificates and Teachers College diplomas granted								
Certificates in architecture .....	....	....	1	....	3	2	4	6
Consular certificate .....	....	....	1	....	....	....	....	....
Bachelor's diploma in education..	197	104	133	134	158	220	273	277
Special diploma in education....	22	59	89	109	103	153	205	169
Master's diploma in education....	36	51	51	56	65	82	83	148
Doctor's diploma in education....	3	5	5	4	8	15	11	10
Total	258	219	280	303	337	472	576	610
Total degrees and diplomas granted	1153	1036	1153	1242	1323	1637	1908	2155
Deduct duplicates	214	152	187	201	230	303	400	495
Total individuals receiving degrees and diplomas	939	884	966	1041	1093	1334	1508	1660

*Including 8 A.B., combined course in Arts and Medicine.
 †Including 5 B.S., combined course in Science and Medicine.

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

mencement and the number of such degrees granted under each faculty. The number of these degrees has increased from 391 in 1911, and 451 in 1912, to 570 in 1913.

TABLE XVII
(A) SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1912-1913

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law	4		2		6
American History	7	9	3		19
Ancient History	4	4			8
Anthropology	2				2
Bacteriology	1				1
Biological Chemistry		1	6		7
Botany		1	2		3
Chemistry	15	8	6		29
Chinese	2				2
Comparative Literature		1			1
Constitutional Law	20		3		23
Education	88	67	10		165
English	17	38	2	3	60
Geology	5	2	2		9
Germanic Languages	5	9	1		15
Greek	1	2			3
Highway Engineering	4				4
History of Religions		1			1
History of Thought and Culture	10	16		1	27
Indo-Iranian	1	1			2
International Law	3				3
Latin	1	7		1	9
Mathematics	7	5	3		15
Mining Engineering	3				3
Mediaeval History			1		1
Metallurgy	2				2
Modern European History	4	5			10
Philosophy (including Ethics)	9	1	2		12
Physics	7	4	2		13
Physiology			1		1
Political Economy	13	4	4		21
Psychology	4	6	1	1	12
Roman Law and Comp. Jurisprudence	1				1
Romance Languages	2	5	3	1	11
Sanskrit	1				1
Semitic Languages	6	2	2		10
Social Economy	5	5			10
Sociology and Statistics	27	5	1		33
Zoology	7	6	1	1	15
Total	288	215	59	8	570

(B) HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science	98	49	15	1	163
Philosophy	139	139	21	6	305
Pure Science	51	27	23	1	102
Total, 1913	288	215	59	8	570
“ 1912	220	150	66	15	451
“ 1911	186	129	72	4	391

TABLE XVIII

AGE OF COLLEGE AND APPLIED SCIENCE STUDENTS AT THE BEGINNING OF THE ACADEMIC YEAR, 1912-13

1912-13	College: *	Number in Class																						
		Average Age		Median Age		Average Age		Median Age		Average Age		Median Age												
		Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.	Yrs.	Mos.											
	Applied Science:																							
	First Year.....	1	31	58	94	67	28	16	7	3	2	2	1	..	..	..	..	..	..	..	..	..	..	..
	Second Year.....	..	1	18	50	42	44	22	15	8	3	2	1	3	1	..	..	..	..	..	..	..	..	..
	Third Year.....	..	..	4	18	41	39	24	14	2	3	2	1	1	..	..	..	..	..	..	..	..	..	..
	Fourth Year.....	..	..	..	5	26	48	47	18	10	6	4	4	3	1	..	..	..	..	..	..	..	..	..
	Non-matriculants..	..	..	..	1	3	3	4	2	3	1	..	..	4	1	2	1	2	..	..	..	..	..	..
	Applied Science:																							
	First Year.....	1	4	24	55	50	23	9	7	3	1	1	1	..	..	..	..	..	..	..	..	..	..	..
	Second Year.....	..	..	1	25	45	29	18	24	10	5	1	1	..	..	..	..	..	..	..	..	..	..	..
	Third Year.....	..	..	..	1	4	14	37	33	21	20	4	3	2	..	..	..	..	..	..	..	..	..	..
	Fourth Year.....	..	..	..	..	..	4	23	35	40	23	19	5	1	4	4	1	..	..	..	..	..	..	..
	Non-matriculants..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

* Based on technical classification (see Note * under Table I)

The following table gives the average and median age of actual freshmen admitted in 1912-1913:

College:	First Year.....	Average Age		Median Age		Number admitted 1912-13
		Yrs.	Mos.	Yrs.	Mos.	
		18	7	18	5	234

Table XVIII shows the number of students of various ages registered in the College and in the Schools of Mines, Engineering and Chemistry, with the average and the median age in each class. The latter is a better index than the former because the students above the normal age affect the average disproportionately to their number. The figures are given for the opening of the academic year.

The median age of the College freshmen, according to the technical classification, is 18 years 8 months, as compared with 18 years 10 months in 1911-12, 18 years 9 months in 1910-11, 18 years 11 months in 1909-10. As explained in a previous report (Annual Reports, 1911, page 223) the system of classification employed in the last four years requires many deficient students to register with a class lower than that with which they entered, which fact, of course, raises both the average and the median age of the lower class. The number of such deficient students technically registered as freshmen in 1912-13 is 77. The ages of the remaining 234 actual "first-year freshmen" are indicated below the main table. It will be seen that by this elimination, which is necessary to correct computation of the College entrance age, the average age is reduced 4 months, the median age 3 months. Comparing the corrected median age for 1912-13, namely 18 years 5 months, with that of the years prior to 1909-10, the rate of increase appears but slight. In 1908-09 the median age was 18 years 5 months; in 1907-08, 18 years 3 months; in 1906-07, 18 years 1 month; in 1905-06, 17 years 11 months. As noted in previous reports, there has been a marked increase in recent years in the number of older men entering Columbia College, partly because of conditions peculiar to an urban college, partly because of its position as a university college with opportunities for combining collegiate and professional study. In 1905-6 the number of men entering the freshman class at more than 21 years of age was only 5; by 1908-09 it had increased to 21; this year it is 22. Last year it was abnormally low, having fallen to 13.

The median age of first-year students in the Schools of Mines, Engineering and Chemistry is 18 years 10 months, as compared with 19 years 4 months in 1911-12 and 19 years

1 month in 1910-11. In 1909-10 and 1908-09 the technical classification of deficient students prevailed and the median age was 20 years and 19 years 6 months, respectively. In 1907-08 under the ordinary classification, it was 19 years; in 1906-07, 18 years 10 months; in 1905-06, 19 years 1 month. In these schools there is, accordingly, a marked reduction of the median age, which is lower than in any other year since 1906-07. It is to be partly accounted for by the diminished number of men past 21 who entered this year—23, against 36 in 1911-12. The normal age of admission is somewhat higher than that of the College student, and the number of those who take a collegiate course before entering these schools is also a factor. Of such students in 1912-13, 74 (of 669 total attendance) have obtained the bachelor's degree.

Table XIX classifies students attending one or more courses of instruction in the several departments. In the detailed statistics filed in this office the enrollment of individual courses is given, the count being by units of instruction instead of by students. Table XX summarizes these statistics, showing the number of half-year courses and the number of registrations in each department. In Table XIX the repetitions caused by students' pursuing more than one course in one department are removed. Only students primarily registered in the Corporation are included in these tables, no account being taken of courses given at Barnard College, Teachers College and the College of Pharmacy, except those attended by students in the schools of the Corporation (e.g. courses in education at Teachers College) and only as to such students. Twenty departments instructed more than 300 students each. The department of English and comparative literature gave instruction to the largest number (992) followed by mathematics (840), physical education (828), history and political philosophy (802), chemistry (795), physics, including mathematical physics (635), municipal and private law (634), civil engineering (516), philosophy (514). The departments of electrical engineering, public law and Romance languages, in the order named, instructed more than 400 students each; the departments of mechanical engineering, engineering drafting, eco-

nomics, pharmacology, including materia medica and therapeutics, sociology, surgery, Germanic languages and metallurgy more than 300 students each. In the College thirteen departments gave instruction to more than 100 students each. The department of English and comparative literature instructed the largest number (661), followed by the departments of physical education (469), history (428), philosophy (375), mathematics (369), Romance languages (287), chemistry (255), Germanic languages (196), Latin (193), politics and government (183), economics (170), psychology (132) and physics (106).

TABLE XX

AGGREGATE ATTENDANCE IN ALL COURSES, 1912-1913 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1912-1913	No. of Half-year Courses	No. of Registrations	Percentage of Total Enrollment
<i>Departments</i>			
Agriculture	14	29	.06
Anatomy (including Histology).....	21	1628	3.35
Anthropology	18	81	.16
Architecture	58	1583	3.21
Astronomy	5	160	.33
Bacteriology and Hygiene.....	2	76	.15
Biological Chemistry	16	243	.49
Botany	36	255	.52
Chemistry	78	2023	4.17
Civil Engineering	34	1557	3.21
Classical Philology:			
Classical Civilization	2	9	.02
Greek	35	174	.35
Latin	42	526	1.08
Clinical Pathology	3	288	.59
Dermatology	5	365	.74
Diseases of Children.....	14	1176	2.42
Economics	28	863	1.77
Education	78	294	.60
Electrical Engineering	29	917	1.89
Engineering Drafting	8	575	1.18
English	66	2382	4.91
Comparative Literature	19	198	.40
Fine Arts	10	31	.06
Genito-Urinary and Venereal Diseases.....	5	380	.77
Geography	3	7	.01
Geology	39	585	1.19
Germanic Languages and Literature.....	73	895	1.84
Gynecology	14	1424	2.93
Highway Engineering	12	144	.29
History and Political Philosophy.....	76	1797	3.70
Hygiene and Preventive Medicine.....	2	208	.42
Journalism	23	364	.74
Laryngology	9	665	1.36
Mathematics	51	1519	3.13
Mechanical Engineering	42	1562	3.22
Metallurgy	27	685	1.41
Mineralogy	13	224	.46
Mining	23	690	1.42
Municipal and Private Law.....	44	4056	8.37
Music	33	270	.55
Neurology	10	1030	2.12
Obstetrics	17	640	1.31
Ophthalmology	4	304	.62
Oriental Languages:			
Chinese	14	29	.06
Indo-Iranian Languages	23	58	.12
Semitic Languages	24	96	.19
Orthopedic Surgery	6	576	1.18
Otology	5	424	.86
Pathology	12	936	1.93
Pharmacology, Materia Medica and Therapeutics	17	1485	3.06
Philosophy	39	1027	2.12
Physical Education	11	1421	2.92
Physics	33	883	1.82
Mathematical Physics	20	422	.86
Physiology	3	171	.35
Politics and Government.....	8	392	.80
Practice of Medicine.....	22	1954	4.02
Public Law	21	408	.83
Psychology	36	512	1.05
Religion	4	100	.20
Roman Law and Jurisprudence.....	12	39	.08
Romance Languages and Literature:			
Celtic	6	17	.03
French	48	695	1.43
Italian	14	56	.11
Romance Philology	12	66	.13
Spanish	6	100	.20
Shopwork	10	288	.59
Social Economy	8	277	.56
Sociology	22	585	1.20
Surgery	27	2413	4.95
Zoology	36	409	.83
	1630	48721	100.00

EXTENSION TEACHING

In the statistics of this report, except in Table D, only the courses are considered which were scheduled in the Announcement of Extension Teaching for 1912-13 (or added thereto subsequent to its appearance), to be given at Morningside Heights and at permanent centers there included. These centers were located at 33 East Park Street, Newark, and at 51 Seventh Avenue, Brooklyn. Courses given elsewhere (at Elmhurst and Buffalo, N. Y., and at Trenton, N. J.), the attendance in which, together with that at Newark and Brooklyn, is designated in Table I of the general report as "away from the University," are included only in Table D, but are counted in the total of Extension Teaching as given in Table I.

The total number of students registered in Extension Teaching at Morningside, Newark and Brooklyn was 2,151, distributed according to Table D below. The corresponding total in 1911-12 was 1,433, in 1910-11, 1,033. These included 410 matriculated students, or about 19 per cent. of the total, who are classified by faculties in Table C. They are eliminated from the total as given in Table I, since they are duplicates of registrations there counted under the several faculties. The above total likewise includes 74 students registered in the Summer Session of 1912 who are similarly excluded from the total given in Table I. As shown by Table D, the elimination of these 484 duplicates from the total of 2,151, and the addition of the 161 attending elsewhere than at Morningside, Newark or Brooklyn produce the total of 1,828 in Table I as the number of persons instructed only in Extension Teaching. This total last year was 1,234; in 1910-11 it was 1,008. In addition to the 484 duplicates noted above there were 448 students in Extension Teaching registered prior to 1912-13 in some department of the University (see Table B). The courses offered at Morningside were arranged under two general groups, (a) Evening Collegiate, (b) Afternoon and Saturday. Nine hundred and forty-four students attended only the former, 789 only the latter, while 290 attended both (see Table D). In 1911-12 the number of students under (a) was 649, under (b) 709, the number attending in both groups was

171. The increased attendance under (a) and (b) is thus 45 and 11 per cent., respectively. The increase of students attending under both (a) and (b) is 70 per cent. Table A classifies the students according to sex.

The classification according to residence as given in Table E, shows that a large majority of the students come from New York City, as would be expected, although over 23 per cent. have their permanent home elsewhere. From New Jersey there were 251 in attendance, including those registered at Newark. About 5.6 per cent. of the Extension Teaching students are residents of 29 States other than New York and New Jersey and of 6 foreign countries. Four of the 120 so registered are among the duplicates who are also in attendance as matriculated students. Of the remaining 116 some have come for the sole purpose of taking courses in Extension Teaching, such as those in practical optics, some have been prevented by inadequate preparation or by the necessity of obtaining employment from undertaking a regular course as they had planned. Four of these attended the Summer Session of 1912.

The aggregate registration by departments is shown in Table F, as in the corresponding table of the Summer Session statistics. Table G compares this registration with that of previous years. These statistics have been put on the half-year basis, to conform to Table XX of the general report. This applies only to the course registration units, not to the count of students. In Table F courses given at Newark or Brooklyn as well as at Morningside are counted only once, as such, but the additional sections are indicated by the number of classes reported for each place. When not specified it is to be understood that courses were given at Morningside only.

As hitherto the office of the Registrar was open evenings throughout the year for the accommodation of Extension Teaching students. Registration at Newark and Brooklyn was in charge of the Assistant to the Director for the respective center.

STATISTICAL SUMMARY

A—STUDENTS CLASSIFIED ACCORDING TO SEX					
	<i>Morningside</i>	<i>Newark</i>	<i>Brooklyn</i>	<i>Total</i>	
Men	1103	20	32	1155	53.70%
Women	920	44	32	996	46.30%
	<u>2023</u>	<u>64</u>	<u>64</u>	<u>2151</u>	<u>100.00%</u>

B—STUDENTS CLASSIFIED AS OLD AND NEW					
	<i>Morningside</i>	<i>Newark</i>	<i>Brooklyn</i>	<i>Total</i>	
Previously Registered...	892	16	24	932	43.33%
New Students	1131	48	40	1219	56.67%
	<u>2023</u>	<u>64</u>	<u>64</u>	<u>2151</u>	<u>100.00%</u>

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES			
I. Non-matriculated		1741	80.94%
II. Matriculated:*			
1. Columbia College	136		
2. Barnard College	4		
3. Mines, Engineering and Chemistry.	36		
4. Law	2		
5. Fine Arts	16		
6. Journalism	14		
7. Political Science	22		
8. Philosophy	11		
9. Pure Science	11		
10. Teachers College	158		
		<u>410</u>	<u>19.06%</u>
		<u>2151</u>	<u>100.00%</u>

D—SUMMARY OF ATTENDANCE AT ALL CENTERS			
Morningside: (a) Evening Collegiate.....		1234	
(b) Afternoon and Saturday.....		1079	
		<u>2313</u>	
Attending both (a) and (b).....		290	
Net attendance		<u>2023</u>	
Newark		64	
Brooklyn		64	
		<u>128</u>	
Total attendance at Permanent Centers.....		2151	
Duplicate Registrations:			
Matriculated students		410	
Summer Session (1912).....		74	
		<u>484</u>	
Net additional registrations.....		1667	
Attendance at Temporary Centers:			
Buffalo, N. Y.....		50	
Elmhurst, L. I.....		16	
Trenton, N. J.....		95	
		<u>161</u>	
Total attendance in Extension Teaching only.....		1828	

*All matriculated students were registered at Morningside except 6 Teachers College students, 1 registered at Newark and 5 at Brooklyn.

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

New York City:		
Manhattan and the Bronx.....	1343	
Brooklyn	234	
Queens	53	
Richmond	7	
	<hr/>	1637
New York State (outside of New York City) ..	143	143
New Jersey	251	251
		76.11%
		6.64%
		11.67%
Other States:		
Alabama	3	
Arizona	1	
California	5	
Connecticut	20	
Delaware	1	
District of Columbia.....	1	
Florida	1	
Georgia	2	
Indiana	3	
Iowa	3	
Maine	2	
Maryland	1	
Massachusetts	16	
Michigan	4	
Minnesota	2	
Mississippi	2	
Missouri	2	
New Hampshire	1	
North Carolina	6	
Ohio	5	
Oregon	1	
Pennsylvania	11	
Rhode Island	2	
Texas	4	
Vermont	2	
Virginia	3	
Washington	1	
West Virginia	2	
Wisconsin	1	
Alaska	1	
	<hr/>	109
		5.07%
Foreign Countries:		
Austria	1	
Bermuda	2	
Canada	4	
China	2	
Cuba	1	
Germany	1	
	<hr/>	11
		.51%
	<hr/>	2151
		100.00%

F—AGGREGATE ATTENDANCE ON COURSES

SUBJECTS	No. of Half-year Courses*	Additional Classes	No. of Registrations	Percentage of Total Enrollment
Accounting	6	Newark 1	135	2.66
Agriculture	4	.....	43	.85
Architecture	24	.....	353	6.97
Botany	9	.....	44	.87
Chemistry	6	.....	120	2.40
Civil Engineering	6	.....	130	2.60
Commerce	9	.....	140	2.80
Commercial Law.....	3	.....	69	1.36
Education	3†	.....	25	.50
Electrical Engineering ..	2	.....	37	.73
English	46	Newark 4 Brooklyn 8	1046	20.64
Fine Arts	4	.....	155	3.10
Finance	8	.....	90	1.80
French	18	Newark 4 Brooklyn 3	409	8.07
Geology	4	.....	20	.40
German	17	Brooklyn 2	282	5.57
Hebrew	3	.....	19	.38
History	15‡	.....	311	6.14
Italian	4	Brooklyn 2	32	.63
Latin	11§	.....	154	3.04
Mathematics	15	Newark 3 Brooklyn 6	243	4.80
Mechanical Drawing	6	.....	47	.93
Mechanics	1	.....	15	.30
Music	8	.....	54	1.06
Philosophy	4	.....	54	1.06
Physical Education	5	.....	16	.32
Physics	2	.....	73	1.24
Politics	2	.....	24	.47
Practical Optics	18	.....	378	7.45
Psychology	7	.....	91	1.80
Sociology	2	.....	44	.87
Spanish	4	Newark 3 Brooklyn 2	54	1.06
Stenography	9	Newark 5 Brooklyn 1	178	3.51
Typewriting	9	Newark 5 Brooklyn 1	131	2.60
Vocational Guidance	1	.....	16	.31
Zoology	2	.....	36	.71
Totals.....	297		5068	100.00

*Courses duplicated in Newark and Brooklyn are counted only once in the first column, the number of additional classes in each of those places being indicated in the second column.

†Given at Newark only.

‡Four courses given at Brooklyn only.

§Two courses given at Brooklyn only.

TABLE G

AGGREGATE ATTENDANCE ON COURSES, 1910-1913

SUBJECTS	Total Enrollment 1910-11	Total Enrollment 1911-12	Total Enrollment 1912-13
Accounting .....	....	80	135
Agriculture .....	....	71	43
Architecture	227	242	353
Botany	32	32	44
Chemistry	91	163	120
Commerce .....	....	102	140
Commercial Law .....	....	73	69
Economics	20	*	*
Education	47	26	25
Engineering	28	45	167
English	747	844	1046
Finance .....	....	58	90
Fine Arts	37	28	155
French	255	185	409
Geology	23	15	20
German	186	257	282
Hebrew .....	....	....	19
History	138	180	311
Italian .....	....	19	32
Latin	78	67	154
Mathematics	256	292	243
Mechanical Drawing	68	49	47
Mechanics	7	....	15
Music .....	....	56	54
Philosophy	51	58	54
Physical Education .....	....	17	16
Physics	35	69	73
Politics .....	....	20	24
Practical Optics	68	249	378
Psychology	17	81	91
Sociology .....	....	....	44
Spanish	36	38	54
Stenography .....	....	} 125	178
Typewriting .....	....		131
Vocational Guidance .....	....	....	16
Zoology	10	....	36
Total.....	2457	3541	5068
Number of half-year courses.....	170	226	297

*Included in Commerce, 1911-1912 and 1912-1913.

Respectfully submitted,

WM. ADDISON HERVEY,

Registrar.

June 30, 1913.

SUMMER SESSION OF 1913

Forty-five hundred and thirty-nine students were registered in the Summer Session of 1913. Of the total, almost 4,000 were placed on the rolls in the first four days of registration, and, of this number, 1,445 were registered on the opening day of the Session. The greatest number of enrollments on any single day of a preceding Summer Session was 1,092 in 1912. Three years ago (1910) the record day brought in only 612. It is safe to say that the 1,445 of 1913 were registered more quickly and with much greater comfort for themselves than were the 612 of 1910. The improvement was made possible by the establishment of a general administration center on the floor of the University Gymnasium, with adjoining offices for the Director, the Registrar and the Bursar, together with their assistants and clerks. This did away with the crowding and jostling in the narrow spaces of East Hall and saved the students from the sweltering heat of the registration tent and from the long walks between the Hall of Philosophy, East Hall and Teachers College. Probably three-fifths of the total number of students registered were enabled to consult the Director, if necessary, to fill out and file their registration cards and to pay their bills without once having to leave the floor of the Gymnasium. Of the remaining two-fifths who were obliged to go out of the Gymnasium, most were students who were required or who wished to consult with the administrative officers or the instructors of Teachers College. Perhaps it will be possible, in time, to hold these consultations also in the Gymnasium.

The total enrollment of 4,539 marks an increase of 937 over 1912. This is the largest numerical increase in any Summer Session; the second largest is the 661 of 1910. The percentage gain over 1912 is 26.01 per cent. Following is a table showing the comparative enrollment for each year since the establishment of the Summer Session:

Year	General	Medical	Total	Percentage of Increase Over Preceding Year	Percentage of Increase Over 1900
1900	417	—	417	—	—
1901	579	—	579	38.85	38.85
1902	643	—	643	11.05	54.19
1903	940	53	993	54.43	138.13
1904	914	47	961	— 3.22	130.45
1905	976	42	1,018	5.93	144.12
1906	1,008	33	1,041	2.26	149.64
1907	1,353	42	1,395	33.72	234.53
1908	1,498	34	1,532	10.05	267.38
1909	1,949	22	1,971	28.65	372.66
1910	2,632		2,632	33.54	531.18
1911	2,973		2,973	12.96	612.95
1912	3,602		3,602	21.16	763.79
1913	4,539		4,539	26.01	988.49

The tables appended hereto need but little comment. The percentage of women students has continued to increase slightly (59 as against 58.05 last year); this increase, however, is less than that of 1912 over the year preceding (58.05 against 56.41). The percentage of new students shows but a slight increase (57.24 against 57.16). In 1912 the percentage of non-matriculants fell from 58.26 per cent. of 1911 to 53.94 per cent.; this year, this percentage, while still less than in 1911, has gone back to 55.92 per cent. With the exception of the College of Physicians and Surgeons, the number of matriculated students has increased in every school and faculty of the University. Most notable is the increase in the School of Law, where the number of students has grown from 56 to 99. This is four times as many as in 1911. The Teachers College undergraduates and the candidates for a higher degree with Education as the subject of major interest, however, have not kept up the remarkable growth of last year. In 1912 the increase in the number of undergraduate matriculants of Teachers College over 1911 was 156; from 1912 to 1913 it has increased only 50, which really marks a decline in the percentage of increase from 41.27 per cent. to 9.36 per cent. Likewise with the higher degree candidates: in 1912 the numerical gain over 1911 was 161, while the gain of 1913 over 1912 is but 82.

Here the percentage decline of increase is from 114.18 per cent. to 27.15 per cent.

In addition to the students already matriculated there were 160 candidates for admission to one of the several schools of the University including 47 for the College, 44 for the Schools of Mines, Engineering and Chemistry, 14 for the School of Architecture, 10 for the School of Journalism and 10 for Barnard College.

The statistics of geographical distribution again show a slight percentage decrease in the number of students from both of the Atlantic divisions; this, in spite of the fact that there is a numerical increase from every State except West Virginia. It may be interesting to note here that the rate of increase in New Jersey has grown this year from 3.30 per cent. to 30 per cent., and the rate in New York, from 9.22 per cent. to 27.49 per cent.; also that while in 1912 the increase from these two States was only 17.96 per cent. (113 students) of 629 additional students, in 1913 it is 45.89 per cent. (430 students) of the 937 additional students.

All of the other divisions except the Western show both numerical and percentage increases. Probably the most notable single gain is in the number of students from Canada; in 1912 our northern neighbor sent us 32 students, this year more than twice the number, 66.

Two thousand six hundred and sixty-one degrees were held by 1,734 of the 4,539 students as follows:

1162 A. B.	1 Ph. M.	22 L. I.	3 B. Di.
330 B. S.	21 Ph. D.	22 LL. B.	3 M. Di.
44 B. L.	1 Ph. C.	2 LL. M.	22 B. E.
5 B. Mus.	5 Ph. G.	2 LL. D.	24 M. E.
259 A. M.	57 Pd. B.	10 M. D.	3 C. E.
13 M. S.	12 Pd. M.	13 B. D.	1 E. E.
88 Ph. B.	4 Pd. D.	2 D. D.	1 J. B.
		5 S. T. B.	24 Miscellaneous

STATISTICAL SUMMARY

TABLE A

STUDENTS CLASSIFIED ACCORDING TO SEX

Men	1861	41.00%
Women	2678	59.00%
	<hr/>	<hr/>
	4539	100.00%

TABLE B

STUDENTS CLASSIFIED AS OLD AND NEW

Previously registered	1941	42.76%
New students	2598	57.24%
	<hr/>	<hr/>
	4539	100.00%

TABLE C

STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	2538	55.92%
II. Matriculated:		
1. Columbia College	179	
2. Barnard College	65	
3. Mines, Engineering and Chemistry.....	147	
4. Law	99	
5. Medicine	4	
6. Fine Arts	16	
7. Political Science	124	
8. Philosophy*	678	
9. Pure Science	100	
10. Teachers College	584	
11. Journalism	8	
	<hr/>	<hr/>
	2001	44.08%
	<hr/>	<hr/>
	4539	100.00%

TABLE D

STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

Elementary schools	743	16.40%
Secondary schools	570	12.56%
Higher educational institutions.....	265	5.84%
Normal schools	140	3.08%
Industrial schools	39	.86%
Principals (school)	339	7.47%
Supervisors	138	3.04%
Superintendents	120	2.62%
Special teachers	234	5.16%
Private school teachers	195	4.29%
Private teachers	15	.33%
Librarians	7	.15%
Not engaged in teaching.....	1734	38.20%
	<hr/>	<hr/>
Total.....	4539	100.00%

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

TABLE E

STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:			
Connecticut	87		
Maine	29		
Massachusetts	138		
New Hampshire	25		
New Jersey	325		
New York:			
Outside of New York City....	473		
Manhattan and the Bronx.	872		
Brooklyn	245		
Queens	38		
Richmond	18	1173	1646
<hr/>			
Pennsylvania	339		
Rhode Island	18		
Vermont	15		
		2622	57.76%
South Atlantic Division:			
Delaware	7		
District of Columbia.....	48		
Florida	32		
Georgia	88		
Maryland	91		
North Carolina	115		
South Carolina	51		
Virginia	167		
West Virginia	21		
		620	13.66%
South Central Division:			
Alabama	32		
Arkansas	7		
Kentucky	48		
Louisiana	21		
Mississippi	16		
Oklahoma	19		
Tennessee	98		
Texas	77		
		318	7.01%
North Central Division:			
Illinois	56		
Indiana	98		
Iowa	49		
Kansas	32		
Michigan	91		
Minnesota	51		
Missouri	55		
Nebraska	23		
North Dakota	6		
Ohio	243		
South Dakota	8		
Wisconsin	34		
		746	16.44%
Carried forward.....		4306	94.87%

Brought forward	4306	94.87%
Western Division:		
Arizona	5	
California	42	
Colorado	14	
Idaho	6	
Montana	8	
New Mexico	5	
Oregon	7	
Utah	4	
Washington	11	
Wyoming	4	
	—	106
		2.34%
Insular and Non-Contiguous Territories:		
Alaska	1	
Hawaiian Islands	4	
Philippine Islands	3	
Porto Rico	3	
	—	11
		.24%
Foreign Countries:		
Brazil	1	
Canada	66	
Cape Colony, So. Africa.....	1	
China	24	
Colombia, So. Am.....	1	
Costa Rica	1	
Cuba	3	
Cyprus	1	
Germany	1	
Honduras	1	
India	2	
Italy	2	
Japan	4	
New So. Wales, Australia.....	1	
Panama, Central America.....	1	
Salvador	1	
San Domingo, W. I.....	1	
Spain	1	
Syria	1	
Turkey	2	
	—	116
		2.55%
	4539	100.00%

TABLE F

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrollment
Agriculture	3	14	.12
Anthropology	2	17	.15
Architecture	7	63	.54
Astronomy	5	24	.20
Biblical Literature	5	33	.28
Biology	1	10	.08
Bookkeeping	2	35	.30
Botany	12	47	.40
Chemistry	18	254	2.15
Classical Philology:			
Classical Archæology	1	11	.09
Greek	4	24	.20
Latin	10	217	1.84
Economics	10	187	1.59
Education	73	3891	32.95
Engineering	3	28	.24
English	25	988	8.37
Fine Arts	13	330	2.80
Geography	4	104	.88
Geology	14	41	.35
German	15	388	3.29
History	14	410	3.47
Hygiene	1	22	.19
Household Arts	36	974	8.17
Industrial Arts	18	226	1.92
Kindergarten	2	85	.72
Law	13	348	2.95
Library Economy	4	66	.56
Mathematics	19	479	4.06
Mechanical Drawing	7	29	.25
Medicine	7	58	.49
Metallurgy	1	13	.11
Mineralogy	3	9	.08
Music	9	130	1.10
Nature-Study	1	27	.23
Philosophy	7	98	.83
Philosophy and Religion.....	4	24	.20
Physical Education	21	881	7.46
Physics and Mechanics	15	327	2.77
Physiology	2	24	.20
Politics	4	48	.41
Psychology	11	118	1.00
Romance Languages:			
French	16	351	2.97
Italian	4	22	.19
Spanish	5	50	.43
Romance Philology	2	6	.05
Sociology	4	91	.77
Stenography and Typewriting.....	3	133	1.13
Vocational Guidance	1	35	.30
Zoology	1	20	.17
Totals.....	462	11810	100.00

TABLE G—AGGREGATE ATTENDANCE ON COURSES, 1903-1913

Subject	Total Enrollment 1903	Total Enrollment 1904	Total Enrollment 1905	Total Enrollment 1906	Total Enrollment 1907	Total Enrollment 1908	Total Enrollment 1909	Total Enrollment 1910	Total Enrollment 1911	Total Enrollment 1912	Total Enrollment 1913
Agriculture	—	—	—	—	—	—	—	—	15	30	14
Anthropology	13	13	—	—	—	—	—	—	17	13	17
Architecture*	—	—	—	16	32	18	26	30	50	64	63
Astronomy	—	—	—	—	—	—	—	—	—	29	24
Biblical Literature...	—	—	—	—	—	—	12	19	11	22	33
Biology	—	—	—	—	—	—	—	—	—	18	10
Book-keeping	—	—	—	—	—	—	—	—	—	—	35
Botany	—	—	—	—	—	—	27	30	36	28	47
Chemistry	72	119	156	164	257	292	304	286	321	262	254
Classical Archaeology	—	—	—	—	—	—	—	—	—	—	11
Economics	21	28	12	32	35	54	97	119	125	169	187
Education	618	317	366	305	480	601	879	1,630	1,291	1,793	1,389
Engineering	—	—	—	—	42	46	—	27	17	26	28
English	334	332	367	363	408	313	506	532	529	683	988
Fine Arts	—	—	—	—	—	—	127	362	126	192	330
Geography	—	55	49	49	79	38	44	79	26	48	104
Geology	25	21	19	—	32	—	43	31	46	53	41
German	152	174	201	204	200	214	251	319	326	393	388
Greek	—	—	10	6	17	13	19	21	20	25	24
Hebrew	—	—	—	—	—	—	—	3	—	—	—
History	134	122	88	103	192	187	212	238	313	322	410
Household Arts†	—	14	35	58	96	111	266	411	534	873	974
Hygiene	—	—	—	—	—	—	—	—	—	—	22
Industrial Arts‡	112	124	134	127	146	166	202	302	229	305	226
Kindergarten	—	—	—	—	139	109	103	199	211	116	85
Latin	50	67	55	69	81	102	145	149	157	212	217
Law	—	—	—	—	—	—	—	81	122	244	348
Library Economy	—	—	—	—	—	—	—	27	72	54	66
Mathematics	164	217	210	199	246	340	318	282	327	297	479
Mechanical Drawing	—	35	38	40	44	62	51	32	21	25	29
Medicine	—	—	—	—	—	—	—	28	41	50	58
Metallurgy	—	—	—	—	—	—	—	—	—	6	13
Mineralogy	—	—	—	28	—	16	—	11	10	8	9
Music	48	34	47	24	42	44	31	92	103	151	130
Nature Study	53	34	42	24	54	40	—	—	20	14	27
Philippine Islands...	11	—	—	—	—	—	—	—	—	—	—
Philosophy	62	48	42	45	67	113	90	100	85	125	98
Physical Education	105	149	157	147	172	187	381	649	649	792	881
Physics & Mechanics	68	86	96	136	204	208	250	240	241	197	327
Physiology	10	23	19	23	25	48	54	62	50	29	24
Politics	—	—	—	—	—	—	—	5	18	32	48
Psychology	92	138	91	95	130	185	215	115	133	107	118
Religion	—	—	—	—	—	—	21	25	19	19	24
Romance Languages	110	92	114	101	189	194	218	275	329	335	429
Sociology	—	—	33	48	—	—	113	102	97	85	91
Stenography and Typewriting	—	—	—	—	—	—	—	24	62	86	133
Vocational Guidance	—	—	—	—	—	—	—	—	—	—	35
Zoology	—	—	—	—	—	—	13	17	36	20	20
Total	2254	2248	2381	2406	3409	3701	5018	6954	7735	9352	11810
No. of courses given	78	111	117	123	149	151	189	269	338	383	462

*Including courses in Architectural and Frechand Drawing only, 1906-1910.

†Including courses in the teaching of various elementary, secondary and technical subjects.

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

§Including courses in the department of Manual Training, 1903-1909.

FRANK A. DICKEY,

September 1, 1913.

Registrar (From July 1, 1913).

REPORT OF THE CONSULTING ENGINEER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913.

To the President of the University,

SIR:

The two buildings, Avery and the President's House, which were ready for preliminary occupancy at the beginning of the year, were completed and occupied when the university opened, and are serving their purposes admirably. The changes in the top floor and attic of Havemeyer, made possible by the removal of architecture, were also accomplished during the summer months, and the Nichols Laboratories and the new chemical supply rooms were equipped and ready for use when the students returned in the autumn.

Progress on Journalism and Furnald, which were described in detail in my last report, was retarded by the serious delay in the delivery of structural steel caused by the sudden and extraordinary demand for that commodity during the summer of 1912. They are now, however, nearing completion, and, barring strikes or other labor difficulties, should be fully equipped and ready for occupancy when the University opens in September. The advance assignment of rooms in Furnald is very encouraging, and it would not be extraordinary if we were ready for another residence hall in a few years.

As if not to be outdone by its predecessors, the year 1913 saw another new building begun. This is a laboratory building, constructed in a more or less temporary manner, for the research work to be conducted under the George Crocker Special Research Fund. It will extend 100 feet along the present northerly boundary of the plot known as East Field. It will be 35 feet in width, and will have a basement and three stories. The exterior and interior walls will be of common brick, with granolithic floors and fireproof steel stairways. No

**Crocker
Research
Laboratory**

money has been spent in architectural adornment, but provision has been made for plenty of window and floor space. The writer has urged time and again that buildings of this general type, perhaps somewhat more ornate, would be the most economical, useful and, in fact, the most appropriate structures for engineering laboratories, and we are fortunate in having an opportunity to see a building of this character in use. The basement of the Laboratory Building will contain delivery and stock rooms, heating equipment, spectroscopes and dark rooms. On the first floor will be the library and chemical laboratories, record room and waiting room, as well as the offices and private laboratory of the director and assistant director, and on the second and third floors will be research rooms and larger laboratories equipped for general use. The roof will be flat and available for use, should it be needed at some future time. It is expected that the building will be ready to receive the special equipment when it arrives in October.

The completion of Journalism will make it at last possible to tear down West Hall, the old Asylum building, which has long been a dangerous fire risk. The work of demolition will begin just as soon as the **West Hall** Summer Session closes, and when our officers and students return in September it will be entirely cleared away, and they will be met by a new and far more attractive view of the west side of our Campus. Of the occupants of West Hall, which, despite its ugliness, has served a very useful purpose during our time of need, the bookstore, the Spectator printing plant and the Department of Anthropology will go to Journalism, the barber shop to the small connecting building between Hamilton and Hartley, and the offices of Spectator, Jester, Columbia Monthly, Alliance Française and other student organizations to University Hall.

As pointed out more in detail in my last report, the physical needs of the University which still require attention are the completion of University Hall on the Campus **Needs** and the erection of suitable buildings for adequate engineering laboratories nearby. With study, class-

room, seminar and reading-room facilities we are amply provided for some time, even taking into consideration the steady and considerable growth in number of students, both in the summer and the winter terms. As it is, the maximum number of students who sit down at any one time is only about two-fifths of the present seating capacity of the class rooms, and there is little doubt that an intelligent readjustment of time schedules and of class and reading-room facilities would make our present accommodations suffice for years to come. This will, of course, make some demand upon open-minded co-operation, but when we consider the rapidly increasing cost of administering and maintaining our buildings, and the fact that this increase takes just so much money from the salaries of professors and instructors, it should not be difficult to reconcile our faculties to a reasonable and much more efficient use of our present physical plant.

It is interesting to note that during the past ten years we have erected sixteen buildings with a volume of twelve million cubic feet, a floor area of 750,000 square feet, at a cost of nearly six millions of dollars, including equipment.

Instead of spending more money for new buildings, we should spend enough on our present buildings, from year to year, so that they may not depreciate unduly.

Maintenance

Fortunately, our Trustees have been able to provide funds during the past two years for extraordinary repairs, the necessity for which was the direct outcome of a previous financial stringency. We are beginning to place the buildings in a more satisfactory condition, but these appropriations should be made with annual regularity, or we must suffer the penalty of a double expenditure later on. The additional appropriation for this purpose during the current year has enabled us to make urgent repairs in the Gymnasium and Swimming Pool, to renew the elevator machinery and the boiler equipment and install new injector lines in the Power Plant; install new elevator machinery and renew much of the gas, blast, vacuum, water and waste pipes in the laboratories in Havemeyer; erect two new flights of stairs at the retaining

walls between the upper campus and the grove; to thoroughly repair the roofs of all our University buildings, and re-decorate and make certain changes in the auditorium of Earl Hall looking toward a much needed improvement of the acoustics in that room.

A more adequate lighting of our grounds at night was made necessary by the rapidly increasing use of our buildings in the evening by Extension and other students, and this was fortunately made possible by the

Gifts

generous gift of sixteen ornamental lamp-posts by Mr. William Fellowes Morgan. Another very useful and handsome gift was that of the ornamental iron gates at the 119th Street and Amsterdam Avenue entrance by the Class of '88 Arts and Mines on the occasion of its twenty-fifth anniversary after graduation. The Class of 1913 Law, upon graduation, obligated itself to furnish and equip a room in Kent to be used as a moot court, and the Class of '90 Arts and Mines signified its intention of presenting on its twenty-fifth anniversary one of four pylons to be erected at the corners of 116th Street, Broadway and Amsterdam Avenue. These pylons will be of granite, surmounted by an urn, the whole corresponding closely to the granite columns flanking South Court, but will, in addition, have on one side a bronze sculptured figure symbolizing, respectively, Letters, Science, Law and Philosophy. These pylons will make very distinctive class memorials. Another gift is that of a decorative window, which is being prepared for the easterly end of the main reading room in Kent, as a memorial to Mr. P. W. Wildey of the Class of '60 Arts and '63 Law, by his wife, Mrs. Anna C. Wildey.

Pending the decision of larger questions of policy, little has been done with the physical plants at the Medical School or the College of Pharmacy during the past year, except to keep them in operation and repair.

During the year we have, at the request of the Treasurer of Barnard College, prepared floor plans for a building to include a gymnasium and exercise rooms, swimming pool, reading rooms, class studies, adequate dining and lunch rooms and a power plant, all of which

Barnard

are much needed at Barnard. If only the funds were available, there could not be a more opportune time than the present for building at a low cost.

Respectfully submitted,

FREDERICK A. GOETZE,

Consulting Engineer.

June 30, 1913.

REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1913

To the President of the University,

SIR:

The year 1912-13 has been marked by large additions to library room and equipment, by important additions to book collections, by reorganization consequent upon the establishment of several new department librarianships, and by continued investigation of the catalogues and cataloguing of the several libraries.

As the University library becomes more and more a public library, so the Public library becomes more and more a University library. For this reason any event in the history of the latter institution is an event in the history of the University. It is proper, therefore, that I should record here among the events of the year the death of the eminent Director of the Public Library, Dr. John Shaw Billings, and express our appreciation of his plans for the service of the Public Library to this great community of scholars. They were embodied in a memorandum printed with the title, "Preliminary scheme for the relation between Columbia University Library and the New York Public Library, Astor, Lenox and Tilden foundations in the matter of the development of the libraries and the purchase of books" (1896, 16 p.), and in an article on "Co-operation with the Public Library," published in the Columbia University Quarterly for March, 1900 (2:118-22). For various reasons it proved impracticable to carry out these plans. The time has at length arrived, however, when they should receive further consideration, and not only these plans affecting our relations

Relation to
Other
Libraries

with the Public Library, but also those which affect our relations with the libraries of all other institutions of learning in this community. With this in mind, the Library Committee of the Board of Trustees at its meeting on January 3d passed the following resolution:

Resolved, That the University Librarian be requested to investigate the relations between the libraries of Columbia University and other libraries of the city, particularly with a view to ascertaining in what departments of learning the book collections of the community are inadequate, and in what departments the University may wisely augment its collections in the interest of both the community and the University, and that the results of investigation be presented to the Committee.

It is possible that in the division of labor between the libraries of the city the task of collecting government publications and periodicals may fall to the Public Library, and that of collecting publications of universities and other learned societies and antiquarian material needed in research work may fall to the University. The growth of great special libraries like those of the Museum of Natural History, the Engineering Societies, etc., and the necessity of further changes in the University's policy with regard to its publications, if they are to be made more available for exchange purposes, however, complicate the problem and render imperative its consideration by both officers of administration and officers of instruction.

In the long run, moreover, it will probably be found that this problem is to be solved only by the special librarian. The appointment of Dr. Ralph W. Tower, Librarian of the Museum of Natural History and the Academy of Sciences, as honorary curator of the Natural Science libraries of the University, is, therefore, it seems to me, a step full of significance and one which must facilitate incalculably the proper solution of the question under consideration.

It is important also that better arrangements be made for the transfer of books from the Public Library to the University. With this in view, a regular messenger service between the two institutions was established during the year. This resulted in an increase of 26% in the number of loans from the Public Library. Gratifying as this is, it is only a beginning.

Analysis of collections in other libraries, together with analysis of our own collections, shows how deficient our library resources are and also how far our resources may be supplemented by the resources of other institutions. For example, of all titles of books in the Library of Congress checked up, 93% were not here, of those in Harvard University 82%, of those in the University of Chicago 71%, and of those in the John Crerar Library 26%. Again, in 13 bibliographies checked up listing 487 titles, for the most part selected, 69%, and of serials 64%, were not here. It is of interest to note also that of titles in foreign law checked 77% were not here, of those in American medicine 70%, of those in early French literature 63%, and of those in the social sciences 53%. These figures, together with those relating to the use of the library given later, show conclusively the need of vastly greater library resources.

Additions to Collections

The most notable acquisition of the year was the papers of Frederick William Holls, of the Class of 1878, presented to the University by Mr. Robert W. Sayles, of Cambridge, Massachusetts. They number 1922 pieces and include letter copy books as well as letters to Andrew D. White, Mr. John Barrett and others interested in international relations, in German affairs, and in other public questions—principally the Educational Bill of the State of New York, 1899-1900, the International Conference of the American States held in Mexico in 1901, and the Alaskan Boundary Treaty of 1903. The correspondence of Nathaniel Parker Willis and George J. Pumpelly, 29 pieces, was presented by the son of the latter, Mr. J. C. Pumpelly, Law 1863. It is described briefly in an article by the Reference librarian in the *Alumni News*, 4:171-2, Nov. 29, 1912.

Among collections of books acquired during the year, those presented by affiliated societies may be recorded first. These included the library of the Germanistic Society of America, consisting of 163 volumes, 274 pamphlets and 2,194 maps; the library of the Deutscher Verein, 463 volumes, and the library of the Société française, 214 volumes.

From the libraries of officers of the University, that of Emeritus Professor John G. Curtis has been presented by friends of the University to constitute the nucleus of a library for the Department of Physiology. It numbers 3,783 volumes and 2,838 pamphlets, and contains several complete sets of physiological journals. To the Medical School also Dr. Joseph A. Blake, Professor of Surgery, has presented his library to form the nucleus of a library for the Department of Surgery. It consists of 398 volumes, chiefly sets of important surgical journals. It will be located in the Presbyterian Hospital. Other important gifts from officers of the University include those by yourself, 416 volumes; by Professor John Bassett Moore, 569 pieces; and by Professors Burr, Campbell, Carpenter, Cattell, Chaddock, Goodnow, Lee, Lindsay, Lucke, Matthews, Seager, Seligman, Tombo, and Williams.

Of the libraries of alumni a part of that of Edward W. S. Johnston, of the Class of 1886, 811 pieces, was presented by his widow to constitute the first of a number of hall libraries. This collection was placed in Livingston Hall. The law library of Robert Bayard Campbell, of the Class of 1844, 1,489 volumes, was bequeathed to the University by his sister, Miss Maria L. Campbell. The classical library of Herbert Muller Hopkins, of the Class of 1893, 185 volumes, was also bequeathed to the University. Besides these, important gifts were received from the Hon. Seth Low, of the Class of 1870, 131 volumes, and from Miss Runtz-Rees, Ph.D., 1910.

Gifts from other friends of the University include the musical library of Dr. James Pech, presented by him to the University, containing full scores of the most eminent composers, of oratorios, cantatas, masses and operas, a large number of compositions for the harpsichord, clavecin, cembalo, pianoforte, and organ, 8,723 pieces; the bequest of the Rev. Samuel Macaulay Jackson, a collection of works on shorthand, numbering 166 volumes and 289 pamphlets; the library of John Ericsson, presented by his literary executor and biographer, Mr. William Conant Church, 120 volumes; a collection of volumes and pamphlets from the Hon. Joseph H. Choate, numbering 369 pieces; a collection of their publications from Isaac

Pitman & Sons, 65 volumes; selections from their publications, from the French publishers, Hachette, Larousse, Delagrave, and Armand Colin, 65 volumes, and a collection of New York theatre programs, chiefly of the period 1858 to 1866, from Mrs. John B. Church, of Geneva, N. Y.

An extraordinary number of gifts have been received for the collection of *Columbiana*. Among the donors were Mr. John B. Pine, Dr. Robert Arrowsmith, Mr. Thomas F. Main, Rev. George B. Johnson, Mr. W. K. Bixby, and Professor F. D. Sherman. These gifts are recorded in some detail in the columns of the *Columbia Alumni News*.

The following gifts were made for the purchase of books: from Mr. William G. Low, \$250 for the purchase of books on international and maritime law; from Mr. Charles R. Crane, of Chicago, \$250 for the purchase of books on the Near East; from Mr. James Loeb, \$175 for labor literature. Each of these was in continuation of former annual gifts of similar amounts. In addition to these there was a gift of \$150 from the Germanistic Society for the purchase of books relating to the geography of Germany.

The following table shows the number of volumes catalogued and added during the past year:

Books (volumes):

General Library	23,103
Teachers College	3,382
School of Law.....	1,245
School of Medicine.....	239
College of Pharmacy.....	186
Avery Library	346
Columbia College	303
Barnard College	771
	<hr/>
Total.....	29,575
MANUSCRIPTS	2,236
MAPS	2,281
PHOTOGRAPHS	529

Of books accessioned by the General library, 58% were acquired by purchase, 30% by gift, and 7% were duplicates.

The problems arising from the increased enrolment of students in the University, and the increased number of buildings and reading rooms, make the question of the organization of the library staff second only in importance to that of the proper distribution of appropriations for the purchase of books. The staff is, perhaps, large enough to carry on the work which may at present be expected of it—in April it numbered 133. In fixing standards of admission to the staff and of promotion within it, however, and in the classification of the service and measurement of individual efficiency much remains to be done.

The traditions of the private library and of the proprietary library weigh heavily upon the public library—and even more heavily upon the library of the college and university. This is seen in the constitution of faculty library committees and in the *laissez-faire* policies pursued in the administration of many of our university libraries. It is seen also in the naive conceptions of what the duties of a library assistant are, and in the equally mischievous conceptions of what his duties should be. In as far as these ideals persist, the expert service which should be given in a large library must be lacking and the duties of the library staff must remain largely clerical in character.

As the output of the world's press multiplies, however, and as institutions increase in size, and specialization among members of the teaching staff become more minute, expert bibliographical service in libraries must become more and more important and opportunity for bibliographical research on the part of members of the library staff become more necessary. In my last report I recommended that junior assistants ranking as bibliographers be allowed time each year to pursue at least one course of study in the university. It is equally important that those above the grade of junior assistant be allowed time for bibliographical research, especially time for research in other libraries. In University libraries, as elsewhere, as duties become more specialized, service tends to become more mechanical and the time and thought of the individual is absorbed in routine. This is unfortunate not only for the individual but also for the institution, and not only for the individual institution but for

libraries as a class and for universities as a class. It is, therefore, it seems to me, the peculiar duty of the University to encourage a scientific attitude toward library questions as toward other questions, particularly in the library staff. Indeed, among members of the library staff it may not only encourage scientific bibliographical research, it may even require it just as it requires research in other departments of learning from members of other departments of the university, and advancement in the staff may depend as much upon scientific attainments as shown in contributions to professional journals and professional meetings as upon the output of routine work of immediately practical value.

Some such research work has already been inaugurated in the census of library collections undertaken by us, in the annual review of reference literature prepared by the Reference librarian and published in the *Library Journal*, and in such special investigations as that described in the *Library Journal* (37:493) for September, 1912, under the title "Union Catalogues and Repertoires," or as that undertaken by the Assistant Librarian and published in the *Educational Review* for September with the title "Newspaper Libraries."

The library staff should be able to further the work of the University in professional meetings also. In this direction its activity during the past year has been unusual, particularly in connection with the Conference of Eastern College Librarians held under the auspices of the University, November 30, and attended by representatives of twenty institutions, and in connection with the work of the New York Library Club, of which the Assistant Librarian was this year president and the Reference Librarian secretary.

In the differentiation of staff duties and in consequence of raising the standards of admission to the bibliographical service, the opportunities for promotion for pages and clerks have been diminished. It may prove ultimately desirable to require that those admitted to these lower grades shall attend evening school. At present, however, I am solicitous only that their work shall be so organized as to have greater educational value and give them the largest possible opportunities for profitable experi-

ence in office work, typewriting, multigraphing, filing, accounting, etc., and also in book-binding, printing and allied crafts.

Among the changes in administrative organization none is of more far-reaching importance than those involved in the institution of department librarians. These new officers, although officers of the library, are not officers of administration, but officers of instruction, and will, I hope, be given seats in the faculties of the several schools.

The new conditions have given an increased importance to the meetings of the staff. From the beginning the general monthly staff meetings have been open only to heads of departments and of libraries, but with change in the personnel they have been devoted less and less to the discussion of professional literature and more and more to deliberation upon questions of library policy. It is proper that this body should assume ultimately all the functions of a library council.

It is desirable also, it seems to me, that library questions should receive consideration from the Board of Student Representatives. The most valuable suggestions regarding the service, it is true, must always be those of a specific and detailed character which come from individual students. In addition to this expression of individual opinion, however, there should be provision for the development of public opinion in the university community, and for such extension of student self-government in the administration of the reading-rooms as will ensure their greatest popularity and use. A notable step in this direction was taken during the year in an inquiry instituted by the Board at my request, the results of which were embodied in a report published in the *Columbia Spectator* for February 19.

The most important changes in the library staff during the year were the appointment of Felicien Vexler, Columbia University, 1909, formerly assistant cataloguer, as department librarian of the School of Philosophy; of Roger Howson, University of Cambridge, M.A., 1912, as department librarian of the School of Political Science; of Miss Vera Dixon, Iowa State College, B.S., 1908, as department librarian of the School of Applied Science; of Miss Helen R. Keller, Smith College, A.B., Columbia University, A.M., 1913, formerly reviser in the Cat-

alogue Department, as departmental librarian of the School of Journalism; and of Miss Laura Gibbs, B.L.S., head cataloguer in the library of Brown University, as reviser in the Catalogue Department. The resignation of Mr. J. David Thompson, Law Librarian, became effective on March 1, 1913, since which time the Law Library has been under the supervision of the Assistant Librarian of the University.

An examination of the records of the Order Department during the year showed that "rush" orders are sent out ordinarily within a day after their receipt, and other orders within six days, depending upon the amount of investigation required and the amount of business on hand in the department; they are filled by dealers in New York City in two to five days, in Chicago and the West in four to twelve days, in the South in seven to thirteen days, in Great Britain in five weeks to two and a half months, in France and Germany in two to three months, the longer periods of time being required for binding.

The following statistics represent in a measure the work of this department:

Titles searched.....Here	2,186	Not here	7,250	Total	9,436
Orders sent out...1st hand	6,077	2d hand	1,855	"	7,932
Books received....1st hand	5,895	2d hand	4,212	"	10,107

Of the expenditures amounting to \$37,547.99, 57% were for books, 21% for periodicals, and 22% for binding.

The average cost of first-hand books added to the Library was \$2.45 a volume; that of second-hand books, \$1.63.

In the Exchange Department arrangements have been consummated during the year for the utilization of Columbia University Press publications as exchange material. These will not interfere with the sale of these publications, but will insure their distribution among institutions in exchange relations with this library. Of similar importance was the resolution of the University Council, April 15, which provides that each candidate for the degree of doctor of philosophy shall be required to print and deliver to the University 100 copies of his dissertation, instead of 30 copies as heretofore. The additional copies

will enable the library to extend considerably its exchange relations with other institutions.

This department reports the receipt by exchange of 9,804 pieces (not serials) from 156 institutions; of these 3,911 were dissertations. In exchange 6,829 pieces (not serials) were distributed to 406 institutions; of these 1,644 were dissertations.

The following table shows the number of titles received in exchange for University serial publications:

	<i>Total</i>
Biochemical Bulletin	1
Columbia Law Review.....	25
Columbia University Quarterly.....	6
Contributions from Anthropology.....	24
Contributions from Botany.....	7
Contributions from Geology.....	1
Educational Review	8
Political Science Quarterly.....	107
Romanic Review	6
School of Mines Quarterly.....	66
Studies from Department of Pathology.....	1
Torrey Club Bulletin.....	4
Torreya	1
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This department reports also the receipt by gift of 20,269 volumes, 4,760 pamphlets, 2,281 maps, 2,236 manuscripts, 529 photographs, and 6,430 miscellaneous pieces, a total of 36,505 pieces.

The total number of pieces received by order, exchange and gift (not serials) was 56,416.

In the Catalogue Department the greatest changes in organization during the year have been due to the establishment of the department librarianships. With the appointment of these new officials the question was raised whether the department libraries should be wholly independent or independent only as far as the service of readers is concerned. The question was considered at length, and it was finally determined that the work of the accession departments should remain centralized. This decision, in so far as it affected the Catalogue Department, was as follows: In view of the fact that cataloguing may be done with greater facility, economy and efficiency in a de-

partment organized and equipped for the purpose, with a large and highly specialized staff, all the necessary records and tools, and animated by the most approved cataloguing principles and traditions; that a specialized staff makes it possible to assign the classification and subject analysis of books to the specialists in charge of the department libraries, the formal description of them to expert cataloguers, and the clerical work to assistants; that the official catalogue containing the printed catalogue cards of the Library of Congress and other libraries makes it possible to make the fullest possible use of the cards published by other libraries and of the bibliographical information contained in them; and that the necessarily close relationship between the several accessions departments renders it advantageous to have books proceed in regular order from the Order Department to the Catalogue Department, and then to the Bindery Department for stamping, plating, gilding, etc.—it is decided that hereafter the Supervisor of the Catalogue Department shall supervise the cataloguing of all books added to the libraries of the university; that, with the exception of large collections added to the library or recatalogued, requiring all the time of two or more assistants, all books shall be catalogued in the Catalogue Department room. Special shelves shall be assigned there for the books of each department, and department librarians will be expected to examine these shelves daily, and either assign classification numbers and subject headings to the books, or re-revise the same. In the case of books needed “in haste,” the ordinary routine may be modified by special arrangement with the supervisors of departments concerned.

The Union catalogue and official catalogue have been combined. This record now consists of all printed cards published by the Library of Congress, the John Crerar Library, Harvard University and the University of Chicago, together with dissertation cards published by the Königlische Bibliothek, Berlin, and miscellaneous entries, exclusive of serials. It is supplemented by the serial catalogue and, for official use, a list of subject headings.

The recarding of the catalogues has made it necessary to define more exactly the extent to which department collections

shall be represented in the general catalogues. As far as the undergraduate college libraries are concerned, it appears certain that both the character of the books in these collections and the nature of the use of the general catalogues warrant the entry in the general catalogues of all books, all editions, and all copies in these libraries, and it has been so determined.

Outside of problems of organization, the most serious is that of the cataloguing of university dissertations. We have never been able to either classify or catalogue these properly, and yet, with other university libraries, we are under peculiar obligations to do so. I see no way of doing this with economy except in co-operation with other libraries, and with this in view I am in correspondence with a number of other libraries which are interested in the same problem.

In the Serial Department the work of the year has been marked by further definition of the scope of its several records and by consideration of modifications in routine made desirable by the establishment of the department libraries. Arrangements have been made to have serial binding attended to by the department librarians and to utilize their special knowledge, save unnecessary handling of volumes in the Serial Department, and avoid delay in the return of serials to the shelves by forwarding the binding slips prepared by department librarians from the Bindery Department to the Serial Department, and, wherever possible, returning the newly bound serial immediately to the department in which it belongs.

The work of the Catalogue and Serial Departments is represented by the following statistical table:

		Recorded	Total
Volumes catalogued.....			26,007
Titles catalogued	10,826	9,250	14,726
Cards filed:			
General public catalogue.....	37,967	42,943	80,910
Official	12,732		12,732
Serial	18,843		18,843
Shelf list.....	14,099		14,099
Department catalogues.....	17,106	9,300	26,406
Totals	100,747	52,243	152,990
Serial titles.....	4,685		
Pieces checked.....	64,420		

Of cards used in new work on monographs, 35,977 were printed, and 31,828 typewritten or multigraphed; in recarding, printed cards were secured for almost two-thirds of the titles in the College Study and Barnard College.

I have already referred to the new arrangements which provide for the preparation of volumes for binding by the department librarians rather than in the Serial Department as hitherto. These involve placing a large amount of responsibility upon the Bindery Department, especially in standardizing specifications and in revising the slips upon which they are forwarded to the bindery. This, together with the arrears of work discovered in the department libraries, has made the year an extraordinarily busy one in this department. By means of a better distribution of work and by better organization of the work, however, and by better equipment of the home shop, the Supervisor has been able not only to take care of the increased amount of work, but to turn out better work, and do it at less cost. The increase in the binding and rebinding amounted to 21%, the saving over competitive prices amounted to 5%. Of all the binding 30% is rebinding, and 45% is done in the home shop.

The following statistics represent the work of this department:

	University Bindery	Outside Binders	Total Pieces	Cost
Bound	4,981	2,536	7,517	\$6,677.25
Rebound .....	....	2,961	2,961	2,248.86
Pamphlets	3,790	....	3,790	367.43
Repaired	2,046	....	2,046	409.20
Maps, MSS.	1,033	....	1,033	81.85
Gilded	19,215	....	19,215	559.64
Total	<u>31,065</u>	<u>5,497</u>	<u>36,562</u>	<u>\$10,344.23</u>

The removal of the Schools of Law, Political Science and Philosophy and of the Avery Library from the General Library building within the last three years has been nothing short of revolutionary in its consequences. Hitherto the library service had been collegiate in character. It has been carried on for the most part in the same building in which the lectures were given and the

**General
Reading Rooms**

seminars conducted, and one department was not separated from another. Now university conditions obtain. The work of instruction is carried on in other buildings, and even within the same building the reading-room of one department is separated from that of others.

The new conditions have been recognized in the reorganization of the library on university lines. In this the most important measures were the establishment last year of the departmental librarianships and the passage of the regulations of January 9, 1911, governing the accessions policies of the several libraries. Of equal importance is a change of sentiment regarding department library policy among officers of instruction which has permitted the union of some reading-rooms, and, last of all, a reaction in favor of use of the General reading-rooms. The leaders in this last movement, at my request, gave expression to their present feeling in a memorandum dated January 11. This memorandum, after discussing at some length the unity of the human sciences, pointed out the need of larger general reading-room resources, and suggested ways and means of securing them. These proposals are, in substance, in entire harmony with the plans recommended by me for the development of the General library service and in accordance with changes authorized by the Trustees. There may be question as to the rapidity with which the open shelf collections should be increased and as to the extent to which the stack collection should be depleted; there may be question also as to what should be the exact nature of the reading-room arrangements and as to provision for the expenditure involved. But as to the desirability of the general proposal there can be, I believe, no question. Students are no longer content with reading their note-books, nor are they satisfied with the resources of the department reading-rooms. Officers of instruction, moreover, are requiring more reading of students and wider reading—a recent history list consisted of 18% history, 43% social science, and 39% other sciences. A list in ancient history would show an even wider range of interest.

It is true that the general reading-room resources have within the past three years been largely increased; the seating

capacity has been doubled, the shelving capacity has been more than tripled, and the character of the collections and the character of the service has been improved immeasurably; but much more, very much more, needs to be done.

To the reference collections in the General reading-room there have been added a net total of 835 volumes. The collection now numbers 7,835 volumes. The collections in the Periodical reading-room now embrace files of 60 periodicals or 4,200 volumes. The total number of works of reference available in the general reading-rooms is, therefore, 12,035.

The reserve collections this year have numbered 2,649, an increase over last year of 1,062, or 40%. That this increase was not justified is indicated by the fact that 22% of the books reserved during the first term and 18% of those reserved during the second term were not used.

The School of Journalism reserved books in 21% of its courses, the Modern Language departments in 17%, the School of Political Science in 8%, and the departments of Philosophy, Psychology and Anthropology in 4½%. The use of these books is indicated in the following table:

	Volumes Reserved	Not Used	Per Cent.
Social Sciences	468	129	27
Latin	100	25	25
German	85	19	22
French	364	77	21
American Literature	135	28	20
Philosophy	159	28	18
English Literature	494	64	13
History	299	40	13
Religion	26	3	12
Greek	71	8	11
Natural Sciences	133	13	9
Applied Sciences	24	2	8

Information as to the use of reserved books is now reported to instructors on the lists of reserves when they are returned to the instructor for revision.

In the reorganization of the library the aim has been to make as many books as possible accessible on open shelves and save readers all unnecessary and unprofitable use of the catalogue.

With this in view certain improvements of a mechanical nature have been made in the public catalogue which are worthy of note. Following the introduction of temporary salmon-colored slips for all books reserved in the General reading-room, yellow slips reading "The book represented by the next card is now reserved in ——" have this year been introduced to indicate books in department reading-rooms, and blue slips have been inserted for all annuals, the latest volume of which is kept in the General reading-room. In each case this device saves writing a call slip and waiting at the loan desk. These cards are inserted at a cost of $1/5$ of a cent per title.

As an aid to the reader whose call for a book at the loan desk cannot be filled because the call slip is not properly made out or because the book is "not on shelves," "missing," or "at binders," slips were printed with an explanation of the reason for not supplying the book and a direction to apply to the reference librarian for help. These are attached to the call slip, which is returned to the reader. This arrangement has made it possible, in the majority of cases, to satisfy the needs of a reader when they would have otherwise remained unsatisfied and has also called attention to cases where duplication or replacement are necessary.

The increase in the use of the Periodical reading-room recorded elsewhere indicates that the files as well as the current issues of periodicals are taking a more important place in university studies. It has been said that for research purposes and in training for research periodicals are the backbone of a library and furnish probably two-thirds of the really serious work in it. Analysis of publishing activity indicates that this is a conservative estimate. The proportion of periodical articles to books has been reckoned as 100 to 1; the average number of articles in a volume of a periodical, calculated on the basis of volumes and articles indexed in Poole's Index, 1802-1881, is 33 articles per volume. In other words, periodicals may be used in the long run anywhere from two to one hundred times as much as other books, and a given volume anywhere from two to thirty-three times as much, and this is not only because they contain information nowhere else to be found, but because their use is facilitated by well-known indexes.

The new special reading-room in the east wing is the smallest of the three general reading-rooms, and must, therefore, be the quietest. For this reason it has been our plan to restrict its use. During the past year, however, it has not been used as much as it should be—its use has been only 5% of the total use of the general reading-rooms. This has been due partly to the fact that a good collection of books has not yet been placed in the room, and partly to the fact that it has been necessary to use the room for bibliographical exhibits. These conditions are, of course, of a temporary nature only and may, I hope, be speedily changed.

The use of the study rooms adjoining the book stacks is also less than it should be. The following table indicates what proportion of students in each department has secured admission to these rooms and what the average attendance at any one time is:

History Department.....	Room 402	.037	5
Social Science Departments....	301	.037	4
Modern Literature Departments	306	.017	4
Classical and Oriental Literature and Philosophy.....	406	.018	1

It is of interest to note also as indicating the tendency to confine reading to department reading-rooms and to the private study that the average number of daily issues from the history stack is only 81, and that 60% of these fall in the afternoon, that is, for "home use."

General reading-room:

	Visitors	Per Cent. of Increase	Volumes Used	Per Cent. of Increase
Reference collection.....	.....	....	96,251	34.4
Reserve collection:				
Winter sessions.....	.....	....	16,689	71.6
Summer sessions.....	.....	....	2,170	34.0 decrease
Loans. Total.....	.....	....	3,451	76.9
Total.....	83,776	17.4	118,561	36.7
Periodical reading-room.....	41,419	15.		
Special reading-room.....	6,195			
Total.....	131,390			

Comparison of the use of the reference collections and the reserve collections is instructive. Volumes in the former were used on an average of 12 times; in the latter 7.8 times. This, as the Reference Librarian observes, is in interesting contrast to use in the College Study, where independent investigation is subordinated to assigned reading. The cost of the service in the general reading-room was two cents a reader.

The larger quarters and more ample equipment provided for exhibitions in the east wing of the library has made it possible to present during the year an extraordinary series of exhibits. The first was an archaeological collection, illustrating part of the explorations conducted in the year 1911-12 by the International School of American Archaeology and Ethnology in Mexico City, exhibited under the auspices of the Department of Anthropology and the American Ethnological Society during November. This was followed by a Gerhart Hauptman exhibit, commemorating his fiftieth birthday and celebrating the award to him of the Nobel prize for literature, arranged under the auspices of the Germanistic Society of America and the Deutsches Haus. During January an exhibition was opened illustrative of the history of English book illustration of the Georgian period chiefly from the collection of the works of James Thomson, presented by Mr. John McLean Nash, but including a number of treasures from the library of Mr. Frederic R. Halsey and from a well-known Brooklyn collection of the works of William Blake. The most notable of all the exhibitions was one arranged in collaboration with the Germanistic Society of America illustrative of the life and times of Frederick the Great, and consisting for the most part of books, prints and medals loaned, by gracious permission of His Majesty, the Emperor of Germany, from the Royal libraries in Potsdam, Charlottenburgh and Berlin, the National Gallery, the Royal Academy of Arts, and the Royal Numismatic Institution. Among these collections were a large number of books from Frederick's own libraries, together with original drawings by Adolf Menzel. The former were described by Dr. Krieger, Librarian of the Königliche Hausbibliothek, in the *Columbia University Quarterly*, for March, 1913.

Exhibitions of Columbiana were shown on Alumni Day and on Commencement Day. The former consisted of recent writings of alumni, together with a collection of Hamiltoniana, loaned by Dr. A. M. Hamilton, grandson of Alexander Hamilton; the latter consisted of early Commencement memorabilia, programs, cards of invitation, etc. The visitors to these exhibitions numbered 39,437.

The course of bibliographical lectures inaugurated last year was repeated in a modified form during the present year. Introductory lectures of a general character, intended especially for the information of new members of the University, were given on the library resources of New York City by the University Librarian, the Libraries of the University by the Assistant Librarian, and the Bibliographical equipment of the library by the Reference Librarian.

**Bibliographical
Lectures**

These lectures were supplemented by a series of lectures on legal bibliography and the use of law books by the Law Librarian and by a course in pharmaceutical bibliography offered by the librarian of the College of Pharmacy. The latter course is, I believe, the first of the kind to be offered in an American university. The class work consisted of an introductory lecture on bibliographical method and literature and critical discussion of the reports of research work done by individuals. To this was allotted three periods of three hours each. At the close of the class the students repaired to the library and carried on bibliographical research on assigned topics under the direction of the professor.

By courtesy of the English department a talk on the library was given to members of the entering classes of Columbia College and of Barnard College.

We have thus three types of bibliographical instruction carried on under library auspices. The scope of the first is fairly well defined; the aims and methods of bibliographical instruction in the professional and graduate schools and in the undergraduate schools, on the other hand, are not well defined and should receive further consideration.

From a librarian's point of view, the problem is primarily one

of library economy. The reference librarian and her assistants spend approximately half of their time during the early part of the year in instructing new students, both graduate and undergraduate, in the use of the library catalogue. It is, of course, impossible to say how much of this time might be saved if these students would attend the library lectures on the catalogue, a systematic, well-illustrated lecture, but it is fair to say that the saving would amount to one-half; that, in other words, if all new students would devote this one hour to the study of this part of our bibliographical equipment, there would be a saving of at least one-quarter of the whole time of the reference staff during the first few weeks of the year.

With good bibliographical instruction there would be also greater economy in the use of the library's collections. At present many of our most valuable books are the least used, while some of our least valuable books are the most used. School books are preferred to the monumenta of learning, text-books to source books, compends to works of reference, and this simply because works of reference, bibliographies and indexes of a general character are not known, or at least very imperfectly known.

The advantages of a course of general bibliographical instruction in the economy of the library are parallel by corresponding advantages in the economy of the University. While many students receive no bibliographical instruction whatever, others receive the same modicum of bibliographical learning in several courses. This duplication of effort is not, of course, all waste, but it is, it seems to me, unnecessary and undesirable.

Most important of all, however, is the need of the student. The saving in unnecessary work on the part of the staff of the library and of the staff of instruction may be calculable; the possible gain to the students from the establishment of such a course would be incalculable.

I am not sure that under present conditions any general bibliographical course should be added to the required courses. The unevenness of the bibliographical attainments of students would make it difficult to conduct such a course properly; a required course presupposes preparatory training and entrance

standards. I do believe, however, that an optional course should be established, that it should be required of all students taking certain advanced courses, and that distinctly bibliographical work should be a condition of the granting of any degree. The Faculties of Columbia College, of Barnard College and of the School of Philosophy have already allowed credit for such work as is involved in attending a course of bibliographical lectures and also for such work as is involved in bibliographical research.

It is not, however, sufficient to recognize the value of bibliographical training. It is necessary to recognize the necessity of it; to be more exact, the necessity of such bibliographical training as comes from bibliographical research, such training as can be given only by a bibliographer and a professor in a special department of learning jointly. I urge that the several faculties of the University consider carefully the desirability of requiring bibliographical work from every candidate for a degree, and especially that the rules with regard to the preparation of doctoral dissertations be amended so as to provide that an approved bibliography shall be appended to each dissertation.

A beginning has been made in the description of our collections of periodicals. The publication of the *List of medical periodicals currently received in the libraries of the College of Physicians and Surgeons, 1912*, 14 pp., has been followed by the preparation and publication, in mimeographed form, of a *Catalogue of periodicals and serials in the libraries of the College of Physicians and Surgeons*, May, 1913, 13 pp. *A list of Theological periodicals currently received in the libraries of New York City* (15 pp.), published by the University and distributed by the Federation of Churches, will, it is hoped, be followed by a similar inventory of files. A list of engineering periodicals has also been prepared in co-operation with the other libraries of the city.

Such lists are not only useful to the student who wishes to learn where a given periodical may be found, but they are of service to those who are seeking to enlarge the resources of the University. For example, the list of medical periodicals showed that of more than 1,300 volumes indexed in the *Index*

medicus, the Medical School is receiving only 214. It shows also that of 53% of these, two or more copies are received in the several libraries of the School. The publication of such facts ought to do much to make the common interests of all departments prevail over those of the individual department.

The University Bibliography, 1912, 64 pp. (Columbia University Bulletin of Information, 13th Ser., No. 13, April 12, 1913), recorded 1,406 publications, among which were 155 official publications, 1,149 publications of officers, and 83 doctoral dissertations. The publications of officers represented the work of 282 individuals and of 52 departments.

Among bibliographies of special subjects the most notable, indeed the most notable so far prepared in the Library, is a *Contribution to a bibliography of Henri Bergson*, Columbia University Press, 1913, 56 pp. The purpose of this record was to show the growth and spread of books by and about Professor Bergson. It included 90 books and articles by Professor Bergson, including translations of his works, and 417 books and articles about him in 11 different languages.

Another useful bibliography entitled *Reading lists based on Columbia College Courses* (1912, 27 pp.) was prepared under the direction of the Department of Extension Teaching. If it is true that the chief duty of an Extension lecturer is to guide the reading of his hearers, it is evident that there is a large field for co-operation between the Extension Department and the library in the preparation of syllabi and bibliographical outlines of this character.

A weekly list of new books of general interest and monthly list of new books of reference and of new periodicals added to the library have been published in the *Columbia Spectator* and lists of additions to the library of Barnard College, published in the *Barnard Bulletin*.

The following articles relating to the libraries of the University may be recorded: The Avery Library and Its Building, by E. R. Smith, in *Columbia Alumni News*, 4:60-62, September 27, 1912; The New Avery Library, in *Library Journal*, 37:674-5, December; The Avery Library, by C. M. Price and G. L. Hunter, in *Architectural Record*, 33:353-66, June, 1913,

illustrated, also printed separately; The Law Library, by J. D. Thompson, in *Columbia Alumni News*, 4:97-8, October 18, 1912; The Libraries of the College of Physicians and Surgeons, by A. L. Robert, in *Alumni News*, 4:214-16, December 20; and The George Rice Carpenter Memorial Library, by Professor W. E. Lawrence, in *Columbia University Quarterly*, 14:402-6, September, 1912.

You have from time to time called attention to the proper limitations of the class room and the lecture, and with other leading educators have emphasized the need of individual instruction. It is, of course, difficult to say what the limits of the class room are, and equally difficult to say what the limits of the library are, but, whatever they may be, it is certain that the class room and the library must, in the nature of things, occupy adjoining territory, that the spoken lecture and the written lecture must be closely related to each other, and that the librarian, especially the department librarian, must have opportunities for instruction, particularly individual instruction, which the lecturer cannot have.

In order, however, that the librarian may be able to do his work, reading-rooms must be accessible, well equipped and well administered. In order that they may be accessible, and at the same time equipped to meet special needs, the general reading-rooms must be supplemented by auxiliary department reading-rooms, and the general reading-room service supplemented by departmental reading-room service. This was recognized in the fiscal legislation of last year. During the current year such changes in administrative policies and methods as the new organization involves have been inaugurated.

In doing this we have endeavored, in the first place, to distinguish between libraries which are practically independent of the general library, such as those of the Schools of Education, Law, Medicine, etc., and those which are dependent, such as those in the Schools of Political Science and Philosophy. The development of the former must be affected less by that of other libraries of the University than by that of other libraries of the city. The latter, however, are not so much libraries as

reading-rooms, and must be administered in closest relations with the General Library and with each other.

The department libraries, therefore, tend to embrace all the University's collections in their respective subjects, and will be duplicated in the General library to a slight extent only; while the department reading-rooms aim to select and contain few books that are not duplicates of the most used books in the General library. It is, however, difficult to keep the reading-room collections select, and therefore difficult to limit them to duplicates, and will, I imagine, continue to be difficult as long as there are instructors who think it necessary to determine not only what students shall read, but when they shall read it and where.

But as rapidly as the responsibility for the service of readers is transferred to the library staff, and the work of the general staff and of the department staff properly co-ordinated, we shall secure more useful collections in the reading-rooms, both in the General library and in the departments. With a view to such co-ordination an administrative ruling has been issued providing that department librarians who wish to withdraw books from the General library for use in department reading-rooms shall consult with the Reference librarian before withdrawing any book of which the library has but one copy.

In the extension of the branch library service steps have been taken during the year to enlarge the resources of the hall and club libraries. The first of the proposed hall libraries was established in Livingston Hall through the generosity of Mrs. Edward Johnston, above referred to. The library has also undertaken the care of the libraries in the Faculty Club and in Earl Hall. All of these collections will be administered as traveling libraries.

The report of the Loan Division shows that the total number of registered borrowers at the central loan desk is 4,676.

Book	Of these 658 are officers of the University,
Circulation	3,097 students, 856 alumni, and 65 others.
	That is, of the total number of officers of the University, 34% are registered borrowers; of the total number of students enrolled in the University, 37%; of alumni

resident in New York, 29%. The student borrowers were distributed among the several schools as follows. The table gives the number of borrowers, together with the percentage of enrollment in each school and the percentage of the entire library registration.

	Library Registration	Per Cent. of School Enrollment	Per Cent. of Library Registration
Columbia College.....	529	63	17
Barnard College.....	343	44	11
School of Philosophy..	629	75	20.3
Political Science	332	80	10.7
School of Law.....	85	18	2.7
Mines	139	22	4.5
Education	467	29	15.0
Medicine	9	2	.002
Pharmacy	6	1	.001
Summer School.....	450	13	14.5
University Extension...	108	7	3.4

The total number of loans was 196,922. Of this number 156,555 were issued through the Central Loan desk. An examination of the records at this point indicates that of the total number of calls about 77% are supplied. Of these 64.3% are supplied in less than 8 minutes and 17.9% in from 8 to 15 minutes. 3.7% required more than 15 minutes to supply. Of the last the larger number were located in the least accessible stacks on the fourth floor, north wing.

Those not supplied constitute about 23% of the total number of calls. In December these numbered 11,401 books, or 2.3% of the entire collection. Of these 41% were loaned to individuals, 28% reserved temporarily in department reading-rooms, 13% reserved temporarily in the stack studies, 11% reserved temporarily in the General reading-room, and 4% were in the bindery. Analyzed by subject, the books out were distributed as follows: General works, 1.7%; Philosophy, 5.2%; Religion, 10.1%; Social Sciences, 20%; Philology, .3%; Science, 6.6%; Technology, 2.1%; Fine Arts, .7%; Literature, 39%; History, 13%. These figures indicate that more duplicates are needed in Literature and Social Science.

The following statistics indicate the use of books during the past year, and the increase over that of the previous year:

Number of readers in reading-rooms....	502,016	47%
Volumes used in reading-rooms.....	792,592	15%
Volumes lent for outside use.....	196,922	5%
	<hr/>	
Total recorded use of libraries (vols.)	989,514	

INTER-LIBRARY LOANS

	Institutions	Volumes
Borrowed from.....	17	848
Loaned to.....	63	500

Of volumes borrowed, 609, or 72%, were from other New York libraries, 239 from libraries outside of New York.

Respectfully submitted,

W. DAWSON JOHNSTON,
Librarian.

June 30, 1913.

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, 1913.

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RECEIPTS AND PAYMENTS

RECEIPTS

Cash Balance, June 30, 1912.....	\$696,857 08
General Income of the Corporation—Schedule 3, page 9.	1,753,186 01
Additions to Permanent Funds—Schedule 4, page 10...	955,340 74
Gifts and Receipts for Designated Purposes—Schedule 5, page 13.....	466,463 43
Income of Special Funds—Schedule 6, 3d column, page 16	285,168 21
Miscellaneous—Schedule 7, page 19.....	226,752 81
Special Real Estate Income and Expense Account—Schedule 12, 4th column, page 47	111,921 74
	\$4,495,690 02
	\$4,495,690 02

PAYMENTS

Current Expenses—Summary of Schedule 8, page 36....	\$2,367,269 33
Miscellaneous—Schedule 9, page 39.....	1,818,960 06
Interest—Schedule 11, page 46.....	140,037 23
Expenses of Special Real Estate, excluding Interest, as shown in Schedule 12, 1st column, page 47.....	87,877 72
Cash Balance, June 30, 1913—Balance Sheet, Schedule 2, page 2.....	81,545 68
	\$4,495,690 02
	\$4,495,690 02

BALANCE SHEET, JUNE 30, 1913

Cash Accounts:			
General Funds:			
New York Life Insurance & Trust Co.	\$5,726 33		
Bank of New York, N. B. A.	33,451 38		
Corn Exchange Bank—University Branch:			
Treasurer's Account.....	\$5,417 91		
Bursar's Account.....	4,339 58		
Corn Exchange Bank—Hudson River Branch.			
Bursar.....	976 32		
Superintendent.....	100 00		
Secretary.....	30 00		
Librarian.....	25 00		
Registrar.....	20 00		
Commons.....	100 00		
Summer Session.....	25 00		
		\$50,261 52	
Special Funds:			
New York Trust Co. (Principal).....	\$2,031 07		
New York Life Insurance & Trust Co. (Income).....	3,790 42		
		\$5,821 49	
Funds for Designated Purposes:			
Miscellaneous (New York Life Insurance & Trust Co.).....	\$3,488 62		
Catherine Wolfe Bruce Fund (Bankers Trust Co.).....	3,861 25		
Crocker Research Fund (New York Life Insurance & Trust Co.).....	4,549 63		
Kennedy Endowment Fund (New York Life Insurance & Trust Co.).....	8,312 86		
Loubat Prizes (Columbia-Knutkerbocker Trust Co.).....	4,820 01		
Students' Loan Fund (New York Trust Co.).....	430 30		
		25,462 67	\$81,545 68
Arrears of Rent—Schedule 17, page 71.....			16,763 50
Investment of General and Special Funds in Personal Securities—Schedule 16, page 69.....			8,953,752 06
Income of Special Funds—Overdrafts—Schedule 6, 6th column, page 16.....			5,771 17
University Land, Buildings and Equipment—Memoranda to Schedule 2), page 5.....			13,910,927 19
College of Physicians and Surgeons—Additions and Alterations.....			925,742 91
No. 18 East 16th Street, New York.....			167,109 75
Camp Columbia, Morris, Conn.....			39,412 04
Farm at Fishkill, New York.....			7,000 00
Gaillard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York—(Schedule 13, page 48).....			569,223 20
Williamsbridge Property—Williamsbridge, New York—(Schedule 13, page 48).....			209,835 43
Upper and Lower Estates—New York City (1912 Tax Valuations).....			20,343 500 00
Columbia University Press.....			42 15
No. 16 West 51st Street, New York (Hadden Lease).....			472 00
Loans from Class of 1886, Students' Loan Fund.....			2,022 00
Loans from Class of 1887, Mines, Loan Fund.....			75 00
Loans from Law School Loan Fund.....			1,965 00
Loans from Payne Loan Fund.....			893 50
Loans from Shoemaker Loan Fund.....			10,298 50

Advance Payments against future Appropriations:		
Camp Columbia—General Expenses (Civil Engineering).....	\$110 01	
Camp Columbia—General Expenses (Buildings and Grounds).....	405 02	
Electrical Engineering—Meter Testing.....	104 65	
Gilder Fellowship.....	750 00	
Insurance, 1913-14.....	10,127 02	
Insurance, 1914-15.....	9,901 72	
Insurance, 1915-16.....	9,460 01	
Insurance, 1916-17.....	9,326 94	
Lectures.....	743 31	
Summer Session, 1913.....	15,643 85	
Anonymous Gift for Church and Choral Music (Expenses).....	500 00	
Stadium, Hudson River, 116th to 120th Streets, New York.....	1,203 00	
*Redemption Fund for Bond Issue, in hand of United States Trust Co. as Trustees.....	300,000 00	
	\$45,604,610 69	
*Redemption Fund:		\$300,000
For Investments, see Schedule 16, Part III, page 70.....	\$285,282 50	
Cash.....	14,717 50	

Cr.

Principal of Special Funds—Schedule 15, page 62.....		
Income of Special Funds: Credit Balances June 30, 1913—Schedule 6, 7th column, page 16.....	\$8,695,475 78	
Gifts and Receipts for Designated Purposes: Credit Balances June 30, 1913—Schedule 10, 5th column, page 43.....	219,090 76	
Permanent Funds: For the Purchase of Land and Erection of Buildings (Memoranda to Schedule 2, page 7).....	104,938 35	
Advance Payments of Fees, 1913-14.....	7,612,145 04	
Extension Teaching: Institute of Arts and Sciences.....	\$5,110 00	
Residence Halls.....	394 84	
Summer Schools of Surveying and Geodesy.....	3,145 00	
Deposits for Apparatus.....	8,649 84	
Deposits for Keys.....	4,607 82	
Deposits, etc., re. Uncompleted Real Estate Sales.....	1,429 15	
Premium Account.....	41,500 00	
Unclaimed Salaries.....	651 80	
Class of 1886, Students' Loan Fund.....	541 69	
Class of 1887, Mines, Loan Fund.....	501 10	
Law School Loan Fund.....	7,132 54	
Payne Loan Fund.....	75 00	
Shoemaker Loan Fund.....	2,084 82	
Special Students' Loan Fund.....	990 68	
Students' Loan Fund.....	167 00	
Columbia College 4½ Mortgage Gold Bonds.....	10,728 80	
Columbia University Notes.....	\$3,000,000 00	
Loubat Annuity Mortgage, Nos. 503-511 Broadway, New York.....	100,000 00	
Mortgage on No. 407 West 117th Street, New York.....	448,000 00	
Real Estate Sales Account.....	15,000 00	
Real Estate Account Summary, Schedule 14, page 49.....	3,563,000 00	
	3,828,390 35	
	21,502,540 17	
	\$45,604,640 69	

MEMORANDA TO SCHEDULE 2

The debit item "University, Land, Buildings and Equipment—Morningside" is composed of the following:

Land: 114th to 116th Streets, Amsterdam			
Avenue and Broadway.....	\$2,022,440 66		
Improvement of Grounds.....	53,239 90	\$2,075,679 96	
116th to 120th Streets, Amsterdam			
Avenue and Broadway.....	2,000,000 00		
Improvement of Grounds.....	429,601 17	2,429,601 17	
116th Street, north side, Morningside			
Drive to Amsterdam Avenue.....			563,193 40
Avery Architectural			
Library Building: Construction.....			329,972 59
Earl Hall:			
Construction.....			164,844 65
Engineering Building:			
Construction.....	284,075 50		
Equipment.....	20,325 47	304,400 97	
Fayerweather Hall:			
Construction.....	274,113 67		
Equipment.....	14,645 43	288,759 10	
Furnald Hall:			
Construction.....			168,371 48
Hamilton Hall:			
Construction.....	486,572 26		
Equipment.....	24,156 49	510,728 75	
Hartley Hall:			
Construction.....	335,173 67		
Equipment.....	16,799 20	351,972 87	
Havemeyer Hall:			
Construction.....	516,488 62		
Equipment	53,474 86	569,963 48	
Kent Hall:			
Construction.....			530,692 42
Library Building:			
Construction.....	1,141,553 65		
Equipment.....	97,037 38		
Changes, 1911-1913....	13,159 44	1,251,750 47	
Livingston Hall:			
Construction.....	333,520 98		
Equipment.....	17,008 63	350,529 61	
Model House and Model of Buildings and			
Grounds.....			19,972 70
Philosophy Building:			
Construction.....			349,629 90
President's House:			
Construction.....	192,645 17		
Furnishing.....	12,521 52	205,166 69	
St. Paul's Chapel:			
Construction.....	266,676 54		
Equipment.....	29,846 62	296,523 16	
Schermerhorn Hall:			
Construction.....	457,658 17		
Equipment.....	35,786 35	493,444 52	
School of Journalism:			
Construction			384,129 18
School of Mines Bldg:			
Construction.....	305,506 29		
Equipment.....	19,460 85	324,967 14	
University Hall:			
Construction.....	951,524 21		
Equipment.....	17,214 26		
Equipment:			
{ Power House.....	118,828 52		
{ Gymnasium.....	43,149 23	1,130,716 22	
No. 407 West 117th Street, New York.....			23,650 00
No. 411 West 117th Street, New York (Maison Française).....			29,466 79
Carried forward.....			\$13,148,127 22

Brought forward.....		\$13,148,127 22
No. 413 West 117th Street, New York.....		23,439 12
No. 415 West 117th Street, New York.....		23,439 12
No. 419 West 117th Street, New York (Deutsches Haus).....		30,000 00
No. 421 West 117th Street, New York.....		23,234 80
Class of 1880 Gates.....		2,000 00
Class of 1881 Flagstaff.....		4,600 00
Equipment of Dining Room and Kitchen, Officers' Club.....		1,200 00
Fountain of Pau.....		12,013 50
Granite Posts for Gate at 119th Street and Amsterdam Avenue.....		2,563 00
Hamilton Statue.....		10,900 00
Lighting University Grounds.....		493 82
Repairs and Equipment of Old Buildings:		
East Hall.....	\$5,113 34	
South Hall.....	4,490 42	
West Hall.....	10,252 67	19,856 43
South Court Fountains.....		4,932 88
Assessments:		
Boulevard Sewer.....	2,579 90	
129th Street Sewer.....	749 25	
Opening and Acquiring Title to Addition to Riverside Park.....	8,168 98	
Opening 116th Street.....	2,882 77	
Opening 120th Street.....	38,956 09	
Opening Riverside Drive and Parkway.....	4,814 55	58,151 54
Expenses of Removal.....		59,987 56
Insurance.....		3,754 40
Interest.....		339,812 08
Legal Expenses.....		4,291 07
Outside Street Work.....		107,140 39
Vaults:		
East.....	30,382 79	
West.....	37,316 40	67,699 19
		<u>\$13,947,636 12</u>
CREDITS		
Award for widening 120th Street.....	\$922 50	
Interest on deposits of the Building Fund.....	11,332 68	
Interest on deposits of the Schermerhorn Build- ing Fund.....	115 00	
Rents received from Old Buildings.....	4,510 00	
Sale of Old Brick.....	6,019 47	22,899 65
		<u>\$13,924,736 47</u>
Less overcharge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.....		13,809 28
		<u>\$13,910,927 19</u>
The credit item "Permanent Funds—For the Purchase of Land and Erection of Buildings" is composed of the following:		
Adams (Edward D.) Gift (for Deutsches Haus).		\$30,000 00
Alumni Memorial Hall Gift (University Hall Enlargement).....		100,000 00
Anonymous Gift for Hamilton Statue.....		1,000 00
Anonymous Gift for Maison Francaise.....		30,100 00
Carried forward.....		<u>\$161,100 00</u>

Brought forward.....		\$161,100 00
Anonymous Gift towards erection of Philosophy Building		350,000 00
Association of the Alumni of Columbia College (Hamilton Statue).....		10,000 00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....		330,000 00
Babcock and Wilcox Gift (Steel Boiler for Power House).....		3,250 00
Changes in Chapel Organ Gift.....		500 00
Clark (Edward Severin) Gift (Fountain of Pan)		12,013 50
Class of 1874 Gift (Marble Columns in Library).		1,648 00
Class of 1880 Gift (Hamilton Hall, Gates).....		2,020 00
Class of 1881 Gift (Flagstaff).....		4,600 00
Class of 1881, Arts, Mines and Political Science Gift (Gemot in Hamilton Hall).....		1,000 00
Class of 1882 Gift (120th Street Gates).		1,500 00
Class of 1883 Gift (Torcheres, St. Paul's Chapel)		5,280 00
Class of 1883, Mines, Gift (Setting for Bust of Prof. Egleston).....		390 00
Class of 1884, Arts, Gift (Marble Clock, Hamilton Hall).....		1,913 90
Class of 1884, Mines, Gift (Grading South Field)		5,000 00
Class of 1890, Arts and Mines, Gift (Pylons)....		2,000 00
Class of 1899 Gift (Grading South Field).....		5,000 00
Class of 1909, College, Gift (Class Shield in Hamilton Hall).....		20 00
Contributions to Bloomingdale Site.....		331,150 00
Contributions to Buildings, College of Physicians and Surgeons.....		71,551 05
Dodge (Marcellus Hartley) and Mrs. Helen Hartley Jenkins Gift (Hartley Hall).....		350,000 00
Dodge (William E.) Gift (Earl Hall).....		164,950 82
Fayerweather Legacy (Fayerweather Hall).....		330,894 03
Furnald (Estate of Francis P.), Gift (Furnald Hall).....		250,000 00
Hamilton Hall Gift.....		507,059 16
Havemeyer Gift (Havemeyer Hall).....		414,206 65
Kent Hall:		
Anonymous Gift.....	\$100,060 00	
Charles Bathgate Beck Gift.....	384,872 57	
Francis Lynde Stetson Gift.....	10,000 00	
		494,872 57
Lewisohn (Adolph) Gift (School of Mines Building)		250,000 00
Low Library Gift (Library Building).....		1,100,639 32
Memorial Windows Gifts.....		12,600 00
Livingston (Edward de Peyster) Gift (Memorial Window, Livingston Hall).....		1,124 00
Model of Buildings and Grounds Gift.....		19,972 70
Morgan (William Fellowes) Gift, (Illuminating University Grounds).....		1,035 00
President's House, Furniture (Anonymous Gift)		2,521 52
St. Paul's Chapel Gift		250,000 00
St. Paul's Chapel Furniture Gift (Anonymous)..		2,846 62
St. Paul's Chapel Organ and Case Gifts.....		26,500 00
Schermerhorn Gift (Schermerhorn Hall).....		458,133 18
School of Journalism Building Gift (Pulitzer)..		500,000 00
Sloan Torcheres Gift (Library Building).....		6,000 00
Carried forward.....		\$6,443,292 02

Schedule 2—Continued

7

Brought forward.....	\$6,443,292 02
Sloane (Mr. and Mrs. William D.) Gift (for Additions and Alterations to Sloane Hospital for Women).....	399,263 14
South Court Fountain Gift.....	4,932 88
South Field Fund.....	54,707 00
South Field Grading Gift (Anonymous).....	1,500 00
Stabler (Edward L.) Gift.....	1,200 00
Torchers for School of Mines Building Gift....	1,000 00
Vanderbilt Gift (Vanderbilt Clinic).....	350,000 00
Villard (Henry) Legacy.....	50,000 00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....	306,250 00
	<hr/>
	\$7,612,145 04
	<hr/> <hr/>

GENERAL INCOME OF THE CORPORATION

RENTS:

Upper and Lower Estates, 1912-1913.	\$705,829 20
No. 18 East 16th Street, New York...	6,000 00
No. 407 West 117th Street, New York.	1,600 00
No. 421 West 117th Street, New York.	1,500 00
Interest on Rents.....	686 52

* \$715,615 72

FEES:

Morningside:

Late Registration	\$1,824 00	
Matriculation.....	5,980 00	
Tuition.....	438,097 81	
Graduation.....	25,535 00	
Entrance and Special Examinations	5,745 00	
Gymnasium.....	12,761 50	
Lockers.....	181 00	
Rooms in Residence Halls.....	87,147 41	
		577,271 72

College of Physicians and Surgeons:

Late Registration.....	90 00	
Matriculation.....	400 00	
Tuition.....	78,071 05	
Examinations.....	680 00	
Graduation.....	2,405 00	
Post Graduate.....	62 50	
		81,708 55

Summer Course in Geodesy.....

720 00

Summer Course in Surveying.....

6,545 50

Summer Session, 1912:

Morningside	132,947 85	
College of Physicians and Surgeons	1,540 00	
		134,487 85

Extension Teaching.....

54,971 83

855,705 45

SUNDRIES:

Other Receipts from Students:

Supplies and Material (See Memoranda to Schedule 3):

Morningside	18,656 20	
College of Physicians and Surgeons.....	749 37	
		19,405 57

Barnard College:

Electric Current.....	1,390 30	
Steam Heat and Power.....	4,485 00	
		5,875 30

Interest:

On General Investments.....	16,285 37	
On Deposits of General Funds....	1,446 85	
On Redemption Fund.....	4,974 64	
		22,706 86

Miscellaneous:

Diplomas.....	\$20 50
General Catalogue.....	75 16
Income from Commons.....	49,881 89
Kennedy Fund Income.....	94,154 14
Post Office.....	275 00
Sale of Old Material.....	17 20
Sexennial Catalogue.....	1,608 95
Telephone Service.....	7,489 47

Carried forward.....	\$153,522 31	\$47,987 73	\$1,571,321 17
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*Not included—unadjusted rents of expired leases estimated at \$17,573 66.

Brought forward...	\$153,522 31	\$47,987 73	\$1,571,321 17
SUNDRIES—Continued			
Tennis Tickets, sales.....	1,234 85		
Troy Gift.....	2 00		
West Hall.....	280 00		
Willard V. King's Gift for General Purposes.....	200 00	155,239 16	203,226 89
General Income for the year 1912-13..			\$1,774,548 06
Deduct:			
Arrears of Rent accrued, 1912-13		\$15,203 00	
Fees for 1912-13, received in 1911-12:			
Residence Halls.....		1,737 05	
Summer Course in Surveying..		4,422 00	\$21,362 05
General Income collected in 1912-13...			\$1,753,186 01

MEMORANDA TO SCHEDULE 3

The item "Supplies and Material: Morningside," under "Sundries," comprises material furnished to students in

Chemistry	\$13,940 70
Civil Engineering.....	292 70
Electrical Engineering.....	81 15
Mechanical Engineering.....	850 00
Metallurgy	676 10
and Electric Light and Breakage in	
Hartley Hall.....	1,458 64
Livingston Hall.....	1,356 01
	<u>\$18,656 20</u>

The item "Supplies and Material: College of Physicians and Surgeons," under "Sundries," comprises material furnished to students in

Anatomy.....	\$16 00
Osteology.....	15 25
Pharmaceutics	32 39
Physiological Chemistry.....	685 73
	<u>\$749 37</u>

ADDITIONS TO PERMANENT FUNDS

SPECIAL FUNDS:

Gift from James H. Aldrich to establish the James Herman Aldrich Scholarship Fund.....	\$5,000 00	
Gift from an Anonymous donor to augment the Charles Frederick Chandler Fund.....	1,000 00	
Gift from Robert Bacon to establish the Maison Française Endowment Fund.....	5,000 00	
Legacy from the late Annie P. Burgess to establish the Annie P. Burgess Fund.....	56,960 53	
Legacy from the late Annie P. Burgess to establish the Annie P. Burgess Scholarship Fund.....	5,000 00	
Legacy from the late Annie P. Burgess to establish the Dr. Daniel M. Burgess Scholarship Fund.....	5,000 00	
Gift from the Committee of the Emmons Memorial Fund to establish the Samuel Franklin Emmons Memorial Fund.....	13,223 27	
Gift of Friends of Professor William O. Crosby of Boston to establish the William O. Crosby Collection of Lantern Slides Fund.....	1,700 00	
Gift from the Germanistic Society of America to augment the Deutsches Haus Endowment Fund.....	4,700 00	
Legacy from the late John Stewart Kennedy and added to the John Stewart Kennedy Fund.....	67,642 86	
Legacy from the late Joseph Pulitzer to augment the Joseph Pulitzer Scholarship Fund.....	250,000 00	
Legacy from the late Joseph Pulitzer to the Joseph Pulitzer Fund for School of Journalism.....	200,000 00	
Pulitzer Fund for School of Journalism—Sale of "rights" on 5,000 shares Pennsylvania Railroad Co.'s Stock.....	2,206 88	
Gifts from Mrs. Gino C. Speranza, George A. Plimpton, John A. Browning and others to augment the Earle Prize Fund in Classics.....	342 13	
	<hr/>	\$617,865 67

FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS—MORNINGSIDE:

Samuel P. Avery, for erection of Avery Architectural Library Building.....	\$30,000 00	
Barnard Memorial Window.		
F. Augustus Schermerhorn.....	\$1,000 00	
Julian T. Davies.....	1,000 00	2,000 00
Charles Bathgate Beck Legacy, Farmer's Loan and Trust Company on account of balance of residuary estate of the late Charles Bathgate Beck.....	20,282 07	
Class of 1874, to provide four marble columns in the Library.....	1,648 00	
Class of 1883, Mines, to provide a suitable setting for the bust of Professor Egleston in the School of Mines Building, as a memorial of the 30th anniversary of their graduation.....	390 00	
Class of 1890, Arts and Mines, on account of \$9,000 pledged in commemoration of the 25th anniversary of their graduation to meet cost of one of four pylons proposed for the adornment of the ends of 116th Street at Broadway and at Amsterdam Ave.	2,000 00	
Class of 1909, College, to provide a Class Shield in Hamilton Hall.....	20 00	
Estate of Francis P. Furnald for erection of Furnald Hall.....	250,000 00	
No. 411 West 117th Street, New York-Maison Française:		
A. Barton Hepburn.....	\$30,000 00	
Paul Fuller, Jr., for equipment....	100 00	30,100 00
William Fellowes Morgan, to meet cost of Illuminating the University Grounds.....	1,035 00	\$337,475 07
	<hr/>	<u>\$955,340 74</u>

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES

Edward D. Adams, for the Ernest Kempton Adams Precision Laboratory.	\$8,000 00
Felix Adler Professorship Fund, for Salaries in the Department of Philosophy and Psychology.....	2,900 00
Advertising Men's League of New York, for a Fellowship in Psychology...	1,200 00
Agricultural Education Fund:	
Sale of Produce—"Blodgett Farm,".....	\$1,764 40
American Agricultural Chemistry Co.—Discount	<u>70 40</u>
	1,834 80
American Brake Shoe and Foundry Co.:	
For an Industrial Fellowship.....	2,000 00
Anonymous:	
Contribution to the Department of Applied Therapeutics, 1913-14....	2,620 00
For maintaining a Chinese student for four years in Columbia College.	1,200 00
For Current Needs, subject to the direction of the President:	
Credited with refund by the Columbia University Press, of advances made for publications.....	304 27
Through Professor Adolphe Cohn, for French Lecture Fund.....	170 00
For Salaries, Department of Indo-Iranian Languages.....	1,000 00
For Salaries, Department of Music, 1913-14.....	200 00
For Salaries, Department of Anatomy.....	600 00
For Special Scholarships.....	1,192 00
For Surgical Research	10,000 00
Association of the Alumni of Columbia College, for Alumni Prize in the College.....	50 00
Association of the Alumni of the College of Physicians and Surgeons, for the Alumni Fellowship, College of Physicians and Surgeons....	758 33
Barnard College, for Salaries	128,850 00
Biochemical Research Fund:	
Interest.....	61 70
Mrs. Emil L. Boas, for a Memorial Library in the Deutsches Haus.....	500 00
Catherine Wolfe Bruce Fund:	
Interest.....	112 23
Carnegie Foundation Grants, for Retiring Allowances, etc.....	31,720 00
J. Parke Channing, of the Class of 1883, for an Electro-Metallurgical Laboratory in the School of Mines.....	12,500 00
Civil Engineering: Laboratory Tests.....	2,586 39
Class of 1914, Law, to provide Medical and Surgical aid for Law Students, etc.....	75 00
Columbia Table at Zoological Station, Naples:	
Isaac N. Seligman and Paul M. Warburg.....	250 00
Charles H. Davis, for Advanced Instruction in Highway Engineering.....	10,000 00
Carried forward.....	<u>\$220,684 87</u>

Brought forward.....		\$220,684 87	
Deutsches Haus, Maintenance:			
Fritz Achelis.....	\$25 00		
Edward D. Adams (Mr. and Mrs.).....	1,742 44		
Herman Behr.....	15 00		
George Blumenthal.....	250 00		
George Ehret.....	2,000 00		
A. Eilers.....	150 00		
Germanistic Society of America.....	15 00		
A. B. Hepburn.....	25 00		
Mrs. M. G. Kittel.....	100 00		
Felix Krneger.....	50 00		
Willy Meyer.....	100 00		
Hugo Reisinger.....	150 00		
Herman Ridder.....	162 00		
Jacob H. Schiff.....	250 00		
C. F. Stiefel.....	10 00		
Ludwig Vogelstein.....	10 00		
Felix Warburg.....	100 00		
Paul M. Warburg.....	250 00		5,404 44
Dramatic Museum: Maintenance:			
Clarence H. Mackay.....	\$1,250 00		
H. C. Chatfield Taylor.....	100 00		
Otto H. Kahn.....	100 00		
Winthrop Ames.....	175 00		
Robert E. Dowling.....	500 00		2,125 00
East River Homes:			
To defray expenses for medical treatment of indigent persons, etc., in Vanderbilt Clinic.....			750 00
Electrical Engineering: Meter Tests:			
City of New York for Testing Meters:			
Contract for 1912, balance.....	\$875 00		
Contract for 1913, on account.....	500 00		
Through Professor Morton Arendt.....	39 75		1,414 75
Electro-Chemical Laboratory Equipment Fund:			
Interest.....			16 76
Extension Teaching; For Festival Chorus Concerts.			
Anonymous.....			1,000 00
Fire Loss—College of Physicians and Surgeons:			
Credited to Anatomy: Departmental Appropriation.....	\$274 32		
Buildings and Grounds—59th Street—Furniture and Fix- tures.....	15 00		289 32
Geology: Crosby Collection of Lantern Slides:			
From friends of Professor William O. Crosby of Boston.....			100 00
Mrs. James W. Gerard, for Marcus Daly Scholarship.....			1,000 00
Germanistic Society of America, for salaries in the Department of Germanic Languages.....			1,200 00
Harkness Fund, for salaries in the Departments of Pathology, Practice of Medicine and Surgery.....			21,050 00
* Lectures.....			737 93
Carried forward.....			\$255,773 07

Brought forward.....		\$255,773 07
Legislative Drafting Research Fund:		
Anonymous	\$15,000 00	
For Research Work.....	2,250 00	17,250 00
Library:		
Germanistic Society of America, for a Geography of Germany.....		150 00
Law School Alumni Fund in the Library.		
Samuel Riker, Jr., Treasurer.....		4,858 69
James Loeb, for James Loeb Fund.....		175 00
William G. Low, for William G. Low Fund.....		250 00
Lost Books and Fines—credited to "Books and Binding"		736 77
Loubat Prizes:		
Interest.....		131 97
Maison Française—411 West 117th Street, New York, Maintenance:		
Andre Massinat.....	\$100 00	
Perfumerie Ed. Pinaud.....	250 00	
Jules S. Bache.....	250 00	600 00
Mrs. Annie M. McClymonds, for the Lewis K. McClymonds Scholarship..		1,300 00
Mining and Metallurgy : Special Fund.		
Interest.....		22 18
Jacob H. Schiff, for salaries, Department of Social Science.....		1,000 00
Dr. Edward W. Scripture, for departmental use, Department of Neurology.....		65 75
Dr. M. A. Starr, for departmental use, Department of Neurology.....		200 00
State of New York, to aid Blind Pupils.....		300 00
Teachers College: Salaries.....		183,400 00
C. V. Van Anda, for prizes.....		50 00
Wawepex Society, for the John D. Jones Scholarship.....		200 00
		<u>\$466,463 43</u>
* Lectures:		
Mrs. Huntington Wilson, for Lecture on Eugenics....	\$100 00	
Columbia University Press: Refund of advances for certain publications.....	637 93	737 93

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1913

FUND	Debit Balances, June 30, 1912	Credit Balances, June 30, 1912	Income, 1912-1913	Total Credits	Expendi- tures, 1912-1913	Debit Balances, June 30, 1913	Credit Balances, June 30, 1913
Adams Fund.....		\$5,744 95	\$2,100 00	\$7,844 95	(1) \$5,318 97		\$2,525 98
Avery Architectural Library Fund.....		800 26	1,237 50	2,037 76	2,037 50		26
Barnard Fellowship Fund.....		109 98	412 50	522 48	412 50		109 98
Barnard Library Fund.....		4,299 79	2,454 44	7,423 79	(2) 5,978 81		1,444 98
Barnard (Margaret) Fund.....			669 56				
Beck Prize Fund.....		1,580 03	330 00	1,910 03	275 00		1,635 03
Boek Scholarship Fund.....			82 50	82 50	82 50		
Boer Lecture Fund.....		1,427 46	(11) 592 04	2,019 50			2,019 50
Bonnett Prize Fund.....		313 50	41 25	354 75			354 75
Borgh Fund.....		2,108 11	(12) 4,753 76	6,261 87	2,600 00		3,661 87
Bumenthal Fund.....		7,953 85	(13) 5,727 03	12,780 88	3,876 41		8,904 47
Bunner Prize Fund.....		261 75	372 81	303 00	40 00		263 00
Burgess (Annie L.) Fund.....			372 81	372 81	255 60		117 21
Burgess (Annie P.) Scholarship Fund.....			68 75	68 75			68 75
Burgess (Dr. Daniel M.) Scholarship Fund.....			68 75	68 75		\$1 20	
Burgess (John W.) Fund.....			4,000 00	3,998 80	4,000 00		365 27
Butler Scholarship Fund.....		309 02	206 25	515 27	150 00		
Campbell Scholarship Fund.....			247 50	247 50	247 50		670 69
Carpentier (E. L.) Fund.....		2,358 19	10,312 50	12,670 69	12,000 00		42,653 01
Carpentier (J. S.) Fund.....		36,470 35	(14) 12,682 66	49,153 01	6,500 00		
Center Fund.....		311 08	7,344 40	7,655 48	(9) 8,058 40		
Chandler (Chas. F.) Fund.....		403 90	221 68	625 58			625 58
Chanler Prize Fund.....		138 50	41 25	179 75	300 00		179 75
Class of 1848 Scholarship Fund.....		314 94	412 50	727 44	727 44		427 44
Class of 1885 Mines Fund.....		70 25	338 25	408 50	338 25		70 25
Class of 1901 Decennial Fund.....		55 38	57 45	112 83			112 83
Columbia Fellowship Fund.....		1,275 68	536 25	1,811 93			1,811 93
Columbia Hudson-Hulton Prize Fund.....		41 25	41 25	82 50			82 50
Columbia University Football Assn. Fund.....			453 80	453 80	257 25		196 55
Convers Prize Fund.....		200 00	50 00	250 00	50 00		200 00
Cothrel Fund.....		347 39	660 00	1,007 39	570 23		428 16
Crocker Research Fund.....		5,413 38	55,839 22	61,272 60	32,376 99		28,895 61
Currer Fund.....		459 57	(15) 2,094 00	2,553 57	2,523 57		1 50
Curtis Fellowship Fund.....		581 37	412 50	993 87			993 87
Curtis Medals Fund.....		97 97	53 62	151 59	52 00		99 59
Cutting Fellowship Fund.....			600 00	600 00	600 00		
DuCosta Professorship Fund.....			3,571 29	3,005 08	3,400 00		23 50
Darling Prize Fund.....		22 25	41 25	63 50	40 00		
Dean Lung Fund.....		690 17	9,281 25	9,971 42	9,173 95		797 47

Deutsches Haus Endowment Fund.....				512 50	512 50	(8)	345 42	458 04
Drexler Classical Fund.....	390 96	412 50		803 46			500 00	261 56
Dyckman Fund.....	249 06	412 50		661 56			500 00	
Earle Prize Fund.....		(9)	50 00	50 00			5,100 00	1,399 81
Eaton Professorship Fund.....	2,374 81	4,125 00	200 16	6,439 81			200 00	100 24
Eisenstein Fund.....	100 08	90 00	90 00	90 00			90 00	
Eisberg Fund.....		358 03	670 31	1,028 34			650 00	378 34
Garth Fund.....		444 96	825 00	1,269 96			800 00	469 96
Gebhard Fund.....		215 60	41 25	256 85			40 00	216 85
German Lecture Fund.....		1,118 13	1,957 82	3,075 95			2,100 00	975 95
Gilder Fund.....		522 30	670 30	1,192 60			1,062 50	130 10
Goldschmidt Fellowship Fund.....	390 78		412 50	803 28			400 00	403 28
Gottlieb Lecture Fund.....	274 75		391 87	117 12				117 12
Gottsheber Fund.....	918 76		5,103 12	4,184 36			5,000 00	815 64
Harris Fund.....		178 99	82 50	261 49			90 00	171 40
Indo-Iranian Fund.....			675 00	675 00			675 00	
James Fund.....			4,125 00	4,125 00			4,125 00	
Kennedy Endowment Fund.....		(7)	216 54	317 37			216 54	100 83
Law Library Fund.....	100 83	145 21		145 21			145 21	
Law School Alumni Fund.....	145 21		288 75	288 75			288 75	
Loubat Fund.....		3,287 83	4,125 00	7,412 83			4,100 00	3,312 83
Loubat Professorship Fund.....		289 86	206 25	496 11			206 25	289 86
Mathematical Prize Fund.....		1,029 56	825 00	1,854 56			825 00	1,029 56
McKim Fellowship Fund.....		107 33	43 31	150 64				150 64
Member of Class of '85 Fund.....		388 23	412 50	800 73			618 75	181 98
Mitchell Fellowship Fund.....			82 50	82 50			82 50	
Moffat Scholarship Fund.....		841 39	309 37	1,150 76			600 00	550 76
Mosenthal Fellowship Fund.....		168 33	123 75	292 08			123 75	168 33
Morse Prize Fund.....		471 10	235 12	706 22				706 22
Porkins Fellowship Fund.....		401 03	2,062 50	2,463 53			631 48	1,832 05
Peters Fund.....			50 00	220 50				220 50
Philolexian Centennial Washington Prize Fund.....		170 50	56 79	90 86			75 72	15 14
Philolexian Prize Fund.....		34 07	13,255 94	(10) 37,855 94			37,320 63	535 31
Phoenix Legacy Fund.....		69,138 12	4,618 75	1,357 47			615 00	922 47
Proffitt (A. M.) Fellowship Fund.....		918 72	4,125 00	3,357 52			33,543 46	197 48
Psychology Fund.....		54,334 48	29,107 89	83,442 37			11,065 00	49,898 91
Pulitzer Journalism Fund.....		1,511 00	7,452 01	8,963 01			2,101 99	
Pulitzer Scholarship Fund.....			41 25	42 50			41 25	1 25
Puttner Fund.....			2,062 50	3,287 89			2,500 00	787 89
Roosevelt Professorship Fund.....		24 61	206 25	206 25			206 25	
Schermhorn Scholarship Fund.....		182 97	618 75	801 72			615 00	186 72
Schiff Fellowship Fund.....		1,775 00	4,125 00	5,900 00			4,100 00	1,800 00
Schiff Endowment Fund.....		947 48	412 50	1,359 98			825 00	534 98
Schurz Fellowship Fund.....		339 93	412 50	752 43			737 17	15 26
Schurz Library Fund.....								
Carried forward.....	\$71,121 13	\$147,050 12	\$220,074 06		\$220,258 56	\$3,914 15	\$168,134 26	

FUND	Debit Balances, June 30, 1912	Credit Balances, June 30, 1912	Income 1912-1913	Total Credits	Expenditures, 1012-1913	Debit Balances, June 30, 1913	Credit Balances, June 30, 1913
Brought forward.....	\$71,121 13	\$147,050 12	\$220,074 06	.....	\$226,258 56	\$3,914 15	\$168,134 26
Seidl Fund.....	.....	.....	480 00	480 00	480 00	.....	.....
Shoemaker Fund.....	.....	1,439 15	414 75	1,853 90	(⁶) 1,229 53	.....	624 37
Stokes Fund.....	.....	1,266 25	825 00	2,091 25	850 00	.....	1,241 25
Stuart Scholarship Fund.....	21 71	.....	247 50	247 50	247 50	21 71	.....
Toppau Prize Fund.....	.....	153 19	165 00	318 19	165 00	.....	153 19
Trowbridge Fund.....	.....	484 00	500 00	500 00	500 00	.....	.....
Van Amringe Prize Fund.....	.....	51 56	103 12	1,124 00	1,124 00	.....	.....
Waring Fund (Mrs. Waring).....	170 31	.....	2,000 00	1,829 69	2,000 00	170 31	51 56
Waring Fund (Miss Waring).....	.....	542 65	2,000 00	2,542 65	2,000 00	.....	542 65
Special Investments Account (Unassigned Income).....	.....	5,199 85	12,962 41	(⁴) 18,307 47	.....	.....	18,307 47
SCHOOL OF MEDICINE							
Blumenthal (Geo., Jr.) Fund.....	.....	3,232 50	2,882 50	6,115 00	2,300 00	.....	3,815 00
Bull Fund.....	.....	1,327 76	1,320 00	2,647 76	42 59	.....	2,605 17
Carpentier (R. S.) Fund.....	1,450 00	.....	4,125 00	2,675 00	4,000 00	1,325 00	.....
Clark Scholarship Fund.....	.....	739 00	577 50	1,316 50	.....	.....	1,316 50
Devendorf Fund.....	.....	183 39	268 12	451 51	415 00	.....	36 51
Doughty Fund.....	.....	114 56	412 50	527 06	400 00	.....	127 06
Du Bois Memorial Fund.....	.....	2,100 00	900 00	3,000 00	.....	.....	3,000 00
Harsen Fund.....	.....	767 90	1,283 45	2,051 35	.....	.....	801 35
Jacobi Ward Fund.....	.....	8,718 09	1,400 00	10,118 09	1,250 00	.....	10,118 09
JaneWAY Library Fund.....	342 50	.....	1,031 25	1,438 75	602 61	.....	866 14
Miller Fund.....	.....	4,938 56	618 75	5,557 31	410 00	340 00	4,957 31
Prondfit (M. M.) Fund.....	.....	.....	23,500 00	23,500 00	600 00	.....	.....
Sloane Hospital for Women Fund.....	.....	1,410 63	96 43	1,507 06	23,500 00	.....	1,507 06
Smith Prize Fund.....	.....	798 67	78 37	877 04	.....	.....	877 04
Stevens Prize Fund.....	.....	44 33	5,650 00	5,650 00	5,650 00	.....	.....
Vanderbilt Clinic Endowment Fund.....	.....	.....	200 00	244 33	235 55	.....	8 78
Whelock Fund.....	.....	.....	.....	.....	.....	.....	.....
	\$73,105 65	\$180,999 66	\$285,168 21	.....	.....	\$5,771 17	\$219,090 76
			\$274,363 46				

- (1) Transferred to E. K. Adams Precision Laboratory (Schedule 10).....
- (2) Transferred to Barnard Medal Account.....
- (3) Center Fund; Charged off to Premium Account.....
- (4) Transferred from Law School Alumni Fund—Library.....
- (5) Loubat Fund; Transferred to Loubat Prizes.....
- (6) Transferred to Shoemaker Loan Fund.....

Payments from Income of Special Funds, 1912-1913.....

\$268,840 42

(7) Income Kennedy Fund, \$94,154.14 transferred to Income of the Corporation (Schedule 3.)	
(8) Income Deutsches Haus Endowment Fund, \$512,50 transferred to Deutsches Haus: Maintenance (Schedule 10.)	
(9) Phoenix Legacy: Payments:	
Astronomy: Departmental.....	\$189 17
Astronomy: Observatory for Apparatus.....	238 59
Botany: Departmental.....	1,799 99
Chemistry: Supplies.....	6,000 00
Chemistry: Equipment.....	10,000 00
Civil Engineering: Departmental.....	650 00
Civil Engineering: Camp Columbia: Instruments and Repairs.....	717 44
Electrical Engineering: Departmental.....	1,500 00
Engineering Drafting: Drawing.....	200 00
Geology: Departmental.....	500 00
Mechanical Engineering: Departmental.....	1,800 00
Metallurgy: Departmental.....	1,750 00
Mineralogy: Departmental.....	1,400 00
Mining: Departmental.....	1,975 88
Physics: Experimental: Laboratory Helper.....	600 00
Physics: Experimental: Departmental.....	939 98
Physics: Experimental: New Equipment.....	3,949 60
Physics: Mathematical: Apparatus.....	250 00
Zoology: Departmental.....	2,699 98
Zoology: Marine Table, Wood's Hall.....	500 00
Zoology: Naples Zoological Station (Columbia Table).....	250 00
Zoology: Additional Equipment.....	300 00
Zoology: Marine Laboratory, South Harpswell, Me.....	50 00
	<u>\$37,320 63</u>

(10) Phoenix Legacy: Includes transfer from principal of fund to meet expenditures heretofore made for permanent equipment for advanced instruction and research in the Departments of Botany, Chemistry, Electrical Engineering, Metallurgy, Mining, Physics and Zoology.....	\$86,000 20
Also transfer from Special Research Equipment Fund, Department of Botany, to off-set amount paid in 1911-12 and erroneously charged to Income of Phoenix Fund.....	7,737 92
Less over-draft in Income, 1912-13 of.....	55,882 18
	<u>\$37,855 94</u>

(11) Includes \$179.54 refund from Columbia University Press for advances made for publications.	
(12) Includes 28.76 refund from Columbia University Press for advances made for publications.	
(13) Includes 427.03 refund from Columbia University Press for advances made for publications.	
(14) Includes 307.66 refund from Columbia University Press for advances made for publications.	
(15) Includes 1.50 proceeds from sale of duplicate volume of Morong's "Enumeration of Plants in Paraguay."	
(16) Includes 12.30 gift from Mrs. Gino C. Speranza and others, to augment income.	
(17) Includes 1,250.00 appropriated by the Trustees, January 8, 1912, for Roosevelt Professorship, chargeable to Income of the Corporation, and erroneously charged in 1911-12 to Income of Roosevelt Professorship Fund.	
(18) Includes 2.25 Interest on Students' Notes.	

MISCELLANEOUS RECEIPTS

INVESTMENTS:

Special Funds:

\$5,000 Canada Southern R.R. Co.'s 5% Second Mortgage Bonds, due 1913.....	\$5,000 00	
Bond and Mortgage on 212 Grand St., N. Y. (part)..	1,500 00	
Bond and Mortgage on 57 Morton St., N. Y. (part).	1,000 00	\$7,500 00

UNIVERSITY, LAND, BUILDINGS AND EQUIPMENT—MORNINGSIDE:

City of New York. Refund of deposit in 1905 as security, etc., in connection with the 116th Street Tunnel. Credited to Hamilton Hall—Construction.....	500 00	
City of New York. Refund of penalty paid in 1912. Credited to School of Journalism Building—Construction.....	52 00	552 00

ARREARS OF RENT:

1910-1911.....	1,698 00	
1911-1912.....	6,606 76	8,304 76

ADVANCE FEES—1913-1914:

Extension Teaching: Institute of Arts and Sciences	5,110 00	
Residence Halls.....	394 84	
Summer Schools of Surveying and Geodesy.....	3,145 00	8,649 84

CAMP COLUMBIA—MORRIS, CONN.:

Marcellus Hartley Dodge.....		100 00
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COLUMBIA UNIVERSITY NOTES:

Borrowed from New York Life Insurance and Trust Co.....		100,000 00
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DEPOSITS FOR APPARATUS..... 33,725 74

DEPOSITS FOR KEYS..... 811 10

REAL ESTATE SALES ACCOUNT:

On account of sale of lots Nos. 580-586 5th Avenue and 1-11 West 47th Street, New York		60,000 00
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UNCLAIMED SALARIES:

Withdrawn from Manhattan Co. all unclaimed salaries, December, 1912, ordered by Finance Committee		100 05
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CLASS OF 1886, STUDENTS' LOAN FUND:

Students' Notes paid.....	57 00	
Interest on Students' Notes.....	1 10	58 10

CLASS OF 1887, MINES, LOAN FUND:

Students' Notes paid.....	912 50	
Interest on Students' Notes.....	7 54	
E. D. Church, gift.....	25 00	945 04

Carried forward..... \$220,746 63

Brought forward.....		\$220,746 63
LAW SCHOOL LOAN FUND:		
Wm. M. Erb, gift.....		75 00
PAYNE LOAN FUND:		
Students' Notes paid.....	930 00	
Interest on Students' Notes.....	36 00	966 00
SHOEMAKER LOAN FUND:		
Students' Notes paid.....		150 00
SPECIAL STUDENTS' LOAN FUND IN COLUMBIA COLLEGE:		
Anonymous Gift.....		167 00
STUDENTS' LOAN FUND:		
Students' Notes Paid.....	4,308 60	
Interest on Students' Notes.....	238 37	
Interest on Deposits.....	1 21	
Anonymous Gift.....	100 00	4,648 18
		<u>\$226,752 81</u>

CURRENT EXPENSES

PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION		Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
EDUCATIONAL ADMINISTRATION						
	Salaries	\$84,348 37		\$71,098 37		\$13,250 00
	Bureau of Supplies	11,285 63		11,285 63		
	Conduct of Examinations	1,930 00		1,930 00		
	Diplomas	2,324 12		2,324 12		
	Lectures	\$2,102 77				
	Advanced in 1911-12 against appropria- tion for 1912-13	1,135 16				
	President's Emergency Fund	3,237 93		2,500 00		737 93
	President's Fund	5,616 76		5,616 76		
	Printing	7,487 50		7,487 50		
	Public Ceremonies	11,756 24		11,756 24		
	Sexennial Catalogue	741 84		741 84		
	Advanced in 1911-12 against appropria- tion for 1912-13	\$4,628 30				
	380 81					
	Student Organizations	5,009 11		5,009 11		
	University Quarterly	745 08		745 08		
	Columbia University Athletic Association	1,250 00		1,250 00	257 25	
	Committee on Employment for Students and on Appoint- ment: Postage, Printing and Miscellaneous	1,757 25		1,500 00		
	Committee on Undergraduate Admissions: Postage, Printing and Miscellaneous	1,200 00		1,200 00		
	Preparation and Rating of Examination Books	2,450 00		2,450 00		
	Advertising: Shoemaker Fund	1,987 11		1,987 11	238 85	
	American School of Archaeology in Palestine	100 00				100 00
	Intercollegiate Debating	100 00				100 00
	Publication of William's "Thomas Jefferson"	876 41			876 41	
	Publication of the works of John Milton	7 84		7 84		
	President's Special Account	607 52				607 52
	Secretary's Special Account	1,826 58				1,826 58
	State Aid to Blind Pupils	300 00				300 00
	University of Berlin	\$147,184 14				
		2,500 00			2,500 00	

University of Paris.....		900 00	900 00		
Deutsches Haus:	5,452 69				\$5,452 69
Maintenance.....	211 49				211 49
Emil Boas Library.....		5,664 18			
AGRICULTURE					
Salaries.....	2,000 00				2,000 00
Wages and Labor, Blodgett Farm.....	5,750 47				5,750 47
Live Stock, Blodgett Farm.....	1,410 00				1,410 00
Taxes.....	164 30				164 30
Sundries.....	3,435 89				3,435 89
.....		12,760 66			
ANTHROPOLOGY					
Salaries.....	10,700 00		6,100 00	3,600 00	1,000 00
Departmental Appropriation.....	46 50		46 50		
Research on the Indians of British Columbia.....	1,159 60				1,159 60
.....		11,906 10			
ARCHITECTURE					
Salaries.....	27,399 99		27,399 99		
Departmental Appropriation.....	1,294 68		1,294 68		
For Drawing and Modelling.....	274 35		274 35		
Maintenance of Atebers.....	1,000 00		1,000 00		
National Academy of Design.....	242 00		242 00		
.....		30,211 00			
ASTRONOMY					
Salaries.....	6,674 90		6,674 90		
Departmental Appropriation.....	189 17		189 17		
Observatory: For Apparatus.....	238 59		238 59		
Summer Course in Geodesy.....	1 70		1 70		
.....		7,104 36			
BOTANY					
Salaries.....	23,999 91		15,899 91		8,100 00
Departmental Appropriation.....					
Payment in 1911-12 erroneously charged	\$1,199 99				
to Income of the Corporation (Now					
charged to Income of Phoenix Fund)....	600 00				
Special Research Fund.....	1,799 99			1,799 99	418 76
.....	418 76				
.....		26,218 66			
CHEMISTRY					
Salaries, General and Inorganic Chemistry.....	20,699 92		20,699 92		
" Organic Chemistry.....	7,300 00		7,300 00		
" Physical Chemistry.....	3,150 00		3,150 00		
" Analytical Chemistry.....	6,200 00		6,200 00		
" Food Chemistry.....	5,200 00		4,200 00		1,000 00
.....					
Carried forward.....	\$42,549 92	\$244,449 10	\$230,273 53	\$9,700 26	\$47,025 23

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
Brought forward.....	\$42,549 92	\$244,449 10	\$230,273 53	\$9,700 36	\$47,025 23
Salaries, Engineering Chemistry.....	9,150 00	.....	9,150 00	.....	.....
" Electro-Chemistry.....	2,750 00	.....	2,750 00	.....	.....
" Barnard College.....	5,300 00	.....	.....	.....	5,300 00
Laboratory Servants.....	5,760 00	.....	5,760 00	.....	.....
Supplies.....	4,000 00	.....	.....	6,000 00	.....
Breakage and Stock.....	10,685 30	.....	10,685 30	.....	.....
Equipment.....	10,000 59	.....	.....	10,000 00	59
Research Equipment—General and Inorganic Chemistry.....	399 55	.....	399 55	.....	.....
Electro-Chemical Laboratory Equipment.....	24 76	.....	.....	.....	24 76
Industrial Research Laboratory.....	333 25	.....	.....	.....	333 25
Nichols' Laboratories.....	29,092 23	.....	.....	.....	29,092 23
		122,645 60	.....	.....	.....
CHINESE					
Salaries.....	5,000 00	.....	.....	5,000 00	.....
Departmental Appropriation.....	100 00	.....	.....	100 00	.....
		5,100 00	.....	.....	.....
CIVIL ENGINEERING					
Salaries.....	22,400 00	.....	17,400 00	.....	5,000 00
For Instruction in Highway Engineering.....		.....	.....	.....	.....
Charged with payment in 1911-12 for		.....	.....	.....	.....
Salaries in Civil Engineering and errone-		.....	.....	.....	.....
ously charged against the income of		.....	.....	.....	.....
the Corporation.....	5,000 00	.....	.....	.....	.....
Departmental Appropriation.....		.....	.....	.....	9,735 63
Supplies.....	650 00	.....	.....	650 00	.....
For Research.....	250 00	.....	250 00	.....	.....
Testing Laboratory.....	631 48	.....	.....	631 48	.....
Camp Columbia:		.....	.....	.....	.....
Assistants.....	1,971 31	.....	1,971 31	.....	.....
General Expenses.....	500 00	.....	500 00	.....	.....
Instruments and Repairs.....	717 44	.....	.....	717 44	.....
		39,503 94	.....	.....	.....
CLASSICAL PHILOLOGY					
Greek: Salaries.....	16,800 00	.....	16,800 00	.....	.....
" Departmental Appropriation.....	50 00	.....	50 00	.....	.....
" American School at Athens.....	250 00	.....	250 00	.....	.....

Latin: Salaries.....	15,900 00								
" Departmental Appropriation.....	24 81								
" American School at Rome.....	250 00								
Drisler Fund.....	125 59							125 59	
Barnard College: Salaries.....	10,550 00								10,550 00
		43,950 40							
ECONOMICS									
Salaries.....	29,527 14								
Departmental Appropriation.....	599 09								500 00
Special Equipment.....	509 34								509 34
		30,635 57							
ELECTRICAL ENGINEERING									
Salaries.....	14,000 00								
Laboratory Expenses in Testing Electric Meters for New York City.....	\$1,297 05								
Advanced in 1911-12 against appropriation for 1912-13.....	117 70								
									1,414 75
Departmental Appropriation.....									1,500 00
Supplies.....	25 00								
		16,939 75							
ENGINEERING DRAUGHTING									
Salaries.....	9,100 00								
Drawing Appropriation.....	200 00								200 00
		9,300 00							
ENGLISH AND COMPARATIVE LITERATURE									
Salaries.....	58,000 00								
Departmental Appropriation.....	200 00								5,000 00
Carpenter Memorial Library—Equipment and Cataloguing	1 06								1 06
Dramatic Museum.....	1,331 59								1,331 59
		59,532 65							
GEOLOGY									
Salaries.....	18,100 00								
Departmental Appropriation.....	750 00								4,125 00
Summer Course.....	200 00								500 00
		19,050 00							
GERMANIC LANGUAGES									
Salaries.....	30,200 00								
Departmental Appropriation.....	50 00								800 00
Lecture Fund.....	40 00								40 00
Equipment Fund.....	211 96								211 96
Illustrative Photographs.....	6 60								6 60
		30,508 56							
Carried forward.....		\$21,615 57						\$45,589 77	\$151,485 07
		\$424,540 73							

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
	Brought forward.....	\$621,615 57	\$424,540 73	\$45,589 77	\$151,485 07
HISTORY					
	Salaries.....	\$46,499 96	34,899 96	600 00	11,000 00
	Departmental Appropriation.....	298 50	298 50		
	46,798 46				
INDO-IRANIAN LANGUAGES					
	Salaries.....	6,075 00	5,000 00	675 00	1,000 00
	Departmental Appropriation.....	50 00	50 00		
	6,725 00				
MATHEMATICS					
	Salaries.....	43,900 00	35,500 00		8,400 00
	Departmental Appropriation.....	16 82	16 82		
	Equipment Laboratory.....	50 40			50 40
	43,967 22				
MECHANICAL ENGINEERING					
	Salaries.....	24,239 95	24,239 95		
	Departmental Appropriation.....	2,500 00	700 00	1,800 00	
	Use of Teachers College Shops.....	5,600 00	5,600 00		
	32,339 95				
METALLURGY					
	Salaries.....	15,000 00	15,000 00		
	Departmental Appropriation.....	1,750 00		1,750 00	
	Supplies.....	850 00	850 00		
	Summer Course.....	400 00	400 00		
	Electro-Metallurgical Laboratory—Equipment.....	57 10			57 10
	18,057 10				
MINERALOGY					
	Salaries.....	9,620 00	9,620 00		
	Departmental Appropriation.....	650 00	250 00	400 00	
	10,270 00				
MINING					
	Salaries.....	14,435 41	14,435 41		
	Departmental Appropriation.....	\$1,625 88			1,975 88
	Advanced in 1911-12 against appropriation for 1912-13.....	350 00			
	1,975 88				
MUSIC					
	Salaries.....	8,100 00	1,100 00	7,000 00	
	Departmental Appropriation.....	1,000 00		1,000 00	
	16,411 29				
	9,100 00				

PHILOSOPHY AND PSYCHOLOGY						
Philosophy: Salaries.....	39,400 00	.....	.....	26,950 00	2,850 00	9,600 00
Departmental Appropriation.....	100 00	.....	.....	100 00		
Psychology: Salaries.....	13,600 00	.....	.....	7,775 00	4,125 00	1,700 00
Departmental Appropriation.....	557 23	.....	53,657 23	557 23		
PHYSICAL EDUCATION						
Salaries.....	10,049 69	.....	.....	10,049 69		
Supplies and Repairs.....	600 00	.....	.....	600 00		
Care of Swimming Pool.....	1,300 00	.....	.....	1,300 00		
Columbia University Athletic Association.....	1,000 00	.....	12,949 69	1,000 00		
PHYSICS (EXPERIMENTAL)						
Salaries.....	26,300 00	.....	.....	25,700 00	600 00	
Departmental Appropriation.....	999 98	.....	.....	999 98		
For New Equipment.....	4,013 88	.....	.....	64 28	3,949 60	
Adams Precision Laboratory—Equipment.....	1,381 57	.....	.....			1,381 57
Apparatus and Equipment, including Mechanic.....	2,930 40	.....	.....			2,930 40
Electro-Mechanic Research Laboratory—Equipment.....	4,636 77	.....	.....			4,636 77
PHYSICS (MATHEMATICAL)						
Salaries.....	21,300 00	.....	.....	21,300 00		
Departmental Appropriation.....	75 00	.....	.....	75 00	250 00	
Apparatus.....	250 00	.....	.....	
PHYSICS (BARNARD)						
Salaries.....	4,200 00	.....	66,087 60			4,200 00
PUBLIC LAW AND JURISPRUDENCE						
Salaries.....	22,873 00	.....	.....	14,373 00	8,100 00	400 00
Departmental Appropriation.....	46 39	.....	.....	46 39		
Legislative Drafting Research Fund.....	15,353 80	.....	38,313 19			15,353 80
ROMANCE LANGUAGES						
Salaries.....	35,000 00	.....	.....	24,600 00		10,400 00
Departmental Appropriation.....	100 00	.....	.....	100 00		
French Lecture Fund.....	170 00	.....	35,270 00			170 00
SEMITIC LANGUAGES						
Salaries.....	7,400 00	.....	.....	7,000 00	400 00	
Departmental Appropriation.....	14 56	.....	7,414 56	14 56		
Carried forward.....		\$1,018,976 86	\$714,106 52	\$82,065 23		\$222,805 11

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
Brought forward.....		\$1,018,976 86	\$714,106 52	\$82,065 23	\$222,805 11
SOCIAL SCIENCE					
Salaries.....	15,900 00		800 00	14,100 00	1,000 00
Departmental Appropriation.....	148 81		148 81		
Bulletin of Social Legislation.....	600 00			600 00	
		16,648 81			
ZOOLOGY					
Salaries.....	33,950 00		20,450 00	4,400 00	9,100 00
Departmental Appropriation.....	2,699 98			2,699 98	
Marine Table, Wood's Holl.....	500 00			500 00	
Naples Zoological Station (Columbia Table).....	500 00			250 00	250 00
Additional Equipment.....	500 00		200 00	300 00	
Marine Laboratory, So. Harswell, Me.....	50 00			50 00	
Dyckman Fund.....	400 00			400 00	
Special Equipment.....	109 02				109 02
		38,709 00			
LAW SCHOOL					
Salaries.....	47,500 00		45,000 00	2,500 00	
Departmental Appropriation.....	300 00		300 00		
		47,800 00			
SCHOOL OF JOURNALISM					
Salaries.....	25,750 00			25,750 00	
Lectures.....	1,055 00			1,055 00	
Equipment.....	2,418 04			2,418 04	
Supplies.....	1,000 00			1,000 00	
		30,223 04			
SUMMER SESSION					
Administration and Instruction.....	101,352 96				
Advanced in 1911-12 against Appropriation for 1912-13	11,885 50				
		113,238 46	113,238 46		
EXTENSION TEACHING					
Salaries.....	6,000 00		6,000 00		
General Instruction and Administration.....	34,999 94		34,999 94		
Commerce.....	6,000 00		6,000 00		
Practical Optics.....	4,000 00		4,000 00		
Agriculture.....	1,500 00		1,500 00		
Choral Music.....	1,000 00				1,000 00
Printing of Syllabus.....	100 00				100 00
		53,599 94			
TEACHERS COLLEGE					
Salaries.....		178,650 00			178,650 00

COLLEGE OF PHYSICIANS AND SURGEONS

ADMINISTRATION					
Salaries.....	9,046 00	.....	8,636 00	410 00	
Alcohol.....	726 38	.....	726 38		
Office Supplies and Sundries.....	700 00	.....	700 00		
Printing and Distribution of Announcement.....	1,250 00	.....	1,250 00		
		11,722 38			
ANATOMY					
Salaries.....	26,446 00	.....	25,846 00	600 00	
Departmental Appropriation.....	4,000 00	.....	4,000 00		
Supplies in Histology and Embryology.....	1,000 00	.....	1,000 00		
		31,446 00			
BACTERIOLOGY					
Salaries.....	5,833 28	.....	5,833 28		
Departmental Appropriation.....	3,577 49	.....	3,577 49		
		9,410 77			
BIOLOGICAL CHEMISTRY					
Salaries.....	9,000 00	.....	8,500 00	500 00	
Departmental Appropriation.....	2,775 44	.....	2,775 44		
		11,775 44			
DISEASES OF CHILDREN					
Salaries.....	.....	3,600 00	1,600 00	2,000 00	
GYNECOLOGY					
Salaries.....	3,850 00	.....	3,850 00		
Departmental Appropriation.....	50 00	.....	50 00		
		3,900 00			
HYGIENE AND PREVENTIVE MEDICINE					
Salaries.....	1,200 00	.....	1,200 00		
Departmental Appropriation.....	200 00	.....	200 00		
		1,400 00			
MATERIA MEDICA AND THERAPEUTICS					
Salaries.....	9,550 00	.....	7,750 00	1,800 00	
Departmental Appropriation—Pharmacology.....	850 00	.....	850 00		
Departmental Appropriation—Pharmaceuticals.....	296 76	.....	296 76		
Laboratory of Pharmacology.....	12 46	.....		12 46	
		10,709 22			
NEUROLOGY					
Salaries.....	2,300 00	.....	2,300 00		
Departmental Appropriation.....	235 54	.....	50 00	185 54	
		2,535 54			
Carried forward.....		\$1,584,345 46	\$1,027,735 08	\$140,498 25	\$416,112 13

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
Brought forward.....		\$1,584,345 46	\$1,027,735 08	\$140,498 25	\$416,112 13
OBSTETRICS					
Salaries.....	4,500 00		3,000 00	1,500 00	
Departmental Appropriation.....	15 50		15 50		
For Pathological Work.....	500 00	5,015 50		500 00	
PATHOLOGY					
Salaries.....	19,650 03		12,450 03	2,500 00	4,700 00
Supplies.....	2,499 99		2,499 99		
Apparatus.....	200 00		200 00		
		22,350 02			
PHYSIOLOGY					
Salaries.....	17,850 00		16,850 00		1,000 00
Departmental Appropriation.....	1,699 79		1,699 79		
Wheeler Fund.....	235 55			235 55	
		19,785 34			
PRACTICE OF MEDICINE					
Salaries.....	24,300 00		15,800 00		8,500 00
Departmental Appropriation—Clinical Pathology.....	999 63		999 63		
Medical Nursing Fund—Bellevue Hospital.....	582 50		582 50		
Departmental Appropriation—Vanderbilt Clinic.....	1,554 92		1,554 92		4 00
Metabolism Clinic—Equipment.....	4 00				12 66
Special Fund.....	12 66				
		27,453 71			
SURGERY					
Salaries.....	19,800 04		10,950 04	1,000 00	7,850 00
Attendance at Surgical Research Laboratory.....	960 00		958 63		1 37
Departmental Appropriation.....	3,200 00		3,200 00		
Surgical Nursing Fund.....	582 50		582 50		
Surgical Research.....	7,619 03				7,619 03
William T. Bull Memorial Fund.....	42 59			42 59	
		32,204 16			
CLINICAL INSTRUCTION					
Salaries.....		6,599 96	6,599 96		
HOSPITAL INSTRUCTION					
For Medical and Surgical Instruction to Fourth Year Students.....		2,575 00	2,575 00		

SLOANE HOSPITAL FOR WOMEN.....	23,500 00	23,500 00	23,500 00	
VANDERBILT CLINIC.....	5,650 00	5,650 00	5,650 00	
EAST RIVER HOMES GIFT For Medical Treatment of Indigent persons in Vander- bilt Clinic.....	750 00	750 00	750 00	750 00
CROCKER FUND:				
Salaries.....	15,200 00	15,200 00	15,200 00	
Laboratory Appropriation.....	840 00	840 00	840 00	
Departmental Appropriation.....	5,322 73	5,322 73	5,322 73	
Laboratory Appropriation—Zoology.....	302 39	302 39	302 39	
Departmental Expenses—Pathology.....	2,678 70	2,678 70	2,678 70	
Laboratory Appropriation—Surgery.....	206 75	206 75	206 75	
Publication of Results on Cancer Research.....				
Payments in 1910-11 carried on Balance Sheet.....	3,326 42	3,326 42	3,326 42	
	27,876 99			
MISCELLANEOUS				
RETIRING ALLOWANCES.....	37,380 00	37,380 00	37,380 00	28,020 00
WIDOWS' ALLOWANCES.....	4,200 00	4,200 00	4,200 00	3,700 00
DISABILITY ALLOWANCES.....	2,500 00	2,500 00	2,500 00	
CHAPEL				
Salaries.....	3,500 00	3,500 00	3,500 00	
Chapel Services.....	2,000 00	2,000 00	2,000 00	
Emergencies.....	1,499 80	1,499 80	1,499 80	
	6,999 80			
FELLOWSHIPS				
Adams.....	1,250 00	1,250 00	1,250 00	
Adams Publication Fund.....	68 97	68 97	68 97	
Barnard.....	412 50	412 50	412 50	
Class of '70.....	500 00	500 00	500 00	
Carried Forward.....	2,231 47	\$1,809,185 94	\$1,128,113 37	\$478,269 19
			\$205,034 85	

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
Brought forward.....	\$2,231 47	\$1,809,185 94	\$1,128,113 37	\$205,034 85	\$478,269 19
Drisler: Advanced in 1911-12 against appropriation for 1912-13.....	650 00	.....	650 00	650 00	.....
Garth.....	650 00	.....	.....	.....	.....
Gilder.....	.....	.....	.....	.....	.....
Advanced in 1911-12 against appropriation for 1912-13.....	\$1,300 00	.....	.....	.....	.....
.....	800 00	.....	.....	.....	.....
Goldschmidt.....	2,100 00	.....	.....	2,100 00	.....
International School of American Archeology and Ethnology.....	1,062 50	.....	.....	1,062 50	.....
Mitchell.....	500 00	.....	.....	500 00	.....
Moseenthal.....	618 75	.....	.....	618 75	.....
McKim.....	600 00	.....	.....	600 00	.....
Proudfit (Letters).....	825 00	.....	.....	825 00	.....
Schiff.....	615 00	.....	.....	615 00	.....
Schurz.....	825 00	.....	.....	825 00	.....
Tyndall.....	1,132 00	.....	8 00	1,124 00	.....
University.....	7,800 00	.....	7,800 00	.....	.....
Advertising Men's League.....	1,200 00	.....	.....	.....	1,200 00
Industrial Research.....	1,500 00	.....	.....	.....	1,500 00
SCHOLARSHIPS		22,924 72	.....	.....	.....
Alumni Association.....	612 50	.....	612 50	.....	.....
Alumni Competitive.....	700 00	.....	700 00	.....	.....
Beck.....	175 00	.....	92 50	82 50	.....
Benefactors.....	12,718 75	.....	12,668 75	.....	50 00
Brooklyn.....	1,575 00	.....	1,575 00	.....	.....
Brooklyn (Barnard).....	1,800 00	.....	1,800 00	.....	.....
Campbell.....	350 00	.....	102 50	247 50	.....
Class of '85, School of Mines.....	338 25	.....	.....	338 25	.....
Butler.....	150 00	.....	.....	150 00	.....
Class of '48.....	350 00	.....	.....	300 00	.....
Curtis.....	600 00	.....	500 00	600 00	.....
Faculty.....	3,400 00	.....	3,400 00	.....	.....
Faculty Scholarship Fund.....	1,432 25	.....	1,432 25	.....	.....
Harper.....	350 00	.....	350 00	.....	.....
Hewitt.....	306 25	.....	306 25	.....	.....
Loes.....	200 00	.....	.....	.....	200 00
McClintock.....	1,150 00	.....	.....	.....	1,150 00
Marcus Daly.....	1,000 00	.....	.....	.....	1,000 00
Moffat.....	350 00	.....	267 50	82 50	.....

President's University.....	900 00	.....	900 00	.....	1,065 00
Pulitzer Scholarship Fund.....	1,065 00	.....	.....	.....	10,000 00
Pulitzer Scholars.....	10,000 00	.....	.....	.....	206 25
Scheuermhorn.....	854 50	.....	648 25	.....	247 50
Stuart.....	350 00	.....	.....	.....	.....
University.....	2,475 00	.....	2,475 00	.....	.....
Additional.....	6,150 00	.....	6,150 00	.....	.....
Alumni Association—Special.....	3,585 00	.....	.....	.....	3,585 00
Duffie.....	250 00	.....	.....	.....	250 00
Ewing.....	75 00	.....	.....	.....	75 00
Metz.....	500 00	.....	500 00	.....	.....
Special.....	1,042 00	.....	.....	.....	1,042 00
		54,804 50			
PRIZES AND MEDALS					
Alumni Association Prize (College).....	50 00	.....	.....	.....	50 00
Beck Prize.....	275 00	.....	.....	.....	275 00
Banner Medal.....	40 00	.....	.....	.....	40 00
Convers Prize.....	50 00	.....	.....	.....	50 00
Curtis Medals.....	52 00	.....	.....	.....	52 00
Darling Prize.....	40 00	.....	.....	.....	40 00
Earle Prize.....	50 00	.....	.....	.....	50 00
Einstein Prize.....	200 00	.....	.....	.....	200 00
Eisberg Prize.....	90 00	.....	.....	.....	90 00
Illig Medals.....	90 00	.....	.....	.....	90 00
Loubat Prizes.....	1,400 00	.....	.....	.....	1,400 00
Ordronaux Prize.....	123 75	.....	.....	.....	123 75
Philolexian Prize.....	75 72	.....	.....	.....	75 72
Rolker Prize.....	41 25	.....	.....	.....	41 25
Toppan Prize.....	165 00	.....	.....	.....	165 00
Van Buren Mathematical Prize.....	206 25	.....	.....	.....	206 25
Van Amringe Mathematical Prize.....	103 12	.....	.....	.....	103 12
Van Anda Prize.....	50 00	.....	.....	.....	50 00
		3,102 09			
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE COLLEGE OF PHYSICIANS AND SURGEONS					
Alumni Association Fellowships.....	758 33	.....	.....	.....	758 33
Blumenthal Scholarships.....	2,300 00	.....	.....	.....	2,300 00
Devendorf Scholarship.....	415 00	.....	.....	.....	415 00
Doughty Scholarship.....	400 00	.....	.....	.....	400 00
Faculty Scholarships.....	1,000 00	.....	1,000 00	.....	1,000 00
Harsen Scholarships.....	1,250 00	.....	.....	.....	1,250 00
Prouddit (M. M.) Fellowship.....	600 00	.....	.....	.....	600 00
Vanderbilt Scholarships.....	1,000 00	.....	1,000 00	.....	1,000 00
Additional Scholarships for 1912-13.....	4,000 00	.....	4,000 00	.....	4,000 00
		11,723 33			
		\$1,901,740 58	\$1,177,304 37	\$233,856 69	\$490,579 52

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
PART B—BUILDINGS AND GROUNDS					
MORNINGSIDE HEIGHTS					
Salaries.....	\$9,500 00	.....	\$8,000 00	.....	\$1,500 00
Care of Boat House.....	1,780 74	.....	1,780 74	.....	.....
Cleaning.....	2,999 50	.....	2,999 50	.....	.....
Fuel.....	.....	.....	.....	.....	.....
Advanced in 1911-12 against appro- priation for 1912-13.....	\$19,485 99	.....	.....	.....	.....
.....	3,030 00	.....	.....	.....	.....
Furniture and Fixtures.....	22,515 99	.....	22,515 99	.....	.....
Gas and Electricity.....	749 67	.....	749 67	.....	.....
Maintenance of Residence Halls.....	4,990 89	.....	4,990 89	.....	.....
Planting.....	38,268 05	.....	38,268 05	.....	.....
Post Office.....	916 92	.....	916 92	.....	.....
Power House and Janitorial Service: Wages.....	1,784 62	.....	1,784 62	.....	.....
Maintenance of Buildings.....	53,998 84	.....	53,998 84	.....	.....
Superintendent's Supplies.....	17,498 71	.....	17,498 71	.....	.....
Telephone Service.....	5,148 90	.....	5,148 90	.....	.....
Uniforms.....	7,794 74	.....	7,794 74	.....	.....
Water Rates.....	553 71	.....	553 71	.....	.....
Assay Laboratory—Removal of.....	4,403 26	.....	4,403 26	.....	.....
Botany Greenhouse—Erection and Equipment.....	610 58	.....	.....	.....	610 58
Fire Protection—Morningside Heights.....	62 08	.....	.....	.....	62 08
Industrial Research Laboratory—Installing and Equip- ing in Havemeyer Hall.....	1,919 27	.....	1,919 27	.....	.....
Model House and Model—Removal of.....	5,385 41	.....	.....	.....	5,385 41
Renewals and Repairs to Buildings.....	580 25	.....	580 25	.....	.....
Urgent Repairs.....	5,332 89	.....	.....	.....	5,332 89
University Commons.....	2,991 95	.....	2,991 95	.....	.....
No. 407 West 117th Street—Expenses.....	56,625 91	.....	56,625 91	.....	.....
No. 413 West 117th Street—Expenses.....	401 83	.....	401 83	.....	.....
No. 415 West 117th Street—Expenses.....	517 00	.....	517 00	.....	.....
No. 421 West 117th Street—Expenses.....	578 97	.....	578 97	.....	.....
.....	552 64	.....	552 64	.....	.....
.....	.....	\$248,463 32	.....	.....	.....
COLLEGE OF PHYSICIANS AND SURGEONS					
Cleaning.....	750 00	.....	750 00	.....	.....
Departmental Assistance.....	9,084 70	.....	9,084 70	.....	.....
Fuel.....	11,434 46	.....	11,434 46	.....	.....
Furniture and Fixtures.....	127 84	.....	127 84	.....	.....
Gas and Electricity.....	1,244 81	.....	1,244 81	.....	.....

Power House and Janitorial Service: Wages.....	13,509 86			13,509 86
Maintenance of Buildings.....	3,361 94			3,361 94
Superintendent's Supplies.....	1,953 37			1,953 37
Water Rates.....	2,600 00			2,600 00
Alterations at College of Physicians and Surgeons.....	133 49			133 49
GYMNASIUM				
Janitorial Service.....	1,300 00	44,200 47		1,300 00
Laundry Service.....	1,287 46			1,287 46
Evening Service.....	748 40			748 40
Circulating Pump and Filters for Swimming Pool.....	2,500 00			2,500 00
Repairs.....	1,550 34	7,386 20		1,550 34
CAMP COLUMBIA				
General Expenses.....	\$156 51			
Advanced in 1911-12 against appropriation for 1912-13.....	1,043 49			
Janitor.....	1,200 00			1,200 00
Tents and Improvements.....	350 00			350 00
Insurance.....	344 05			344 05
Legal Expenses.....	180 63			180 63
Taxes.....	138 48			138 48
	284 57	2,497 73		284 57
SUMMER SESSION				
General Expenses.....		6,503 38		6,503 38
CLASSES OF ALLIANCE FRANÇAISE				
Heat, Light and Janitorial Service.....		375 00		375 00
MAINTENANCE OF SOUTH AND EAST FIELDS				
Attendance and Supplies.....	2,000 00			2,000 00
Alterations to East Field.....	106 35			106 35
		2,106 35		
		1,099 96		1,099 96
PUBLIC CEREMONIES				
		\$312,632 41		\$299,607 96
				\$13,024 45
PART C—LIBRARY				
Salaries.....	51,510 79			50,610 79
Emergencies.....	1,750 00			1,750 00
Departmental Appropriations:				
Books and Binding.....	17,022 19			16,285 42
Incidentals.....	3,504 24	73,787 22		3,504 24
		\$73,787 22		\$72,150 45
Carried forward.....				\$1,036 77

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
Brought forward.....		\$73,787 22	\$72,150 45		\$1,636 77
PURCHASES FROM SPECIAL FUNDS					
Harvard Library Fund.....	5,938 81			5,938 81	
Cotthead Fund.....	579 23			579 23	
Currier Fund.....	2,522 07			2,522 07	
Dean Lang Fund.....	73 95			73 95	
Drisler Fund.....	219 83			219 83	
Schurz Library Fund.....	737 17			737 17	
	10,071 00				
PURCHASES FROM GIFTS					
Books on Phonetics.....	30 59				30 59
Committee of Fifty Fund.....	17 64				17 64
Crane (Charles L.) Fund.....	238 31				238 31
Geography of Germany.....	2 80				2 80
Johnson's Manuscripts.....	180 00				180 00
Loeb (James) Fund.....	13				13
Loeb (William G.) Fund.....	429 63				429 63
Research in Field of Romance Philology.....	58 87				58 87
	957 97				
MISCELLANEOUS					
Anonymous Gift: Payments in 1911-12, carried on Balance Sheet, now charged to income of the Corporation.....	7,242 30		7,242 30		
Library Equipment Fund.....	479 80		479 80		
	7,722 10				
COLLEGE STUDY		1,604 97	1,604 97		
KENT HALL DEPARTMENTAL READING ROOMS					
Assistants.....		1,666 65	1,666 65		
PHILOSOPHY READING ROOMS					
Assistants.....		935 68	935 68		
SCHERMERHORN HALL READING ROOMS					
Assistants.....		1,165 00	1,165 00		
SCHOOL OF JOURNALISM					
Library Equipment.....		220 42		220 42	

SCHOOL OF MINES READING ROOMS					
Assistants.....	899 61	899 61			
AVERY LIBRARY					
Library Staff.....		2,338 85			
Avery Library Fund.....		2,037 50		2,037 50	
	4,376 35				
LAW SCHOOL LIBRARY					
Salaries.....		4,200 00			
Books and Binding.....		2,070 00			
Incidentals.....		50 00			
Law School Alumni Fund.....		504 21			504 21
	7,024 21				
MEDICAL SCHOOL LIBRARY					
Library Staff.....		800 00			
Books and Binding.....		700 00			
Incidentals.....		25 00			
E. G. Janeway Library Endowment Fund.....		602 61			
	2,127 61			602 61	
	\$112,558 85	\$96,311 77	\$13,148 13		\$3,098 95
PART D—BUSINESS ADMINISTRATION					
Salaries.....	23,311 83				
Clerk's Office, Sundries.....	1,492 79				
Treasurer's Office, Sundries.....	629 62				
Contingent Expenses.....	4,919 70				
Office Rent.....	1,500 00				
Insurance.....	\$10,023 00				
Advanced in 1911-12 against appropriation for 1912-13.....	2,128 50				
Bureau of Purchases.....		20,811 83			2,500 00
Membership in Hospital Bureau of Purchases and Supplies..		1,482 79			
For Auditing Books of Student Organizations.....		629 62			
Taxes:		4,919 70			
President's House.....		1,500 00			
Manson Franchise.....					
Deutsches Haus: Paid in 1911-12 and now charged to Income of the Corporation.....		12,151 50			
		3,650 00			
		1,095 00			
		250 00			
Burgess (Annie P.) Fund—Income: Legal Expenses.....				3,132 83	
Kennedy Fund—Income: Transfer Tax.....				255 60	
				3 02	
	52,391 89			3 02	
	\$52,391 89	\$49,636 29	\$255 60		\$2,500 00

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Gifts for Designated Purposes
PART E—ANNUITIES					
Burgess (John W.) Fund.....	\$4,000 00	.....	.....	.....	.....
Carpentier (E. R.) Fund.....	4,000 00	.....	.....	\$4,000 00	.....
Carpentier (J. S.) Fund.....	4,000 00	.....	.....	4,000 00	.....
Curling (W. Bayard) Fund.....	600 00	.....	.....	600 00	.....
Dean Lung Fund.....	4,000 00	.....	.....	4,000 00	.....
Furnald Fund.....	1,875 00	.....	\$1,875 00	.....	.....
Seidl Fund—Mrs. Anton Seidl.....	480 00	.....	.....	480 00	.....
Trowbridge Fund—Mrs. William P. Trowbridge.....	500 00	.....	.....	500 00	.....
Waring Fund—Mrs. George E. Waring.....	2,000 00	.....	.....	2,000 00	.....
Waring Fund—Miss Edie Blunt Waring.....	2,000 00	.....	.....	2,000 00	.....
		\$23,455 00			
		\$23,455 00	\$1,875 00	\$21,580 00	

SUMMARY OF SCHEDULE 8

	From General Income	From Income of Special Funds	From Gifts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$1,177,304 37	\$233,856 69	\$400,579 52	\$1,901,740 58
Part B.—Buildings and Grounds.....	299,897 06	.....	13,024 45	312,921 51
Part C.—Library.....	96,311 77	13,148 13	3,098 95	112,558 85
Part D.—Business Administration.....	49,636 29	255 60	2,500 00	52,391 89
Part E.—Annuities.....	1,875 00	21,580 00	.....	23,455 00
	\$1,624,735 39	\$268,840 42	\$509,202 92	\$2,402,778 73
Advance payments in 1911-1912.....				35,509 40
Payments made in 1912-1913 for Current Expenses.....				\$2,367,269 33

MISCELLANEOUS PAYMENTS

CHARGEABLE TO PRINCIPAL OF ANONYMOUS
GIFT FOR CHURCH AND CHORAL MUSIC:

Incorporation Expenses of the University Land Co. of Pittsburgh, Pa. \$500 00

INVESTMENTS IN PERSONAL SECURITIES:

Special Funds:

\$25,000 Cleveland Electric Illuminating Co's 5½ First Mortgage Bonds, due 1939.....	\$25,250 00	
\$25,000 Desplaines Valley Ry. Co's 4½ First Mortgage Bonds, due 1947.....	25,000 00	
\$26,000 Northern Pacific-Great North- ern 4% Joint Bonds, (C. B. & Q. coll.) due 1921.....	24,342 50	
On a/c subscription to 48 shares Dela- ware, Lackawanna & Western R.R. Co's new stock at par.....	1,200 00	
Bond and Mortgage on 158-160 Eldridge Street and 62 Delancey Street, New York at 5%, due 1918 (part).....	27,000 00	
Bond and Mortgage on 644-54 Green- wich Street, New York, at 4½%, due 1918.....	150,000 00	
Bond and Mortgage on 124 West 42d Street, New York, at 4½%, due 1918	175,000 00	
Received from Estate of Annie P. Bur- gess, deceased, as an investment of the Annie P. Burgess Fund:		
Bond and Mortgage on 170 West 65th Street, New York, at 5%, due 1914..	18,000 00	
Received from the Germanistic Society of America, as an investment of the Deutsches Haus Endowment Fund:		
\$5,000 Central Pacific Ry. Co.'s 4½ First Refunding Mortgage Bonds, due 1949	4,700 00	
Received from Estate of Joseph Pulitzer, deceased, as an investment of the Pulitzer Scholarship Fund:		
\$50,000 Cincinnati, Indianapolis, St. Louis and Chicago R'y. Co's 50 year 4% General First Mortgage Bonds, due 1936.....	48,000 00	
\$66,000 Corporate Stock of the City of New York, 4%, due 1936.....	63,360 00	
200,000 Northern Pacific R'y. Co's 3½ (General Lien Railway and Land Grant) Bonds, due 2047.....	138,000 00	\$699,852 50
Carried forward.....		\$699,852 50 \$500 00

Brought forward.....	\$699,852 50	\$500 00
Kennedy Endowment Fund:		
\$50,000 Baltimore & Ohio R. R. Co's (P. L. E. & W. Va.) 4½% Bonds, due 1941.....	\$44,687 50	
\$25,000 Cleveland Electric Illuminating Co's 5% First Mortgage Bonds, due 1939.....	25,250 00	
\$75,000 Desplaines Valley R'y. Co's 4½% First Mortgage Bonds, due 1947....	75,000 00	
\$50,000 New York Telephone Co's 4½% First Mortgage Bonds, due 1939....	48,750 00	
\$50,000 Norfolk & Western R'y. Co's 4% Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222,50	
On account of subscription to 190 shares Great Northern R'y. Co's preferred stock, at par.....	11,400 00	
Received from the Estate of John Stewart Kennedy, deceased:		
39 shares Central Syndicate Building Co's stock.....	3,705 00	
102 shares Granby Consolidated Mining, Smelting & Power Co's Stock.....	7,395 00	262,410 00
General Funds:		
\$4,000 Consolidation Coal Co's 10 year 6% Convertible Secured Bonds, due 1923.....	4,000 00	
\$1,000 Corporate Stock of the City of New York, 4½%, due 1960.....	1,005 00	
\$500 Corporate Stock of the City of New York, 4½%, due 1962.....	501 88	
33 shares International Nickel Co's stock.....	5,062 96	
Bond and Mortgage on 158-160 Eldridge Street and 62 Delancey Street, New York, at 5%, due 1918 (part).....	23,000 00	33,569 84 995,832 34

UNIVERSITY, LAND, BUILDINGS AND
EQUIPMENT—MORNINGSIDE:

Avery Library Building, Construction.....	75,635 98	
Furnald Hall, Construction.....	167,946 40	
Journalism Building, Construction.....	340,999 57	
Kent Hall, Construction.....	661 93	
Library Building, Changes.....	359 77	
Maison Française:		
411 West 117th Street, New York.....	29,466 79	
Philosophy Building, Construction.....	839 08	
President's House:		
Construction.....	\$67,530 52	
Furnishing.....	12,521 52	80,052 04
Carried forward.....	\$695,961 56	\$996,332 34

Brought forward.....	\$695,961 56	\$996,332 34
Class Shield—Hamilton Hall (Class of 1909, College, Gift).....	20 00	
Gemot in Hamilton Hall—Furnishing and Equipping..	6 98	
Granite Posts for Gate at 119th Street and Amsterdam Avenue.....	2,563 00	
Four Marble Columns in the Library (Class of 1874 Gift).....	1,648 00	
Lighting University Grounds (Wm. Fellowes Morgan Gift).....	493 82	700,693 36
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No. 16 WEST 51st STREET, NEW YORK (Hadden Lease—Expired) Care of Property.....		43 15
ADVANCED PAYMENTS AGAINST FUTURE APPROPRIATIONS:		
Camp Columbia—General Expenses:		
Department of Civil Engineering.....	110 01	
Buildings and Grounds.....	405 02	
Electrical Engineering—Meter Testing.....	104 65	
Gilder Fellowship.....	750 00	
Insurance, 1913-14.....	9,463 81	
Insurance, 1914-15.....	9,463 80	
Insurance, 1915-16.....	9,460 01	
Insurance, 1916-17.....	9,326 94	
Lectures.....	743 31	
Summer Session, 1913.....	15,643 85	55,471 40
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CAMP COLUMBIA—MORRIS, CONN.:		
Additional Land.....	2,500 00	
Improvements.....	751 38	3,251 38
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ADVANCED TO STUDENTS ON THEIR NOTES, FROM		
Class of 1886 Students' Loan Fund.....	532 00	
Class of 1887, Mines, Students' Loan Fund.....	2,937 50	
Law School Loan Fund.....	75 00	
Payne Loan Fund.....	1,556 00	
Shoemaker Loan Fund.....	838 50	
Students' Loan Fund.....	4,438 50	10,377 50
<hr/>		
DEPOSITS FOR APPARATUS.....		33,650 63
DEPOSITS FOR KEYS.....		640 30
REAL ESTATE SALES ACCOUNT		
Commission to Brokers on sale of lots 580-586 5th Avenue and 1-11 West 47th Street, New York.....		18,500 00
		<u>\$1,818,960 06</u>

**GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE
YEAR ENDING JUNE 30, 1913**

ACCOUNTS		Credit Balances, June 30, 1912	Receipts, 1912-1913	Total Credits	Payments, 1912-1913	Credit Balances, June 30, 1913
EDUCATIONAL ADMINISTRATION:						
Salaries.....				(*) 15,750 00	15,750 00	
Lectures.....			737 93	737 93	737 93	
American School of Archeology in Palestine.....				(1) 100 00	100 00	
Intercollegiate Debating.....				100 00	100 00	
President's Special Account.....		100 00		607 52	607 52	
Secretary's Special Account.....		607 52		1,839 08	1,826 58	12 50
State Aid to Blind Pupils.....			300 00	300 00	300 00	
DEUTSCHES HAUS:						
Maintenance.....			5,404 44	5,891 94	5,452 69	439 25
Email Boas Library.....			500 00	500 00	511 49	288 51
MAISON FRANÇAISE:						
Maintenance.....			600 00	600 00	.....	600 00
DEPARTMENTAL:						
Agriculture: Agricultural Education Fund.....		12,224 97	1,834 89	14,059 86	12,760 66	1,299 20
Anthropology: Salaries.....				(2) 1,000 00	1,000 00	
Anthropology: Research on the Indians of British Columbia.....		2,053 10		2,053 10	1,159 60	893 50
Astronomy: Catherine Wolfe Bruce Fund.....		3,748 96	112 29	3,861 25	.....	3,861 25
Astronomy: Publication of Work on Variation of Latitude.....		38 77		38 77	.....	38 77
Botany: Salaries.....				(2) 8,100 00	8,100 00	
Botany: Special Research Fund.....				(1) 440 00	418 76	21 24
Chemistry: Food Chemistry: Salaries.....				(3) 1,000 00	1,000 00	
Chemistry: Barnard: Salaries.....				(2) 5,300 00	5,300 00	
Chemistry: Equipment.....		59		59	59	
Chemistry: Electro-Chemical Laboratory Equipment Fund.....		619 75	16 76	636 51	24 76	611 75
Chemistry: Industrial Research Laboratory Fund.....		397 09	2,000 00	2,997 09	(4) 333 25	1,163 84
Chemistry: Nichol's Laboratories.....		29,092 23		29,092 23	29,092 23	
Civil Engineering: Instruction in Highway Engineering.....		5,064 14	10,000 00	15,064 14	14,735 63	328 51
Civil Engineering: Testing Laboratory.....		1,189 76	2,586 39	3,776 15	2,648 08	1,128 07
Classical Philology: Barnard: Salaries.....				(2) 10,550 00	10,550 00	
Economics: Salaries.....				(2) 9,600 00	9,600 00	
Economics: Special Equipment.....		550 00		550 00	509 34	40 66
Electrical Engineering: Meter Testing.....			1,414 75	1,414 75	1,414 75	
Electrical Engineering: Special Equipment.....		64 34		64 34	.....	64 34
English and Comparative Literature: Salaries.....				(2) 16,400 00	16,400 00	
English and Comparative Literature: Carpenter Memo- rial Library.....		1 06		1 06	.....	1 06

English and Comparative Literature: Dramatic Museum	.....	2,125 00	.....	.....	.....	1,331 59	793 41
Geology: Salaries	.....	(2) 3,100 00	.....	.....	.....	3,100 00	.....
Geology: Crosby Collection of Lantern Slides	.....	100 00	.....	.....	.....	.....	100 00
Germanic Languages: Salaries	.....	1,200 00	.....	.....	.....	9,200 00	.....
Germanic Languages: Collegiate German Study	.....	52 79	.....	.....	.....	52 79	52 79
Germanic Languages: Equipment Fund	.....	459 78	.....	.....	.....	211 96	247 82
Germanic Languages: Illustrative Photographs	.....	6 60	.....	.....	.....	6 60	.....
Germanic Languages: Schiller Fund	.....	7 65	.....	.....	.....	.....	7 65
History: Salaries	.....	(2) 11,000 00	.....	.....	.....	11,000 00	.....
History: Special Equipment	.....	38 65	.....	.....	.....	.....	38 65
Indo-European Languages: Salaries	.....	1,000 00	.....	.....	.....	1,000 00	.....
Mathematics: Salaries	.....	8,400 00	.....	.....	.....	8,400 00	.....
Mathematics: Equipment of Laboratory	.....	156 49	.....	.....	.....	156 49	106 09
Metalurgy: Electro-Metallurgical Laboratory	.....	12,500 00	.....	.....	.....	12,500 00	12,442 90
Metalurgy: Special Fund	.....	1,496 92	.....	.....	.....	1,496 92	1,496 92
Mining and Metallurgy: Special Fund	.....	736 18	.....	.....	.....	758 36	758 36
Mining: Special Fund	.....	22 18	.....	.....	.....	.....	.....
Music: Salaries	.....	200 00	.....	.....	.....	2 31	2 31
Philosophy and Psychology: Salaries	.....	2,900 00	.....	.....	.....	.....	200 00
Physics: Experimental: Ernest Kempton Adams Precision Laboratory	.....	8,000 00	.....	.....	.....	.....	.....
Physics: Experimental: Apparatus and Equipment, including Mechanic	.....	.....	.....	.....	.....	1,381 57	10,618 43
Physics: Experimental: Research Laboratory in Electro-Mechanics	.....	4,014 23	.....	.....	.....	2,930 40	1,083 83
Physics: Barnard: Salaries	.....	4,723 48	.....	.....	.....	4,636 77	86 71
Public Law and Jurisprudence: Salaries	.....	(2) 4,200 00	.....	.....	.....	4,200 00	.....
Public Law and Jurisprudence: Legislative Draughting Research Fund	.....	(2) 400 00	.....	.....	.....	400 00	.....
Public Law and Jurisprudence: Equipment of Politics Laboratory	.....	17,250 00	.....	.....	.....	15,393 80	7,370 92
Public Law and Jurisprudence: Special Equipment	.....	.....	.....	.....	.....	.....	64
Romance Languages: Salaries	.....	9 36	.....	.....	.....	.....	9 36
Romance Languages: French Lecture Fund	.....	(2)(e) 10,400 00	.....	.....	.....	10,400 00	.....
Romance Languages: Support of Journal of Romantic Philology	.....	170 00	.....	.....	.....	170 00	.....
Social Science: Salaries	.....	250 00	.....	.....	.....	250 00	250 00
Social Science: Humane Education (Carpentier Gift)	.....	1,000 00	.....	.....	.....	1,000 00	.....
Zoology: Salaries	.....	4,000 00	.....	.....	.....	4,000 00	4,000 00
Zoology: Naples Zoological Station	.....	(2) 9,100 00	.....	.....	.....	9,100 00	.....
Zoology: Special Equipment Fund	.....	250 00	.....	.....	.....	250 00	500 00
Law School: Class of 1914, Law, Gift, for Medical and Surgical Aid to Law Students	.....	(1) 331 44	.....	.....	.....	109 02	222 42
.....	.....	75 00	.....	.....	.....	.....	75 00
EXTENSION TEACHING:							
Festival Chorus Concerts	.....	.....	.....	.....	.....	1,000 00	.....
Printing a Syllabus of Extension Teaching	.....	1,000 00	.....	.....	.....	100 00	.....
Carried forward	.....	\$78,422 08	.....	.....	.....	\$236,864 13	\$51,255 60

ACCOUNTS	Credit Balances, June 30, 1912	Receipts, 1912-1913	Total Credits	Payments, 1912-1913	Credit Balances, June 30, 1913
Brought forward	\$78,422 08	\$73,299 63	.....	\$236,864 13	\$51,255 60
TEACHERS COLLEGE: Salaries.....	.....	.....	(⁵) 178,650 00	178,650 00	
COLLEGE OF PHYSICIANS AND SURGEONS:					
Anatomy: Salaries.....	600 00	600 00	600 00	600 00	274 32
Anatomy: Departmental Appropriation—Fire Loss.....	274 32	274 32	274 32	.....	30 59
Anatomy: Equipment—Fire Loss.....	30 59	.....	30 59	.....	.....
Anatomy: Special Apparatus.....	125 00	.....	125 00	(¹¹) .....	.....
Biological Chemistry: Salaries.....	.....	.....	(⁹) 500 00	500 00	2,118 51
Biological Chemistry: Biochemical Research Fund.....	2,056 81	61 70	2,118 51	.....	650 00
Biological Chemistry: Special Printing.....	650 00	.....	650 00	.....	2,620 00
Materia Medica and Therapeutics: Salaries.....	1,800 00	2,620 00	4,420 00	1,800 00	.....
Materia Medica and Therapeutics: Hydrotherapeutics.....	.....	.....	.....	.....	66 65
Materia Medica and Therapeutics: Laboratory of Pharmacology.....	66 65	.....	66 65	.....	20 18
Neurology: Departmental Appropriation.....	32 64	.....	32 64	12 46	80 21
Pathology: Salaries.....	.....	265 75	265 75	185 54	.....
Pathology: Supplies in Embryology.....	.....	.....	(⁴) 4,700 00	4,700 00	4 15
Physiology: Salaries.....	4 15	.....	4 15	.....	.....
Practice of Medicine: Salaries.....	1,000 00	.....	1,000 00	1,000 00	.....
Practice of Medicine: Equipment of the Metabolism Clinic.....	.....	.....	(⁴) 8,500 00	8,500 00	45 48
Practice of Medicine: Clinical Pathology—Special Fund.....	49 48	.....	49 48	4 00	.....
Surgery: Salaries.....	12 66	.....	12 66	12 66	.....
Surgery: Research Laboratory Fund.....	.....	.....	(⁴) 7,850 00	7,850 00	.....
Surgery: Surgical Research Laboratory Fund.....	1 37	.....	1 37	1 37	.....
Vanderbilt Clinic: East River Homes Gift.....	1,686 78	10,000 00	11,686 78	7,619 03	4,067 75
.....	.....	750 00	750 00	750 00	.....
RETIRING ALLOWANCES.....	.....	.....	(³) 28,020 00	28,020 00	.....
WIDOWS' ALLOWANCES.....	.....	.....	(³) 3,700 00	3,700 00	.....
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:					
Advertising Men's League Fellowship.....	.....	1,200 00	1,200 00	1,200 00	.....
Industrial Research Fellowship.....	.....	.....	(⁹) 1,500 00	1,500 00	.....
Benefactors' Scholarships (McNulty).....	50 00	.....	50 00	50 00	.....
Jones (John D.) Scholarship.....	.....	200 00	200 00	200 00	.....
McClymonds Scholarship.....	.....	200 00	200 00	200 00	150 00
Marcus Daly Scholarship.....	1,300 00	1,300 00	1,300 00	1,300 00	.....
Alumni Association Scholarships—Special.....	1,000 00	1,000 00	1,000 00	1,000 00	.....
Duffie Scholarship.....	.....	.....	(¹) 3,585 00	3,585 00	.....
.....	250 00	.....	250 00	250 00	.....

Ewing Scholarship.....	75 00	.....	75 00	75 00	.....	400 00
Special Scholarships.....	.....	1,152 00	(1) 1,442 00	1,042 00	.....	1,200 00
Special Scholarships for Chinese Students.....	.....	1,200 00	1,200 00	.....	.....	.....
Alumni Association Prize (College).....	.....	50 00	50 00	50 00	.....	.....
Barnard Medal.....	73 50	.....	(4) 113 50	.....	.....	113 50
Loubat Prizes.....	4,399 29	.....	(7) 4,820 01	1,400 00	.....	3,420 01
Van Andra Prize.....	.....	131 97	.....	50 00	.....	.....
Alumni Association Fellowships, College of Physicians and Surgeons.....	.....	50 00	.....	50 00	.....	.....
.....	.....	758 33	758 33	758 33	.....	.....
BUILDINGS AND GROUNDS:						
Salaries.....	.....	.....	(2)(6) 1,500 00	1,500 00	.....	18 68
Assay Laboratory—Removal from Havemeyer Hall.....	629 26	.....	629 26	610 58	.....	.....
Special Research Equipment (Botany).....	7,800 00	.....	7,800 00	(12) 62 08	.....	.....
Laboratory of Industrial and Engineering Chemistry— Installing and Equipping in Havemeyer Hall.....	6,087 02	.....	6,087 02	5,385 41	.....	701 61
Repairs: Fire Loss—College of Physicians and Surgeons (Furniture and Fixtures).....	5,332 89	.....	5,332 89	5,332 89	.....	.....
Schermerhorn Pedestal—Resetting.....	91 50	15 00	15 00	.....	.....	15 00
Special Equipment—Anatomy, Pathology and Clinical Pathology.....	133 49	.....	133 49	133 49	.....	91 50
Book-cases in Residence Halls.....	.....	.....	(1) 84 00	.....	.....	84 00
President's House—Furnishing.....	.....	.....	(1) 2,521 52	.....	.....	(16)
LIBRARY:						
Salaries.....	.....	.....	(2) 900 00	900 00	.....	.....
Books and Binding.....	.....	736 77	736 77	736 77	.....	.....
Books on Phonetics.....	30 59	.....	30 59	30 59	.....	.....
Chinese Book-binding Fund.....	465 94	.....	465 94	.....	.....	465 94
Committee of Fifty Fund.....	289 42	.....	269 42	17 64	.....	251 78
Crane (Charles R.) Fund.....	238 31	.....	238 31	238 31	.....	.....
Geography of Germany.....	.....	150 00	150 00	2 80	.....	147 20
Johnson's Manuscripts.....	180 00	.....	180 00	180 00	.....	.....
Leavisian Dissertation Fund.....	575 82	.....	575 82	.....	.....	575 82
Loeb (James) Fund.....	242 59	175 00	417 59	13	.....	417 46
Low (William G.) Fund.....	799 08	250 00	1,049 08	429 63	.....	619 45
Special Purchases for Advance Study and Research in the Field of Romance Philology.....	.....	.....	.....	.....	.....	.....
Law School Alumni Fund.....	58 87	.....	58 87	58 87	.....	.....
.....	.....	4,858 69	(13) 7,858 69	504 21	.....	7,354 48
ANONYMOUS GIFT FOR CURRENT NEEDS.....	36,200 25	304 27	(14) 36,629 52	(1) .....	.....	27,478 48
BARNARD COLLEGE: SALARIES.....	.....	128,850 00	128,850 00	(2) .....	.....	.....
CARNEGIE FOUNDATION GRANTS.....	.....	31,730 00	31,720 00	(3) .....	.....	.....
HARKNESS FUND.....	.....	21,050 00	21,050 00	(4) .....	.....	.....
KAHMAN (R. I.) GIFT.....	200 00	.....	200 00	.....	.....	200 00
TEACHERS COLLEGE: Salaries.....	.....	183,400 00	183,400 00	(5) .....	.....	.....
.....	\$150,121 03	\$466,463 43	.....	\$509,202 92	.....	\$104,938 35

(1) Transferred from Anonymous Gifts for Current Needs: To		
Educational Administration: American School of Archeology in Palestine.	\$100 00	
Educational Administration: Secretary's Special Account.....	1,839 08	
Botany: Special Research Fund.....	440 00	
Zoology: Special Equipment Fund.....	331 44	
Alumni Association Scholarships—Special.....	3,585 00	
Special Scholarship in Schools of Mines, Engineering and Chemistry	250 00	
Buildings and Grounds: Book-cases in Residence Halls.....	84 00	
Buildings and Grounds: President's House—Furnishings.....	2,521 52	\$9,151 04
(2) Salaries of Barnard College: Credited to following Departments:		
Educational Administration.....	15,500 00	
Anthropology.....	1,000 00	
Botany.....	8,100 00	
Chemistry.....	5,300 00	
Classical Philology.....	10,550 00	
Economics.....	9,600 00	
English and Comparative Literature.....	16,400 00	
Geology.....	3,100 00	
Germanic Languages.....	8,000 00	
History.....	11,000 00	
Mathematics.....	8,400 00	
Philosophy and Psychology.....	6,900 00	
Physics.....	4,200 00	
Public Law and Jurisprudence.....	9,400 00	
Romance Languages.....	9,100 00	
Zoology.....	1,000 00	
Buildings and Grounds.....	900 00	128,850 00
(3) Credited to:		
Retiring Allowances.....	\$28,020 00	
Widows' Allowances.....	3,700 00	\$31,720 00
(4) Credited to:		
Pathology: Salaries.....	\$4,700 00	
Practice of Medicine: Salaries.....	8,500 00	
Surgery: Salaries.....	7,850 00	\$21,050 00
(5) Salaries, a/c Teachers College: Credited to following Departments:		
Educational Administration.....	\$250 00	
Chemistry—Food Chemistry.....	1,000 00	
Philosophy and Psychology.....	1,500 00	
Romance Languages.....	1,000 00	
Teachers College.....	178,650 00	
Biological Chemistry.....	500 00	
Buildings and Grounds.....	500 00	\$183,400 00

(6) Transferred from Income of Barnard Library Fund.....		\$40 00
(7) Transferred from Income of Loubat Fund.....		288 75
(8) Deutsches Haus: Maintenance:		
Credited with Income of Deutsches Haus Endowment Fund.....	\$512 50	
Credited with Taxes paid in 1911-12.....	488 74	
Charged with over-draft in 1911-12 (See Treasurer's Report of June 30, 1912—Balance Sheet).....	1,001 24	
	513 74	\$487 50
(9) Industrial Research Fund—Chemistry: Payments as follows:		
Chemistry: Industrial Research Laboratory.....	\$333 25	
Fellowships: Industrial Research Fellowship.....	1,500 00	\$1,833 25
(10) Physics: Experimental: Ernest Kempton Adams Precision Laboratory—Includes \$4,000 transferred from Income of Adams Fund.		
(11) Anatomy: Special Apparatus—\$125 turned back to the Anonymous Gift for Current Needs.		
(12) Buildings and Grounds: Botany: Special Research Equipment—Charged with \$7,737.92 expended in 1911-12 and erroneously charged to Income of Phoenix Fund.		
(13) Library: Law School Alumni Fund—Includes \$3,000 transferred from Principal of "Special Funds."		
(14) Anonymous Gift for Current Needs—Includes \$125 turned back from Anatomy: Special Apparatus.		
(15) Credit balance of \$2,521.52 carried in "Memoranda to Schedule 2," among "Permanent Funds—For the purchase of land, etc."		

INTEREST ACCOUNT**INTEREST PAID:**

On Columbia College 4% Mortgage Gold Bonds.....	\$120,220 00
On Columbia University Notes.....	1,222 23
On Loubat Annuity Mortgage.....	17,920 00
On No. 407 West 117th Street Mortgage.....	675 00
	<hr/>
Interest paid in 1912-13.....	\$140,037 23

DEDUCT INTEREST APPORTIONED to Special

Real Estate Account, as follows:

Gaillard-Loubat Library Endowment Fund.....	22,455 44
	<hr/>
Interest Charged to the year 1912-13.....	\$117,581 79
	<hr/> <hr/>

SPECIAL REAL ESTATE INCOME AND EXPENSE

	Expenses, 1912-1913	Interest Appropriation	Total Debits	Receipts, 1912-1913	Balances, June 30, 1913
WILLIAMSBRIDGE PROPERTY:					
Taxes, one year, due May 1, 1913, and Water Rates.....	\$5,648 55				
Caretaker.....	650 00				
Sundries.....	94 00				
	<u>\$6,392 55</u>		\$6,392 55		
Rent of Oval.....				\$1,200 00	Debit \$5,192 55
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:					
Taxes, one year, due May 1, 1913.....	\$13,426 35				
Insurance.....	150 00				
Agents' Commissions.....	1,298 03				
Improvements and Repairs.....	6,640 79				
Annuity to Joseph F. Loubat.....	60,000 00				
	<u>\$81,485 17</u>				
Interest on Mortgage.....		\$17,920 00			
Interest on Advances.....		4,535 44			
		<u>\$22,455 44</u>	\$103,940 61		
Rents.....				50,721 74	
New York Life Insurance & Trust Co. Annuity.....				60,000 00	Credit
				<u>\$110,721 74</u>	\$6,781 13
	\$87,877 72	\$22,455 44	\$110,333 16	\$111,921 74	

SPECIAL REAL ESTATE ACCOUNT

WILLIAMSBRIDGE PROPERTY:

June 30, 1912—To Balance	Dr.	\$204,642 88	
June 30, 1913—To Deficit.....	Dr.	5,192 55	
		<hr/>	
	To Balance, Dr.....		\$209,835 43

GAILLARD-LOUBAT PROPERTY—503-11 BROADWAY:

June 30, 1912—To Balance.....	Dr.	\$576,004 33	
June 30, 1913—By Surplus.....	Cr.	6,781 13	
		<hr/>	
	To Balance, Dr.....		\$569,223 20

**SUMMARY OF INCOME AND EDUCATIONAL AND
ADMINISTRATION EXPENSES AND ESTATE
ACCOUNT FOR 1912-1913**

Personal Estate, June 30, 1912.....		\$1,122,459 29
General Income, 1912-13 (Schedule 3, page 9).....	\$1,774,548 06	
Current Expenses chargeable against General Income of the Corpora- tion for 1912-13, Schedule 8, page 36, first column.....	1,624,735 39	
Interest Account: Debit balance, Schedule 11, page 46.....	117,581 79	1,742,317 18
Surplus.....		32,230 88
Upper and Lower Estates, placed for the first time on the Treasur- er's Books at 1912 Tax Valua- tions.....		20,343,500 00
Designated and Special Funds: Items erroneously charged in year 1911-12 against Income of the Corporation, now adjusted:		
Civil Engineering: Salaries..	\$5,000 00	
Botany: Departmental.....	600 00	\$5,600 00
Less:		
Item chargeable against the Income of the Corporation in 1911-12, erroneously charged against Income of Special Funds, now adjusted:		
University of Berlin.....	\$1,250 00	4,350 00
Estate Account at June 30, 1913....		\$21,502,540 17
Redemption Fund: Deposited with United States Trust Company as Trustee.....		\$100,000 00
Less Surplus for 1912-13, as shown above.....		32,230 88
Deficit for 1912-13.....		\$67,769 12

PRINCIPAL OF SPECIAL FUNDS

ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:	
Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904.....	\$50,000 00
ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND:	
Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.....	5,000 00
AVERY ARCHITECTURAL FUND:	
Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000.....	50,000 00
BARNARD FELLOWSHIP FUND:	
Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889	10,000 00
BARNARD LIBRARY FUND:	
The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1915. Established 1889	59,501 64
BARNARD (MARGARET) FUND:	
The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband." Established 1892.....	16,231 67
BECK FUNDS:	
The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1899.	
Beck Scholarship Fund.....	\$2,000 00
Beck Prize Fund	\$8,000 00
	10,000 00
Carried forward.....	\$200,733 31

Brought forward	\$200,733 31
BEER (JULIUS) LECTURE FUND:	
Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903...	10,000 00
BENNETT PRIZE FUND:	
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00
BERGH (HENRY) FUND:	
Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907.....	100,000 00
BLUMENTHAL ENDOWMENT FUND:	
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....	100,075 00
BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:	
Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.....	14,500 00
BULL (WILLIAM T.) MEMORIAL FUND:	
From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M.D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911..	32,119 45
BUNNER PRIZE FUND:	
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896..	1,000 00
BURGESS (ANNIE P.) FUND:	
Bequest of the late Annie P. Burgess to the general endowment of the University. Established 1913.....	56,960 53
BURGESS (ANNIE P.) SCHOLARSHIP FUND:	
Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000 00
BURGESS (DANIEL M.) SCHOLARSHIP FUND:	
Bequest of the late Annie P. Burgess to establish this fund; the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913.....	5,000 00
BURGESS (JOHN W.) FUND:	
Gift of Anonymous Donors to the general endowment of the University. Established 1910.....	100,000 00
Carried forward.....	<u>\$626,388 29</u>

Brought forward.....	\$626,388 29
BUTLER (RICHARD) SCHOLARSHIP FUND:	
Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.....	5,000 00
CAMPBELL SCHOLARSHIP FUND:	
Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.....	6,000 00
CARPENTIER (EDWARD R.) FUND:	
Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906.....	250,000 00
CARPENTIER (JAMES S.) FUND:	
Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	300,000 00
CARPENTIER (R. S.) FUND:	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
CENTER FUND:	
Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.....	178,046 50
CHANDLER (CHARLES FREDERICK) FUND:	
From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.....	6,000 00
CHANLER PRIZE FUND:	
Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for "the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject." Established 1877.....	1,000 00
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
Carried forward.....	<u>\$1,486,434 79</u>

Brought forward.....	\$1,486,434 79
CLASS OF 1848 SCHOLARSHIP FUND:	
Gift of an anonymous friend, 1902.....	10,000 00
CLASS OF 1885, SCHOOL OF MINES, FUND:	
Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	8,200 00
CLASS OF 1901 DECENNIAL FUND:	
Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.....	1,392 81
COLUMBIA FELLOWSHIP FUND:	
Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889.....	13,000 00
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND:	
From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.....	10,037 72
COLUMBIA HUDSON-FULTON PRIZE FUND:	
Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909.....	1,000 00
CONVERS (E. B.) PRIZE FUND:	
Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906.....	1,000 00
COTHEAL FUND:	
Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896..	16,000 00
CROCKER (GEORGE) SPECIAL RESEARCH FUND:	
Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.....	1,440,777 13
Carried forward.....	\$2,987,842 45

Brought forward.....	\$2,987,842 45
CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND :	
Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913.....	1,700 00
CURRIER (NATHANIEL) FUND :	
Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....	50,000 00
CURTIS FELLOWSHIP FUND :	
Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....	10,000 00
CURTIS (GEORGE WILLIAM) MEDALS FUND :	
Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,300 00
CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND :	
Gift of W. Bayard Cutting, to establish the "W. Bayard Cutting, Jr., Fellowship Fund." The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbbrand and the Grafin Eva von Wurmbbrand during their lifetime, thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.....	15,000 00
DACOSTA PROFESSORSHIP FUND :	
The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576 83
DARLING (EDWARD A.) PRIZE FUND :	
Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903.....	1,000 00
Carried forward.....	<u>\$3,153,419 28</u>

Brought forward.....	\$3,153,419 28
DEAN LUNG PROFESSORSHIP OF CHINESE FUND :	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	225,000 00
DEUTSCHES HAUS ENDOWMENT FUND :	
Gift of Adolphus Busch, the income of which is to be expended in equipping and maintaining the work of the Deutsches Haus. Established 1912.....	14,700 00
DEVENDORF (DAVID M.) SCHOLARSHIP FUND :	
Gift of Mrs. David M. Devendorf, to establish the "David M. Devendorf Scholarship Fund" as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911.....	6,500 00
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND :	
Bequest of Phebe Caroline Swords to establish the "Francis E. Doughty, M.D., Scholarship Fund" in the College of Physicians and Surgeons, open to members of any class. Established 1912.....	10,000 00
DRISLER CLASSICAL FUND :	
Gift of Seth Low, formerly President of the University, for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000 00
DU BOIS (DOCTOR ABRAM) MEMORIAL FUND :	
Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000 00
DYCKMAN FUND :	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899.....	10,000 00
EARLE PRIZE FUND :	
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	1,250 00
Carried forward.....	<u>\$3,448,869 28</u>

Brought forward.....	\$3,448,869 28
EATON PROFESSORSHIP FUND:	
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000 00
EINSTEIN FUND:	
Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911.....	4,852 50
ELSBURG, (ALBERT MARION) PRIZE FUND:	
Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the "Albert Marion Elsberg Prize in Modern History." Established 1912.....	2,000 00
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND:	
Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research. Established 1913.....	13,223 27
GARTH MEMORIAL FUND:	
Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250 00
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
GERMAN LECTURE FUND:	
Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000 00
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.....	47,462 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
Carried forward.....	\$3,669,907 56

Brought forward.....	\$3,689,907 56
GOTTHELL (GUSTAV) LECTURESHIP FUND:	
Gift from Temple Emanu-El to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000 00
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:	
Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeny Gottsberger. Established 1904.....	9,500 00
HARRIMAN (REVEREND ORLANDO) FUND:	
Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	102,500 00
HARSEN SCHOLARSHIP FUND:	
Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships.....	31,114 10
ILLIG FUND:	
Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.....	2,000 00
INDO-IRANIAN FUND:	
Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	15,000 00
JACOBI WARD FUND:	
Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi.....	50,000 00
JAMES (D. WILLIS) FUND:	
Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908.....	100,000 00
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
Carried forward.....	\$4,015,021 66

Brought forward.....	\$4,015,021 86
KENNEDY (JOHN STEWART) ENDOWMENT FUND:	
On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1909.....	2,177,642 86
LAW LIBRARY FUND:	
Created by act of the Trustees on March 5, 1900, by the consoli- dation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000) and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).....	5,250 00
LAW SCHOOL ALUMNI FUND FOR THE LIBRARY:	
Transferred to "Designated Funds," Schedule 9, under Library.	
LOUBAT FUND:	
Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Estab- lished 1892.....	7,000 00
LOUBAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professor- ship in American Archæology. Established 1903.....	100,000 00
MAISON FRANCAISE ENDOWMENT FUND:	
Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Francaise. Established 1913.	5,000 00
MATHEMATICAL PRIZE FUND:	
Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash Van Buren, Jr., of the Class of 1905. Established 1906.....	5,000 00
McKIM FELLOWSHIP FUND:	
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889.....	20,000 00
MEMBER OF CLASS OF '85 FUND:	
Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociologi- cal investigation that promises results of a scientific value. Established 1895.....	1,050 00
MILLER (GUY B.) FUND:	
Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904.....	10,000 00
Carried forward.....	\$6,345,964 52

Brought forward.....	\$6,345,964 52
MITCHELL (WILLIAM) FELLOWSHIP FUND:	
Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.....	10,000 00
MOFFAT SCHOLARSHIP FUND:	
Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
ORDRONAUX (JOHN) FUND:	
Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909.....	3,000 00
PERKINS FELLOWSHIP FUND:	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1914.....	5,700 00
PETERS (WILLIAM RICHMOND, Jr.) FUND FOR ENGINEERING RESEARCH:	
Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912.....	50,000 00
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:	
Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902...	1,000 00
PHILOLEXIAN PRIZE FUND:	
From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4.....	1,376 80
PHENIX LEGACY:	
On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.....	*124,490 02
Carried forward.....	\$6,551,031 34

*\$86,000.20 transferred to Income of Phoenix Legacy to meet expenditures in former years for permanent equipment for advanced instruction and research.

Brought forward.....	\$6,551,031 34
PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:	
Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudfit Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE:	
Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the "Maria McLean Proudfit Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
PSYCHOLOGY FUND:	
Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....	100,000 00
PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:	
Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903.....	* 748,312 50
PULITZER SCHOLARSHIP FUND:	
Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893. Augmented in 1912 by \$250,000.00 legacy.	300,448 75
ROLKER (CHARLES M., JR.) PRIZE FUND:	
Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909.....	1,000 00
ROOSEVELT (THEODORE) PROFESSORSHIP FUND:	
Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.....	50,000 00
SCHERMERHORN SCHOLARSHIP FUND:	
Bequest of John J. Schermerhorn, of the Class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877.....	5,000 00
Carried forward.....	\$7,785,792 59

*In 1911-12 and 1912-13 \$500,000 was set aside for the erection of the School of Journalism Building.

Brought forward.....	\$7,785,792 59
SCHIFF FELLOWSHIP FUND:	
Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000 00
SCHIFF (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
SCHURZ (CARL) FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
SCHURZ (CARL) LIBRARY FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000 00
SEIDL FUND:	
The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter, "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.".....	12,000 00
SHOEMAKER (WILLIAM BROCK) FUND:	
Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908.....	10,000 00
SLOANE HOSPITAL FOR WOMEN FUND:	
Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established in 1889.....	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.....	2,337 81
STEVENS PRIZE FUND, SCHOOL OF 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
Carried forward.....	<u>\$8,422,030 28</u>

Brought forward.....	\$8,422,030 28
STOKES (CAROLINE PHELPS) FUND:	
Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.	20,000 00
STUART SCHOLARSHIP FUND:	
The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895.....	6,000 00
TOPPAN PRIZE FUND:	
Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,000 00
TROWBRIDGE FELLOWSHIP FUND:	
Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893.....	10,000 00
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
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.....	2,500 00
VANDERBILT CLINIC ENDOWMENT FUND:	
Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896.....	115,000 00
WARING FUND:	
The Chamber of Commerce of the State of New York, in the latter part of the year 1893, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of said College may direct."	
For Mrs. Waring.....	\$50,000 00
For Miss Waring.....	50,000 00
	100,000 00
WHEELOCK (GEORGE G.) FUND:	
Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish, in memory of the late Dr. George G. Wheelock, the George G. Wheelock Fund, the income to be used to meet the needs of the Department of Physiology. Established 1907..	5,000 00
	<u>\$8,095,475 78</u>

INVESTMENTS IN PERSONAL SECURITIES

I—Special Funds

BONDS

\$9,000 Atchison, Topeka & Santa Fe Railway Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995.....	\$9,000 00
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	4,574 00
18,000 Buffalo, Rochester & Pittsburgh, R. R. Co's 5 per cent. General Mortgage Bonds, due 1937..	17,940 32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 Year Bonds, due 1952.....	20,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Bonds, due 1925.....	49,625 00
5,000 Central Pacific Railway Co's 4 per cent. First Refunding Mortgage Bonds, due 1949.....	4,700 00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1937.....	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
50,000 Chesapeake & Ohio R. R. Co.'s 4½ per cent. General Mortgage Bonds, due 1992.....	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch).	1,000 00
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949	31,931 17
50,000 Chicago, Milwaukee & St. Paul Railway Co's 4 per cent. 25 year Bonds, due 1934.....	46,040 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926.....	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000 00
17,000 Chicago, Rock Island & Pacific Railway Co's 4 per cent. General Mortgage Bonds, due 1988...	17,000 00
50,000 Cincinnati, Indianapolis, St. Louis and Chicago Railway Co's 4 per cent. Fifty Year General First Mortgage Bonds, due 1936.....	48,000 00
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250 00
25,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947 (Guaranteed by Chicago & Northwestern Railway Co.).....	25,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
Carried forward.....	<u>\$724,372 99</u>

Brought forward	\$724,372 99	
\$24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67	
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00	
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000 00	
29,000 Manhattan Railway Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948 75	
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00	
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00	
100,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	88,702 50	
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948	50,000 00	
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932.....	22,500 00	
297,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	283,155 00	
370,000 Northern Pacific Railway Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047.....	262,915 00	
115,000 Northern Pacific Railway Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997.	115,750 00	
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946.....	56,112 50	
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000 00	
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000 00	
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	50,000 00	
6,000 Southern Railway Co's (Memphis Division) 5 per cent. First Mortgage Bonds, due 1996.....	6,000 00	
15,000 State of New York (Loan for Canal Improvements: Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000 00	
12,000 Texas & Pacific Railway Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000 00	
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000 00	
6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947.....	6,060 00	
52,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361.....	52,245 50	
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Bonds, due 1949	45,750 00	\$2,211,462 91
Carried forward.....		<u>\$2,211,462 91</u>

Brought forward..... \$2,211,462 91

STOCKS

16 shares Albany & Susquehanna R. R. Co.....	2,000 00	
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50	
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475 00	
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
15,000 City of New York 3¼% Consolidated Stock (Street and Park Opening Fund) due 1918..	15,212 50	
2,000 City of New York 3¼% Corporate Stock, for replenishing the Fund for Street and Park Opening, due 1929.....	2,043 00	
17,000 City of New York 4½% Corporate Stock, due 1957.....	17,000 00	
100,000 City of New York 3½ per cent. Registered Corporate Stock (School Houses and Sites, Borough of Queens) due 1929.....	92,375 00	
66,000 City of New York 4% Corporate Stock, due 1936.....	63,360 00	
5 shares Consolidated Gas Co. of New York.....	193 53	
122 shares Delaware & Hudson Co.....	12,639 34	
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300 00	
119 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	*7,042 50	
262 shares Illinois Central R. R. Co.....	30,367 40	
200 shares International Harvester Co., of New Jersey, preferred.....	25,225 00	
200 shares International Harvester Corporation, preferred.....	25,225 00	
300 shares International Nickel Co.....	14,500 00	
21 shares Lackawanna Railroad Co. of New Jersey.....	2,117 50	
500 shares Manhattan Railway Co.....	70,500 00	
13 shares National Bank of Commerce in New York	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co.....	11,002 50	
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362 50	
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.	14,325 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
700 shares Union Pacific R. R. Co. preferred.....	65,512 50	
155 shares United New Jersey R. R. & Canal Co. ..	28,894 88	871,444 06

BONDS AND MORTGAGES

On northwest corner of Avenue "A" and East 13th Street, New York, at 4½ per cent., due 1914.....	\$85,000 00	
On 90-92 Avenue "B," New York, at 4½ per cent., due 1913	62,000 00	
Carried forward.....	\$147,000 00	\$3,082,906 97

* Includes \$1,200, one-half payment on subscription to 48 shares new stock.

Brought forward	\$147,000 00	\$3,082,906 97
On northeast corner Avenue "B" and 12th Street, New York, at 5 per cent., due 1914	1,200 00	
On 354 Broadway, New York, at 4½ per cent., due 1914	62,700 00	
On 924-926 Broadway, New York, at 4½ per cent., due 1914	100,000 00	
On 158-160 Eldridge Street and 62 Delancy Street, New York, at 5 per cent., due 1918	27,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910	100,000 00	
On 212 Grand Street, New York, at 5 per cent., due 1909	31,500 00	
On 644-654 Greenwich Street, New York, at 4½ per cent., due 1918	150,000 00	
On 26 John Street, New York, at 4½ per cent., due 1915	110,000 00	
On southeast corner of Lenox Avenue and 117th Street, New York, at 4 per cent., due 1914	200,000 00	
On southeast corner of Lenox Avenue and 130th Street, New York, at 4½ per cent., due 1917	60,000 00	
On 712 Madison Avenue, New York, at 4½ per cent., due 1916	40,000 00	
On 824 Madison Avenue, New York, at 4½ per cent., due 1916	60,000 00	
On 136 Monroe Street, New York, at 4½ per cent., due 1903	15,000 00	
On 57 Morton Street, New York, at 5 per cent., due 1909	26,500 00	
On 93 Park Row, New York, at 4 per cent., due 1915	15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 4 per cent., due 1914	67,500 00	
On 136-138 Rivington Street, New York, at 4½ per cent., due 1914	50,000 00	
On 745-747 East 6th Street, New York, at 4½ per cent., due 1916	45,000 00	
On 238 East 15th Street, New York, at 4½ per cent., due 1916	17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1900	15,000 00	
On 124 West 42d Street, New York, at 4½ per cent., due 1918	175,000 00	
On 17 West 47th Street, New York, at 4½ per cent., due 1915	43,500 00	
On 33 West 47th Street, New York, at 4½ per cent., due 1907	44,000 00	
On 35 West 47th Street, New York, at 4½ per cent., due 1912	35,000 00	
On 41 West 47th Street, New York, at 4½ per cent., due 1913	60,500 00	
On 47 West 47th Street, New York, at 5 per cent., due 1915	38,500 00	
Carried forward	\$1,736,900 00	\$3,082,906 97

Brought forward.....	\$1,736,900 00	\$3,082,906 97
On 67 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1912.....	42,100 00	
On 69 West 47th Street, New York, at $4\frac{1}{2}$ per cent., due 1912.....	41,375 00	
On 12 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1910.....	77,500 00	
On 30 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1907.....	30,000 00	
On 34 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1908.....	50,500 00	
On 38 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1919.....	35,750 00	
On 40 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1919.....	36,350 00	
On 44 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1912.....	10,000 00	
On 56 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1907.....	36,500 00	
On 58 West 48th Street, New York, at 4 per cent., due 1907.....	25,000 00	
On 66 West 48th Street, New York, at $4\frac{1}{2}$ per cent., due 1912.....	41,550 00	
On 27-31 West 55th Street, New York, at $4\frac{1}{2}$ per cent., due 1917.....	60,000 00	
On 1 East 64th Street, New York, at $4\frac{1}{2}$ per cent., due 1915.....	500,000 00	
On 170 West 65th Street, New York, at $4\frac{1}{2}$ per cent., due 1914.....	18,000 00	
On northeast corner 69th Street and Columbus Avenue, New York, at $4\frac{1}{2}$ per cent., due 1916....	110,000 00	
On 205 West 101st Street, New York, at $4\frac{1}{2}$ per cent., due 1914.....	105,000 00	
On 223-225 West 109th Street, New York, at 4 per cent., due 1914.....	52,000 00	
On 229-233 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 235-237 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 528 West 114th Street, New York, at 5 per cent., due 1913.....	28,000 00	
On 417 West 117th Street, New York, at 5 per cent., due 1916.....	4,000 00	
On north side of 129th Street, 315 feet east of Fourth Avenue, New York, at $4\frac{1}{2}$ per cent., due 1909....	15,000 00	
On 419-421 East 153d Street, New York, at $4\frac{1}{2}$ per cent., due 1915.....	30,000 00	
On south side Avenue "J," Brooklyn, at $4\frac{1}{2}$ per cent., due 1915.....	5,500 00	
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1899.....	5,000 00	
On 632 Sixth Avenue, Brooklyn, at $4\frac{1}{2}$ per cent., due 1916.....	2,300 00	
Carried forward.....	<u>\$3,253,325 00</u>	<u>\$3,082,906 97</u>

Brought forward.....	\$3,253,325 00	\$3,082,906 97
On 163-173 Sterling Place, Brooklyn, at 4½ per cent., due 1913.....	35,000 00	
On property at Wakefield, New York City, at 5 per cent., due 1909.....	140,000 00	3,428,325 00

MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent.....		20 25
		<hr/>
		6,511,252 22

JOHN STEWART KENNEDY FUND INVESTMENTS

\$50,000 Baltimore & Ohio R. R. Co.'s 4 per cent. Refunding Mortgage Bonds, due 1941 (Pittsburgh, Lake Erie and West Virginia System).	\$44,687 50	
17,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	16,128 75	
25,000 Cleveland Electric Illuminating Co's First Mortgage 5 per cent. Bonds, due 1939.....	25,250 00	
75,000 Des Plaines Valley Railway Co's 4½ per cent. First Mortgage Bonds, due 1947. (Guaranteed by Chicago & Northwestern Railway Co.).....	75,000 00	
100,000 Montana Central Railway Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000 00	
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.	32,940 00	
50,000 New York Telephone Co's First and General Mortgage 4½ per cent. Sinking Fund Bonds, due 1939.....	48,750 00	
50,000 Norfolk & Western Railway Co's 4 per cent. Divisional First Lien and General Mortgage Bonds, due 1944.....	46,222 50	
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288 75	
200,000 Northern Pacific Railway Co's 3 per cent. (General Lien Railway and Land Grant) Bonds, due 2047.....	147,000 00	
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000 00	
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500 00	
39 shares Central Syndicate Building Company's Stock.....	3,705 00	
102 shares Granby Consolidated Mining, Smelting and Power Company's Stock.....	7,395 00	
Carried forward.....	<hr/> \$899,867 50	<hr/> \$6,511,252 22

Brought forward.....	\$899,867 50	\$6,511,252 22
1,300 shares Great Northern Iron Ore Certificates	81,250 00	
1,900 shares Great Northern Railway Co's preferred stock.....	*256,500 00	
3,200 shares Northern Pacific Railway Co's stock	407,200 00	
300 shares Union Pacific R. R. Co's preferred stock.....	28,012 50	
225,000 Mortgage on 29-33 Park Place, New York, at 4½ per cent., due 1915.....	225,000 00	
26,500 Mortgage on 91-93 Ninth Avenue, New York, at 5 per cent., due 1917.....	26,500 00	
30,000 Mortgage on 32 East Broadway, New York, at 4½ per cent., due 1917.....	50,000 00	
155,000 Mortgage on north side 108th Street, 125 feet east of Broadway, New York, at 4½ per cent., due 1916.....	155,000 00	
60,000 Mortgage on 524-526 West 145th Street, New York, at 4½ per cent., due 1914.....	60,000 00	2,169,330 00
		<u>\$8,680,582 22</u>

II—General Funds

\$4,000 Consolidation Coal Co's 10 Year 6 per cent. Convertible Secured Bonds, due 1923.....	\$4,000 00
80,000 Manhattan Railway Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....	80,000 00
160 shares Consolidation Coal Co. of Maryland Stock (par \$100).....	12,000 00
1,000 City of New York 4¼ per cent. Corporation Stock, due 1960.....	1,005 00
500 City of New York 4¼ per cent. Corporation Stock, due 1962.....	501 88
38 shares International Nickel Co's Stock (par \$100)..	5,062 96

BONDS AND MORTGAGES

On 158 160 Eldridge Street and 62 Delancey Street, New York, at 5 per cent., due 1918.....	23,000 00
On 14 West 48th Street, New York, at 4½ per cent., due 1914.....	75,600 00
On 52 West 48th Street, New York, at 4½ per cent., due 1914.....	35,250 00
On 62 West 48th Street, New York, at 4½ per cent., due 1911.....	36,750 00
	<u>273,169 84</u>
	<u>\$8,953,752 06</u>

* Includes \$11,400—60 per cent. payment on subscription to 190 shares of new stock.

III—Redemption Fund

BONDS

\$30,000 Baltimore & Ohio R. R. Co's (Pitts. L. E. & W. Va. System) 40 Year 4 per cent. Refunding Bonds, due 1941	\$27,450 00
50,000 Baltimore & Ohio R. R. Co's (Southwestern Division) 3½ per cent. First Mortgage Bonds, due 1925.....	44,937 50
40,000 Central New England Railway Co's 50 Year 4 per cent. First Mortgage Bonds, due 1961.....	37,211 25
50,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds (C. B. & Q. Collateral) due 1921.....	47,933 75
30,000 St. Louis-Southwestern Railway Co's 4 per cent. First Mortgage Bonds.....	27,750 00

BONDS AND MORTGAGES

On northwest corner Second Avenue and 12th Street, New York, at 4½ per cent., due 1916.....	<u>100,000 00</u>	<u>\$285,282 50</u>
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ARREARS OF RENT, JUNE 30, 1913

Arrears of Rent, 1910-1911.....	\$1,698 00	
Collected in 1912-1913.....	1,698 00	
	<hr/>	
Arrears of Rent, 1911-1912.....	\$8,167 26	
Collected in 1912-1913.....	6,606 76	\$1,560 50
	<hr/>	
Rents Receivable from Upper and Lower Estates, 1912-1913.....	\$705,829 20	
Collected in 1912-1913.....	690,626 20	\$15,203 00
	<hr/>	
Total Arrears, June 30, 1913.....		<u>\$16,763 50</u>

200 and 200a Barclay Street and Park Place, 6 months' rent to May 1, 1913.....		1,300 00
201 and 201a Barclay Street and Park Place, 6 months' rent to May 1, 1913.....		1,250 00
43 West 48th Street, 12 months' rent to May 1, 1913 (balance).....		1,486 00
65 West 48th Street, 24 months' rent to May 1, 1913 (balance).....		2,896 00
68 West 49th Street, 18 months' rent to May 1, 1913 (balance).....		2,087 50
8 West 50th Street, 6 months' rent to May 1, 1913.....		1,496 50
12 West 50th Street, 6 months' rent to May 1, 1913.....		1,277 50
15 West 50th Street, 6 months' rent to May 1, 1913.....		984 50
19 West 50th Street, 6 months' rent to May 1, 1913.....		954 00
51 West 50th Street, 12 months' rent to May 1, 1913.....		1,251 00
60 West 50th Street, 6 months' rent to May 1, 1913.....		796 00
40 West 51st Street, 6 months' rent to May 1, 1913.....		984 50
		<hr/>
		<u>\$16,763 50</u>

NEW YORK, June 30, 1913

JOHN McL. NASH
Treasurer

ARTHUR W. TEELE, C. P. A.
 JOHN WHITMORE
 HAMILTON S. CORWIN, C. P. A.
 HAROLD F. LEEMING, C. A.
 F. R. C. STEELE, C. A., BOSTON

PATTERSON, TEELE & DENNIS
 ACCOUNTANTS AND AUDITORS
 NEW YORK AND BOSTON

CABLE ADDRESS
 "DIGNUS"

30 BROAD STREET

NEW YORK, AUGUST 30TH, 1913

We have audited the accounts of the Treasurer of Columbia University, for the year ending June 30, 1913, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds (see Schedule 16) have been produced to us; that all other income shown by the books of the University has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the financial condition of the University at the close of business on June 30, 1913, and are in accordance with the books.

PATTERSON, TEELE & DENNIS

Accountants and Auditors

BARNARD COLLEGE—FINANCIAL STATEMENT, 1912-1913

	RECEIPTS	DISBURSEMENTS
Schedule I.		
Balance : New York Trust Company	\$5,722.40	Educational Administration
Dividends	71,449.25	Buildings and Grounds
Miscellaneous Sources	14,408.26	Ella Weed Library
Fees	122,119.35	Business Administration
Gifts for General Purposes	500.00	Brooks Hall
Gifts for Designated Purposes	159,009.01	\$301,600.07
		Annities
		Loans Repaid
		Investments
		Interest
		Miscellaneous
		Balance : New York Trust Company
	\$373,208.27	\$373,208.27

BARNARD COLLEGE—BALANCE SHEET, JUNE 30TH, 1913

ASSETS	LIABILITIES
Land, Buildings and Grounds	Principal of Permanent Funds
Investment of Special Funds	Principal of Special Funds
Investment Account	Unexpended Moneys for Designated Purposes
Cash at Banks :	Income of Fiske Fund in excess of expenditures,
Corn Exchange Bank	City of New York Assessment for opening 120th Street
New York Trust Company	Accounts Payable :
Advance Payments etc.:	Brooks Hall Deposits,
Legal Expenses: Income Burgess Fund \$2,004.30	Accrued Salary: Dean's Office
Income Pulitzer Scholarship Fund .. 1,500.00	
Insurance: Buildings and Grounds .. 837.98	
Insurance: Brooks Hall .. 151.02	
Summer Session, 1913-14 .. 409.00	
Accounts Receivable	
Deficiency Account	
\$2,027,246.24	\$1,936,968.86
1,287,632.97	1,414,528.55
18, 550.00	40,054.31
12,635.46	9,696.17
	24,016.45
	\$104.90
	150.00
	344.90
4,902.30	
15.00	
74,667.27	
\$3,425,600.34	\$3,425,600.34

BARNARD COLLEGE

Principal of Special Funds June 30, 1913

BARNARD (ANNA E.) SCHOLARSHIP FUND:	
Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899.....	\$3,078 72
BOGERT (CHARLES E.) SCHOLARSHIP FUND:	
Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000 00
BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND:	
Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913	5,000 00
BREARLEY SCHOOL SCHOLARSHIP FUND:	
Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	3,000 00
BROOKS (ARTHUR) MEMORIAL FUND:	
Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897	5,976 25
BURGESS (ANNIE P.) FUND:	
Legacy from the estate of Mrs. Annie P. Burgess. Established 1913	57,403 86
CARPENTER (HENRIETTA) FUND:	
Gift of General H. W. Carpentier, in memory of his sister, 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, and 1913.	300,000 00
CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:	
Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901.....	3,000 00

CLARKSON (JENNIE B.) SCHOLARSHIP FUND:

Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898..... 3,000 00

COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND:

Gift of the National Society of New England Women for a scholarship, to be awarded on the nomination of the Chairman of the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904..... 3,600 00

FISKE FOUNDERSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Joseph M. Fiske. The income of the fund is to be applied to the running expenses of the College..... 5,188 08

FISKE FUND:

Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910 122,000 00

FISKE SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895..... 5,719 94

FISKE (MARTHA T.) SCHOLARSHIP FUND:

Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911 5,000 00

GALWAY FUND:

Gift of an anonymous donor for a scholarship. Established 1912 2,400 00

GENERAL FUND:

Gift made by friends of Barnard College and of Education to secure Mr. John D. Rockefeller's conditional gift of \$250,000 toward the permanent endowment of Barnard College. Established 1901..... 74,288 44

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 277,107 21

b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Mrs. Margaret O. Post, and at her death to her daughter Edwina Post for life. Established 1908 100,000 00

GRAHAM SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907..... 3,000 00

HERRMAN BOTANICAL PRIZE FUND:

Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany 1,000 00

HERRMAN FOUNDERSHIP FUND:

Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College. 5,000 00

HERTZOG (EMMA) SCHOLARSHIP FUND:

Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904..... 3,000 00

KAUFMANN (JESSIE) SCHOLARSHIP FUND:

Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902..... 4,000 00

KENNEDY (JOHN STEWART) FUND:

Legacy from the estate of the late John Stewart Kennedy. Established 1910 40,918 90

KINNICUTT (ELEONORA) SCHOLARSHIP FUND:

Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911 5,000 00

KOHN MATHEMATICAL PRIZE FUND:

Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics..... 1,148 94

McLEAN (MRS. DONALD) SCHOLARSHIP FUND:

Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906..... 3,000 00

MOIR (WILLIAM) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912..... 10,000 00

POPE (MARY BARSTOW) SCHOLARSHIP FUND:

Gift in memory of Miss Mary Barstow Pope, some time teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913..... 4,000 00

PULITZER (LUCILLE) SCHOLARSHIP FUND:

Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is awarded to students entering the College from the City of New York, who are found to have passed excellent examinations and to be worthy of financial aid. Established 1899 and 1903..... 25,344 74

ROCKEFELLER (JOHN D.) ENDOWMENT FUND:

Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901..... 250,000 00

SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:

Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908..... 5,000 00

SCHOLARSHIP FUND:

Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901..... 9,680 00

SMITH (EMILY JAMES) SCHOLARSHIP FUND:

Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899..... 3,068 92

SMITH (GEORGE W.) SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906..... 5,000 00

SPERANZA (CARLO L.) PRIZE FUND:

Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911..... 1,000 00

TILLOTSON (EMMA A.) ENDOWMENT FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910 5,000 00

TILLOTSON (EMMA A.) SCHOLARSHIP FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910 5,000 00

VELTIN SCHOOL SCHOLARSHIP FUND:

Gift of the Alumnae of Mlle. Veltin's School. Established 1905 3,000 00

WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897 3,254 55

WOERISHOFFER FUND:

Gift of Mrs. Charles Woerlishoffer for endowment. Established 1913 5,000 00

\$1,390,178 55

TEACHERS COLLEGE

FINANCIAL STATEMENT 1912-1913

Having audited the accounts of Teachers College for the year ended June 30, 1913, we hereby certify that the following Balance Sheet and Revenue Account, with accompanying schedules, show the true financial condition of the Corporation at June 30, 1913. The securities representing the investments have been verified by actual inspection. There is invested in College Property the sum of \$3,398,732.02, which is shown in the books.

New York, 366 Fifth Avenue.

LESLIE & COMPANY, Chartered Accountants,
Auditors.

Balance Sheet as at June 30, 1913

ASSETS

CURRENT ASSETS AVAILABLE FOR GENERAL PURPOSES ONLY:

CASH ON HAND	\$24,655.29
ACCOUNTS RECEIVABLE	10,181.12
EXPENDITURE OF INCOME OF YEAR 1913-14, PREPAID	4,592.51
	<hr/>
	\$39,428.92

Deduct:

INCOME COLLECTED FROM STUDENTS AND OTHERS ON ACCOUNT OF YEAR 1913-14	\$4,493.01
CURRENT EXPENSES OF YEAR 1912-13 UNPAID	8,186.07
	<hr/>
	12,679.11

\$26,749.81

NET SURPLUS OF INCOME AVAILABLE FOR YEAR 1913-14

IN TRUST FOR ENDOWMENT AND SPECIAL PURPOSES:

INVESTMENTS OF ENDOWED FUNDS:	\$1,734,714.95
Productive Investments for General Purposes	508,033.51
Productive Investments for Special Purposes only	
	<hr/>
	\$2,242,748.46

TOTAL INVESTMENTS

INVESTMENT OF COLLEGE PARK FUNDS in excess of Principal on hand, being the equivalent of the Mortgage on that property	50,000.00
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CASH ON HAND APPLICABLE ONLY, as follows:

For Principal of Other Funds, as per contra	\$68,565.78
For Surplus Income on Funds for Special Purposes, as per contra	9,335.81
	<hr/>
	\$78,161.62

Deduct:

Over-Investment of Endowed Funds:	
Investments, as above (\$2,242,748.46 less Mortgage \$550,000.00)	\$1,692,748.46
Principal, as per contra	1,670,818.55
	<hr/>
	21,899.91

56,261.71

2,349,010.17

\$2,375,750.98

LIABILITIES

<i>MORTGAGES:</i>		
WHITTIER HALL	\$550,000.00	
COLLEGE PARK	50,000.00	\$600,000.00
<i>BALANCE:</i>		
Consisting of :		
PRINCIPAL OF ENDOWED FUNDS :		
For General Purposes	\$1,177,323.14	
For Special Purposes	493,520.41	\$1,670,843.55
PRINCIPAL OF OTHER FUNDS :		
Sinking Fund for Redemption of Whittier Hall Mortgage	\$50,550.69	
Student Loan Funds (less Loans \$7,508.40)	15,723.83	
For Improvement of College Property	628.98	
Gifts for Designated Purposes unexpended	1,662.28	68,565.78
SURPLUS INCOME FROM FUNDS FOR SPECIAL PURPOSES		9,595.84
SURPLUS INCOME FROM FUNDS FOR GENERAL PURPOSES		26,749.81
		1,775,759.98
		\$2,375,759.98

Revenue Account for Year Ended June 30, 1913

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, TUITION FEES, ETC.	\$513,292.12			\$513,292.12
INCOME FROM INVESTMENTS:				
Stocks and Bonds, for General Purposes	36,346.12			36,346.12
Whittier Hall, for General Purposes	20,000.00			20,000.00
Stocks and Bonds, for Scholarships, etc.		\$22,031.38	\$5,179.65	27,211.03
Stocks and Bonds, for Library and Educational Museum		3,610.00	200.00	3,810.00
Bank Interest	2,724.45			2,724.45
SPECIAL FUND FOR PUBLICATION		11,039.63		11,039.63
SPECIAL GIFTS				
	\$572,362.69	\$36,681.01	\$5,379.65	\$614,423.35

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION	\$489,292.90	\$21,852.35	\$4,952.25	\$509,087.50
MAINTENANCE OF BUILDINGS AND GROUNDS	86,935.18			86,935.18
LIBRARY AND EDUCATIONAL MUSEUM	8,136.27	3,610.00	300.37	11,946.64
BUSINESS ADMINISTRATION	15,095.72			15,095.72
SPECIAL FUND FOR PUBLICATION		9,287.95		9,287.95
SURPLUS INCOME FOR YEAR	\$592,410.07	\$34,750.30	\$5,152.62	\$632,312.99
	*20,047.38	1,930.71	227.03j	*17,889.64
	\$572,362.69	\$36,681.01	\$5,379.65	\$614,423.35

* Deficiency

Principal and Investment of Endowed Funds

(AS PER BALANCE SHEET)

	PRINCIPAL			INVESTMENTS	
	As at July 1, 1912	Additions during year	As at June 30, 1913	Stocks and Bonds	Uninvested June 30, 1913
I. FOR REVENUE FOR GENERAL PURPOSES :					
Stocks and Bonds.....	\$759,469 45		\$759,469 45	\$708,966 36	*\$9,496 81
Whittier Hall.....	417,858 69		417,858 69	965,748 69	2,110 00
Total.....	\$1,177,328 14		\$1,177,328 14	\$1,734,714 95	\$7,386 81
II. FOR REVENUE FOR SPECIAL PURPOSES :					
Caroline L. Macy Bequest.....	\$197,306 37		\$197,306 37	\$195,571 72	\$1,734 65
Bryson Library Fund.....	83,827 85		83,827 85	82,848 75	979 10
Bryson Library Avery Collection Fund.....	2,100 00		2,100 00	2,000 00	100 00
Kemp Estate Legacy Fund.....	37,935 45		37,935 45	37,935 45	
Hoadley Scholarship Fund.....	3,000 00		3,000 00	3,000 00	
Tilston Scholarship.....	2,514 11		2,514 11	2,203 38	
Caroline Scholarship Fund.....	5,027 08		5,027 08	5,027 08	
Army and Navy Scholarship Fund.....	3,153 75		3,153 75	2,688 75	
Kunyan Scholarship Fund.....	1,128 80		1,128 80	1,071 80	
Alfred Tennyson Prize Fund.....	100 50		100 50	100 50	
Helen Hartley Fund.....	149,987 50		149,987 50	149,262 82	
Teachers Retirement Fund.....	7,264 42	174 58	7,439 00	6,080 01	1,358 99
Mortgage Reserve Fund.....		50,550 69	50,550 69	20,343 75	30,206 94
Total.....	\$493,345 83	\$50,725 27	\$544,071 10	\$508,033 51	\$36,037 59

* Over-invested,

TREASURER'S ANNUAL REPORT

July 1, 1912, to June 30, 1913

RECEIPTS

Balance, 82nd Session, Garfield N. B.	682.33
Balance, 82nd Session, Lincoln T. Co.	4,033.89
Balance, 82nd Session, West Side S. B.	2,514.81
Balance, 82nd Session, Petty Cash	50.00
Interest, Lincoln Trust Co.	378.72
Interest, West Side Savings Bank	134.30
Student Fees, Regular Courses	44,613.50
Student Fees, Post Graduate Courses	1,269.00
Student Fees, Food and Drug Course	305.00
Student Fees, Summer Courses	950.00
Student Fees, Special Courses	171.00
Student Fees, Examinations	3,370.00
Student Fees, Breakage Receipts and Deposits	2,015.70
Membership Dues	404.74
Miscellaneous	48.64

\$60,921.63

DISBURSEMENTS

Mortgage, Principle	5,000.00
Mortgage, Interest	4,050.00
Salaries	25,091.00
Truities	400.00
Faculty Share Summer Course fees	475.00
Faculty Share University Course Fees	1,540.00
Examination and Commencement Committee	1,103.55
Secretary's Office	451.19
Treasurer's Office	50.00
Insurance	90.37
Students' Fees Refunded	55.00
Special Expenditure Order Board Trustees	75.50
Return Breakage	400.00
Auditing	50.00
Printing and Advertising	1,039.06
Library, Books and Binding	493.06
Department of Materia Medica, Supplies	548.87
Department of Materia Medica, Microscopes	600.00
Department of Chemistry	843.63
Department of Analytical Chemistry	910.62
Department of Pharmacy	1,096.70
Department of Bacteriology	41.14
Fuel	498.72
Water Rates	121.90
Repairs	724.45
Supplies	225.76
Furniture and Fixtures	5.50
Gas and Electricity	608.22
Miscellaneous	219.15

Balance June 30, West Side Savings Bank	\$46,708.39
Balance June 30, Lincoln Trust Company	2,649.11
Balance June 30, Garfield National Bank	10,810.19
Balance June 30, Petty Cash	703.94
	50.00

\$60,921.63



