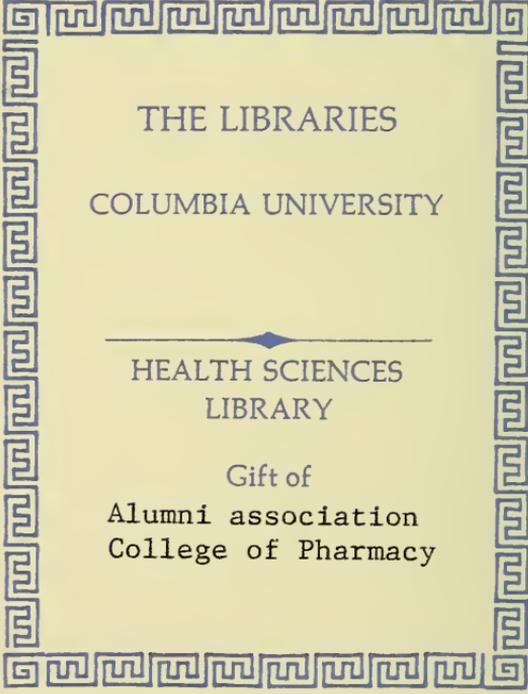




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ANNUAL REPORTS

1931



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ANNUAL REPORT
OF THE
PRESIDENT AND TREASURER
TO THE
TRUSTEES

WITH ACCOMPANYING DOCUMENTS
FOR THE YEAR ENDING
JUNE 30, 1931



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PHYSICS

LOOKING NORTHWEST FROM UNIVERSITY HALL

REPORT OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

FOR THE YEAR ENDING JUNE 30, 1931

TO THE TRUSTEES:

The Annual Report on the condition and needs of the University is submitted herewith. The accompanying reports of the various Deans and Directors are earnestly commended to the attention of the Trustees and of their several Committees. Without exception these reports contain valuable and important information and recommendations which constitute an integral part of the record of the University's life and work for the year just past.

It is little short of amazing that in the course of a year which throughout the world has been one of grave uncertainty, disorganization and distress, the University should be able to record a larger number of important happenings and benefactions than in any earlier year in its long history. Doubtless most of these happenings were the result of forces which had been some time in motion, but none the less the fact that these forces all came to fruition during the year under review is a cause not only for comment but for heartfelt gratitude and satisfaction.

The Year
1930-1931

Outstanding happenings of the year are, the publication of the first volumes of the series of eighteen which are to constitute the Columbia University edition of *The Works of John Milton*, the first complete edition ever made, now offered to the public after more than twenty years of arduous scholarly endeavor on both sides of the Atlantic; the princely gift of Mr. Edward S. Harkness to provide the cost of a laboratory-library building on Morningside Heights, thereby meeting the most pressing of the University's present physical needs; the completion for occupancy of Bard Hall at the Medical Center, a residence for University officers and students of quite unequaled attractiveness and comfort; the formal incorporation in the University's educational system of the National Institute of Public Administration, which has for twenty-four years been doing admirable work in the study and

improvement of the methods of doing government business in city, state and nation; the affiliation between the University and the New York Post-Graduate Medical School, by which that institution is brought into position greatly to strengthen and to aid the University's teaching and research work in every part of the field of graduate medicine; the selection of the University by the Trustees of the Estate of the late Edwin B. Parker, of Washington, D. C., as the seat of a graduate school of international affairs whose purpose, as defined by Judge Parker's will, is to equip students to render practical service of a high order to the Government of the United States in its foreign relations or to financial or industrial institutions engaged in foreign trade or commerce whose activities indirectly affect international relations;

The establishment in the University of a Japanese Culture Center, enriched by the gift of a collection of important Japanese books, with the expectation that in the near future a building will be made available as a center for the work of the students of Japanese history, literature and institutions; the provision of a Casa de las Españas, to take its place by the side of the Casa Italiana, the Deutsches Haus, and the Maison Française as the seat for the study of Spanish history, literature and institutions, as well as to aid in the acquisition of a practical knowledge of the Spanish language; the decision to establish, under the direction and on the responsibility of Teachers College, a new institution for demonstration and experiment in the training of teachers, which will be a distinct and valuable addition to the work heretofore organized and in progress; the special University Convocation held on September 4, 1930, in honor of the foreign guests of the American Bar Association and the members of the International Law Society, upon which occasion the degree of Doctor of Laws *honoris causâ* was conferred upon ten of the distinguished visitors from Great Britain, from Germany, and from France; the action of the Trustees in substituting Faculties for Administrative Boards, and Deans for Directors, in the government and administration of the Schools of Architecture, Business, Journalism, and Library Service;

The appointment of a group of officers of the University to serve as an Advisory Committee on Problems of Mental Health, in order to assist the University Medical Officer in dealing with problems relating to the care of mental cases arising among the student body,

and in order also to satisfy the laws of the state regarding matters of diagnosis and commitment; the establishment of a Professorship of Humane Letters, unattached to any faculty or department, made possible by the bequest of the late Charlotte E. de Sers, in order that distinguished scholars and men of letters, chosen either from the United States or from another land, may be brought to the University for a longer or a shorter time to give to it the benefit of their distinction and scholarship in the field of letters or liberal learning; the establishment of a new program of study in Christian education leading to the degree of Master of Arts, the material for which is offered in part by the Faculty of the Union Theological Seminary and in part by the Faculty of Teachers College, the purpose being to assist particularly those advanced students who are looking forward to becoming ministers of the Christian church or to work in education or in the mission field;

The formal celebration in October of the fiftieth anniversary of the founding of the School of Political Science, an occasion made memorable by reason of the last public appearance of Professor John W. Burgess, whose vision and courage brought the School into existence and who marked the celebration by an address of rare and moving eloquence; the preparation and publication of an impressive bibliography of the Faculty of Political Science during the fifty years of its history; the reestablishment at the University of Berlin of the Theodore Roosevelt Professorship of American History and Institutions, the work of which was inaugurated by Professor Burgess in 1906 and which was discontinued in 1914 on the outbreak of war; the organization, on the initiative of the Dean of Teachers College, of a systematic and searching inquiry into the relation of education and social change, to be conducted under the direction of the Dean of Teachers College, the Dean of the Graduate Faculties, and the Lieber Professor of Political Philosophy and Sociology;

The inauguration of the policy to open the libraries on Morning-side Heights and the playing fields, for use by students on Sunday afternoons and on holidays; the publication by a committee of the alumni of an interesting and distinctly helpful report on the administration of the existing requirements for admission to Columbia College; the preparation by a committee appointed jointly by the Deans of Teachers College, of the Graduate Faculties,

and of Columbia College, of a report as to the university training of those who look forward to college teaching as a career;

The interesting ceremonies held at Christ Church, Stratford, Connecticut, on May 15, 1931, attendant on the formal presentation by the University of gates to the graveyard in which the bodies of Presidents Samuel Johnson and William Samuel Johnson are buried; the adoption by the Trustees of a new and greatly improved method for the oversight and administration of athletic sports and intercollegiate athletic contests as part of the work of the Department of Physical Education; the increase in the Student Activities Fee from \$10 to \$12.50 for each Winter or Spring Session, made at the request of the student body in order to provide more effectively for the carrying on of athletic sports and contests;

The publication by the Columbia University Press of another important volume in the Records of Civilization series edited by Professor Shotwell, this being *Peasant Life in Old German Epics*, translated by Clair Hayden Bell, Assistant Professor of German at the University of California; the establishment, under the editorship of Dr. Francis Carter Wood, Director of the Institute of Cancer Research, of the *American Journal of Cancer Research* as a continuation of the journal and official organ of the American Association for Cancer Research and the American Society for the Control of Cancer; the establishment of a new *Bulletin of the Neurological Institute of New York*, edited by Dr. Oliver S. Strong of the Department of Neurology, containing a record of the more important research work carried on in that branch of the University's educational system;

The welcome visits to the University, in addition to the distinguished group of jurists from Great Britain, from France, and from Germany, whose presence was the occasion of the Special University Convocation on September 4, 1930, already referred to, of the two groups of scholars who constituted the Bodleian and the Cambridge Library Commissions visiting the United States for the purpose of inspecting the equipment and administration of various public and university libraries, in anticipation of changes that are planned at the Universities of Oxford and of Cambridge; of Count Giuseppe Volpi, formerly Minister of Finance in the Government of Italy; of Dr. Carl Becker, formerly Prussian Minister of Public Instruction, who spoke at Teachers College upon

the Julius Sachs Foundation; of the Rt. Hon. Earl Beauchamp, Chancellor of the University of London; of Dr. Hjalmar Schacht of Berlin, distinguished in finance and in public administration; of Gilbert K. Chesterton of London; of M. André Maurois of Paris; of His Excellency, Count Laszlo Széchenyi, Hungarian Minister at Washington, who did the University the honor to present to the School of Law an admirable portrait of Stephen Werböczy, Lord Chancellor of Hungary in the sixteenth century; of Otis Skinner, accomplished actor and interpreter of the drama; of Miss Zona Gale; of Dr. Alfred E. Zimmern, Professor of International Relations at the University of Oxford; of Baron Foster, Chief of the Economic Section of the Hungarian Ministry of Foreign Affairs; of William Green, President of the American Federation of Labor; of Dr. Edwin Deller, Principal of the University of London; of His Excellency, Count Sforza, formerly Italian Minister of Foreign Affairs; of His Excellency, the Hon. Sir Ronald Lindsay, British Ambassador at Washington; of His Excellency, Friedrich Wilhelm von Prittwitz und Gaffron, German Ambassador at Washington; of Sir James Arthur Salter, Director of the Economic and Finance Section of the League of Nations; and of their Imperial Highnesses, Prince and Princess Takamatsu of Japan;

The delivery of lectures or recitals before the Institute of Arts and Sciences by numerous distinguished scholars, artists, and men of affairs, drawn both from this country and abroad, including Dr. Alfred Adler, Richard Burton, Rev. Dr. S. Parkes Cadman, Randolph Churchill, and Maurice Hindus;

The presence at the University during the year as Visiting Professors, of Professors Samuel Angus (Education), of the University of Sydney; Thomas E. Benner (Education), former Chancellor of the University of Porto Rico; William Boyd (Education), of the University of Glasgow; Karl M. Dallenbach (Psychology), of Cornell University; Jan J. L. Duyvendak (Chinese), of the University of Leyden; Edmond Faral (French), of the Collège de France; William Langer (History), of Harvard University; Sten Bodvar Liljegren (Comparative Literature), of the University of Greifswald; William W. McClelland (Education), of St. Andrew's University; Junius L. Meriam (Education), of the University of California at Los Angeles; Paul Merker (German), of the University of Breslau; Albert Jay Nock (American History and Politics);

John K. Norton (Education), Director of the Division of Research of the National Education Association; Giuseppe Prezzolini (Italian), Latin Representative on the Bureau of Intellectual Coöperation of the League of Nations; Fortunat Strowski (French), of the University of Paris; Henry Suzzallo (Education), President of the Carnegie Foundation for the Advancement of Teaching; Sam Bass Warner (Law), of Harvard University; and John D. Willard (Education), Field Representative of the American Association for Adult Education;

The great honor conferred upon the University through the selection of many of its members to render important scholarly or public service, including the selection of Professor Charles Knapp, of Barnard College, to deliver a lecture on Vergil as the chief feature of the very elaborate celebration of the two thousandth anniversary of the birth of Vergil, conducted by the Phi Beta Kappa Society of William and Mary College in Virginia; the appointment by the Governor of the State of New York of Professor Robert M. Haig, of the School of Business, to be Chairman of the important St. Lawrence Power Development Commission; the election of Professor Marston T. Bogert, of the Department of Chemistry, to honorary membership in the Société Industrielle de Chimie of France; the selection of Professor Maurice A. Bigelow, Director of the School of Practical Arts of Teachers College, by the National Health Council, the American Social Hygiene Association, and the British Social Hygiene Council, to give a series of addresses on subjects connected with health education and social work in Great Britain, in France, and in Germany; the choice of Professor Frederick J. E. Woodbridge, Johnsonian Professor of Philosophy, to deliver the anniversary discourse before the New York Academy of Medicine, on the occasion of its eighty-fourth anniversary meeting; the selection of Professor H. Parker Willis, of the School of Business, as technical adviser to the subcommittee of the Committee on Banking and Currency of the United States Senate, appointed to conduct a general financial and banking inquiry; the invitation tendered to Professor David S. Muzzey, of the Department of History, by University College, London, to deliver there a series of lectures on America since the World War; the service of Professor Victor K. LaMer, of the Department of Chemistry, as Visiting Professor of Chemistry at

Stanford University; the election of Dr. Francis Carter Wood, Director of the Institute of Cancer Research, to be President of the Radiological Society of North America; the choice of Professor Franz Boas, of the Department of Anthropology, to be President of the American Association for the Advancement of Science for 1932, and the election of Professor Douglas W. Johnson, of the Department of Geology and Mineralogy, and of Professor Bergen Davis, of the Department of Physics, to be two of the fifteen Vice-Presidents of the Association; the designation by the President of the United States of James R. Sheffield, Chairman of the Trustees of Barnard College, to be Chairman of the Mission to Venezuela to present on behalf of the United States a statue of Henry Clay, at which time Mr. Sheffield was decorated with the Grand Cordon of the Order of the Liberator Simón Bolívar; the designation by the Carnegie Corporation of Professor Robert H. Fife, Gebhard Professor of the Germanic Languages and Literatures, as visitor to the educational institutions of South Africa; the completion by Professor William Allen Shoudy, of the Department of Mechanical Engineering, of five years of important and valuable service as Chairman of the Standing Committee of Five of the American Society of Mechanical Engineers; the adaptation to wider use, particularly by the Field Museum of Chicago, of the electro-chemical process for the restoration of ancient bronzes developed by Professor Colin G. Fink, of the Department of Chemical Engineering; the appointment of Professor Robert S. Woodworth, of the Department of Psychology, to be President of the Social Science Research Council for 1931-1932;

The designation by the President of the United States of Professor Frederick C. Mills, of the School of Business, as technical aide to the Commission on Recent Economic Changes; the election of Professor Douglas W. Johnson, of the Department of Geology and Mineralogy, to be honorary member of the Geographical Society of Belgrade; the appointment of Professor Wesley C. Mitchell, of the Department of Economics, to be Eastman Professor at the University of Oxford for 1931-1932; the designation of Dr. Bernard Iddings Bell, Warden of St. Stephen's College, to be Lecturer at the University of Chicago on the William Vaughn Moody Foundation for 1931; the appointment of Professor Albert Jay Nock, of the Faculty of St. Stephen's College, to be Lecturer

at the University of Virginia on the Page-Barbour Foundation; the appointment by the President of the United States of Professor Charles Cheney Hyde, Hamilton Fish Professor of International Law and Diplomacy, to serve as the American member of the International Commission provided for by the conciliation treaty between the United States and Venezuela, which became effective February 12, 1931; the appointment of Mr. Lawrence W. Cramer, Instructor in the Department of Public Law, to be Lieutenant Governor of the Virgin Islands of the United States; the selection of Professor La Rue Van Hook, of Barnard College, to be Director for the year of the American School of Classical Studies at Athens; the choice of Professor Walter I. Slichter, of the Department of Electrical Engineering, to be Treasurer and member of the Board of Directors of the American Institute of Electrical Engineers; the selection by the Guggenheim Foundation of Professor John E. Orchard, of the School of Business, to make certain studies in China, and of Professor Helen H. Parkhurst, of Barnard College, to collect in foreign countries material for a book on the æsthetics of architecture; the invitation to Professor Edwin R. A. Seligman, McVickar Professor Emeritus of Political Economy in Residence, to be adviser to the Cuban Government in respect to problems of taxation; the appointment by the Governor of the State of New York of Professor Raymond Moley, of Barnard College, to be Chairman of a Commission to study problems pertaining to civil and criminal justice; the appointment by the Governor of the State of New York of Professor James C. Bonbright, of the School of Business, to be a member of the State Power Authority; the selection of Professors George D. Strayer and Paul R. Mort, of Teachers College, to take part in the national survey of school finance authorized by the Congress of the United States; the election of Professor Paul Monroe to be President of the World Federation of National Educational Associations, and the invitation tendered him to organize the educational systems of Persia and of Iraq; the selection of Professor Michael I. Pupin, Professor Emeritus of Electro-Mechanics in Residence, to be honorary member of the Royal Institute of Great Britain, and the award to him of the John Fritz Medal for achievements as scientist, as engineer, as author, and as inventor; the important service of Professor William De Garmo Turner, of the Department of Chemical Engineering, in

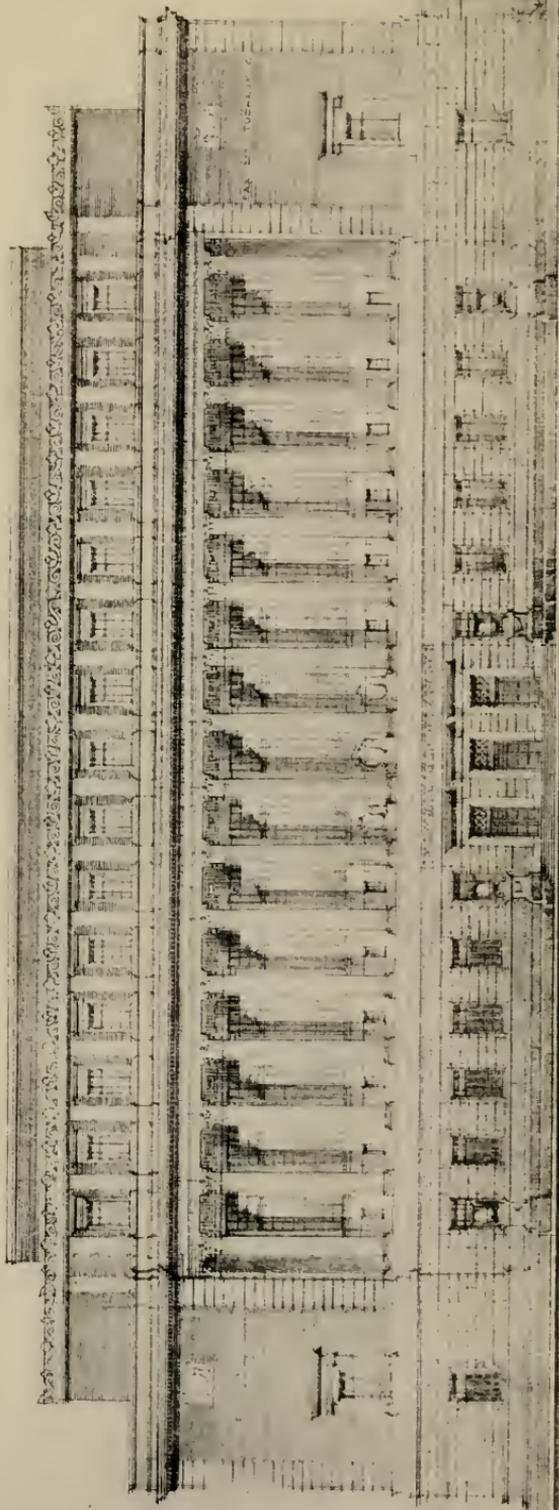
constructing a water system for the Island of Bermuda; the selection by the Government of Guatemala of Professor Charles Cheney Hyde, Hamilton Fish Professor of International Law and Diplomacy, to be its counsel in the arbitration of a boundary dispute between Guatemala and Honduras; the election of Dr. Hugh Grant Rowell, of Teachers College, to be President of the School Physicians Association for 1931-1932;

The award to many members of the University of honorary degrees, medals and foreign decorations, including the election of Professors John Dewey, Professor Emeritus of Philosophy in Residence, and Henry Fairfield Osborn, Research Professor of Zoölogy, to be Honorary Doctors of the University of Paris; of Professor Evarts B. Greene, DeWitt Clinton Professor of American History, to be Doctor of Laws, *honoris causâ*, of the University of Illinois and of the University of Rochester, and Doctor of Letters, *honoris causâ*, of Dartmouth College; of Professor Dixon Ryan Fox, of the Department of History, to be Doctor of Humane Letters, *honoris causâ*, of Union College; of Professor John Erskine, of the Department of English and Comparative Literature, to be Doctor of Music, *honoris causâ*, of Rollins College, Florida; of Professor J. Ramsay Hunt, of the Department of Neurology, to be Doctor of Science, *honoris causâ*, of the University of Pennsylvania; of Professor George D. Strayer, of Teachers College, to be Doctor of Laws, *honoris causâ*, of Bucknell University; and of Professor Samuel R. Detwiler, of the Department of Anatomy, to be Master of Science, *honoris causâ*, of Yale University;

The award to Dr. David Marine, of the Department of Pathology, of the Gold Medal of the New York Academy of Medicine for distinguished service to the profession, because of his original research into the structure, function and diseases of the thyroid gland; the award to Professor E. R. A. Seligman, McVickar Professor Emeritus of Political Economy in Residence, to Professor David S. Muzzey, of the Department of History, and to Professor John L. Gerig, of the Department of Romance Languages and Literatures, of the rank of Commander of the Order of the Crown of Rumania;

The steady flow of important scholarly publications by members of the University's staff, including *The Life of Henry White*, diplomat, by Professor Allan Nevins, of the Department of History;

Shakespeare's Problem Comedies, by Professor William W. Lawrence, of the Department of English and Comparative Literature; *Selections from Mediaeval Philosophers* from Roger Bacon to William of Occam, by Professor Richard P. McKeon, of the Department of Philosophy; *The Little Flowers of St. Francis of Assisi*, by Professor Arthur Livingston, of the Department of Italian; *Beauty: An Interpretation of Art in the Imaginative Life*, by Professor Helen H. Parkhurst, of Barnard College; *The Soviet Challenge to America*, by Professor George S. Counts, of Teachers College; *Adventure or Experience*, four essays by Professors Dorothy Brewster and Angus Burrell, of the Department of English and Comparative Literature; *Memorial of Bashford Dean*, by Professor William K. Gregory, of the Department of Zoölogy, published by the Trustees of the American Museum of Natural History; *Automobile Accidents: A Comparative Study of the Law of Liability in Europe*, a research undertaken under the auspices of the Social Science Research Council, by Professor Francis Deák, of the Faculty of Law; *Sextus Pompey*, by Dr. Moses Hadas, of the Department of Greek and Latin; *The Junius Manuscript*, in the Anglo-Saxon Poetic Records, by Professor George P. Krapp, of the Department of English and Comparative Literature; *Summary of Reports on the Modern Foreign Languages Issued by Modern Foreign Language Study*, compiled by Professor Robert H. Fife, Gebhard Professor of the Germanic Languages and Literatures; *Humanism and Science*, by Professor Cassius J. Keyser, Adrain Professor Emeritus of Mathematics; *The Law of Coöperative Marketing Associations*, by Professor John Hanna, of the Faculty of Law; *The Student's Milton*, being the complete poems of John Milton, and the greater part of his prose works, printed in a single volume, by Professor Frank A. Patterson, of the Department of English and Comparative Literature; *The Puritan Mind*, by Professor Herbert W. Schneider, of the Department of Philosophy; *Mr. Miller of the Times*, a biography by Professor F. Fraser Bond, of the School of Journalism; *The Contemporary and His Soul*, by Professor Irwin Edman, of the Department of Philosophy; *In Lumine Tuo*, being sermons preached in St. Paul's Chapel by the Rev. Dr. Raymond C. Knox, Chaplain of the University; *The Contribution of Sociology to Social Work*, by Robert M. MacIver, Lieber Professor of Political Philosophy and Sociology; *The Historical Evolution of Modern Nationalism*, by



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Professor Carlton J. H. Hayes, of the Department of History; *French Mercantilist Doctrines before Colbert*, by Dr. Charles W. Cole, of the Department of History; a stately study of *The Archons of Athens in the Hellenistic Age*, by Professor William B. Dinsmoor, of the School of Architecture; *Education for Newspaper Life*, by Professor Allen S. Will, of the School of Journalism; *Cases on Taxation*, of which Professor Roswell F. Magill, of the Faculty of Law, was one of the coöperating authors; *An Investigation of the Constitution of Portland Cement and Properties of Cement Components with Relation to the Disintegration of Concrete*, by Professor Roy J. Colony, of the Department of Geology and Mineralogy, in collaboration with Professor D. L. Snader, of the Stevens Institute of Technology; *The Prohibition Experiment in Finland*, by Dr. John H. Wuorinen, of the Department of History; a *History of the United States* for use in schools, by Professor Harry J. Carman and Mr. Samuel McKee, Jr., of the Department of History; *The Divine Comedy of Dante Alighieri*, by Professor Jefferson B. Fletcher, of the Department of English and Comparative Literature; *The Outlook for Literature*, by Professor Ashley H. Thorndike, of the Department of English and Comparative Literature; *Culture and Education in America*, by Professor Harold Rugg, of Teachers College; *Josiah Tucker*, the distinguished eighteenth-century economist, by Professor Robert L. Schuyler, of the Department of History;

The retirement from active service on June 30, 1931, at their own request, of John W. Cunliffe, Professor of English and Director of the School of Journalism, of Margaret E. Maltby, Associate Professor of Physics on the Barnard College Foundation, of Edward Delavan Perry, Jay Professor of Greek, and of Edwin R. A. Seligman, McVickar Professor of Political Economy;

The appointment of Dr. Willard C. Rappleye as Dean of the College of Physicians and Surgeons in succession to Dr. William Darrach, who resigned this post because of reasons of health; the appointment, following the action of the Trustees in substituting Faculties for Administrative Boards in the government and administration of certain parts of the University's work, of Professor William A. Boring to be Dean of the Faculty of Architecture, of Professor James C. Egbert to be Dean of the Faculty of Business, of Professor Charles C. Williamson to be Dean of the Faculty of Library Service, and of Carl W. Ackerman to be Dean of the Faculty of Journalism;

The appointment of Luther H. Gulick to the vacant Eaton Professorship of Municipal Science and Administration; of Professor Robert Murray Haig to the McVickar Professorship of Political Economy made vacant by the retirement of Professor Seligman; and of Professor La Rue Van Hook to the Jay Professorship of Greek made vacant by the retirement of Professor Perry;

The addition to the teaching staff of the University of an important group of scholars, including Boris A. Bakhmeteff (Civil Engineering), formerly of the Polytechnic Institute of St. Petersburg and Ambassador of the Provisional Government of Russia in Washington from 1917-1922, Erwin Brand (Biological Chemistry), from the Montefiore Hospital, Cecil Clair Briggs (Architecture), practicing architect, Eugene H. Byrne (History) from the University of Wisconsin, William C. Casey (Sociology) from the University of Chicago, Clarence O. Cheney (Clinical Psychiatry), Superintendent of the Hudson River State Hospital at Poughkeepsie, Louis Cons (French Literature), from Swarthmore College, Frederick L. Fitzpatrick (Natural Sciences) from Coe College, Carter Goodrich (Economics), from the University of Michigan, Harold Hotelling (Economics) from Stanford University, Robert S. Lynd (Sociology), Secretary of the Social Science Research Council, Henry Lea Mason (Mechanical Engineering), from Rutgers College, Jan Schilt (Astronomy), from Yale University, Leo Wolman (Economics), formerly a member of the teaching staffs of Hobart College, Johns Hopkins University and the University of Michigan, successively;

The promotion, following the adoption of the budget, of twenty-nine Associates, Instructors and Lecturers to be Assistant Professors, of one Associate to be Clinical Professor, of five Associates and Lecturers to be Professors, of twenty-three Assistant Professors to be Associate Professors, of one Assistant Professor to be Clinical Professor, of two Assistant Professors to be Professors, and of ten Associate Professors to be Professors.

There is a distinction to be always carefully observed when the term Columbia University is used. In respect to matters financial, the term Columbia University means the corporation known as The Trustees of Columbia University in the City of New York. In respect to matters educational, the term Columbia University includes all phases of the work of teaching, research,

Educational System
of the University

and publication carried on not only by Columbia University in the narrower sense just referred to, but by any of the affiliated corporations or their dependents which are included in the University's educational system and are, to that extent, under the supervision and direction of the President and the University Council. It will be of interest to set out the different educational units and separate organizations which are at this time included in the University's educational system. These are:

I. Colleges of liberal arts:

- A. At Morningside Heights:
 - Columbia College, for men
 - Barnard College, for women
- B. At Annandale-on-Hudson:
 - St. Stephen's College, for men

II. Graduate and professional schools:

- A. At Morningside Heights:
 - The Faculties of Political Science, of Philosophy, of Pure Science, these being subdivisions of the traditional *Philosophische Fakultät* of the German universities, and
 - The Schools of Law, of Engineering, of Architecture, of Journalism, of Business, and of Library Service
 - Teachers College, with its Faculties of Education and Practical Arts, together with the Horace Mann School, the Horace Mann School for Boys at Riverdale, the Lincoln School, the new Demonstration and Experimental Teachers College now being organized, the Institute of Educational Research, the International Institute of Education, the Child Development Institute, the Institute of School Experimentation, the Institute of Practical Arts Research, and the Bureau of Publications
- B. At West 68th Street:
 - The College of Pharmacy
- C. At the Medical Center:
 - The graduate and professional Schools of Medicine and of Dentistry, together with the Vanderbilt Clinic, the Presbyterian Hospital (including the School of Nursing), the Sloane Hospital for Women, the Squier Urological Clinic, the Babies' Hospital, the Neurological Institute, the New York Psychiatric Hospital and Research Institute, the DeLamar Institute of Public Health, and the Institute of Cancer Research (temporarily placed at Morningside Heights)

III. The University Summer Session, including Camp Columbia at Lakeside, Connecticut

- IV. University Extension, including Home Study, the Institute of Arts and Sciences, the American Institute of Banking, and Seth Low Junior College in the Borough of Brooklyn
- V. Institutions whose educational work in relation to the University is wholly or in part subject to the jurisdiction of the University Council:
- Union Theological Seminary
 - School of Tropical Medicine at San Juan, Porto Rico
 - New York Post-Graduate Medical School
 - National Institute of Public Administration
 - Institute of International Affairs, a graduate school
 - Greenwich House, a center of research in various aspects of social work
- VI. Specialized educational agencies at Morningside Heights:
- Columbia University Press
 - Columbia University Statistical Bureau
 - Legislative Drafting Research Bureau
 - Deutsches Haus
 - Maison Française
 - Casa Italiana
 - Casa de las Españas
 - Japanese Culture Center
- VII. Institutions with which the University has important relations for the benefit of advanced students and research workers:
- New York Aquarium
 - New York Botanical Garden
 - New York Zoölogical Garden
 - Biological Laboratories at Wood's Hole, Massachusetts, and Cold Spring Harbor, New York
 - Naples Zoölogical Station
 - Rockefeller Institute for Medical Research
 - New York School of Social Work
 - American Museum of Natural History
 - Metropolitan Museum of Art
 - Hispanic Society of America
 - American School of Oriental Research in Jerusalem
 - American School of Classical Studies at Athens
 - American School of Classical Studies at Rome
- VIII. Hospitals with which the University has important relations for the benefit of advanced students and research workers:
- Bellevue Hospital
 - City Hospital
 - Lincoln Hospital
 - Montefiore Hospital
 - Mt. Sinai Hospital
 - New York Nursery and Child's Hospital

New York Orthopedic Hospital
St. Luke's Hospital
St. Mary's Hospital for Children
Willard Parker Scarlet Fever and Reception Hospital

In the building of this many-sided educational system which has now extended over a period of quite forty years, conscious effort has always been made to adhere to the fine saying of Melancthon, *In necessariis unitas, in dubiis libertas, in omnibus caritas*. The result is a highly effective organism made up of many diverse parts, all animated by a single spirit of scholarly ambition and public service, each going its own way as opportunity may invite and wisdom dictate, but all coöperating toward the dominant final end for which this University and all true universities exist.

The administrative system of the University's educational organization is quite analogous to that of a federal government in which the president of the federation should also be named governor of each of the constituent states. The office of President thus symbolizes and reflects the unity of the University's educational system; the University Council symbolizes and constitutes its central legislative authority; while the various separate corporate bodies are charged, each in its own sphere, with the task of providing material support and of accepting public responsibility alike for that which is done and for that which is left undone.

In the great urban centers of the world, the tendency grows, and naturally, to affiliate every sort and kind of organized intellectual endeavor with a university organization. These various forms of research and of the application of knowledge to man's practical needs become, so to speak, the tentacles by which the university itself lays hold of the life that lies round about it, in order that it may both enrich that life with knowledge and uplift it with constant human service. Twentieth-century thinking and twentieth-century institutional life are uniting to give to the universities of the world new form and to place upon them new burdens. If it be a tenet of a ruling political and economic system that freedom of thought and expression, within the natural and normal limits that are set by good manners and good morals, is not to be permitted, then that which may have been a university under other conditions ceases to be such any longer. It was a

saying of Aristotle that all educational systems must of necessity be the servants of the state in which they are. In a sense, this is of course true, for otherwise Bedlam would become the normal state of man and progress impossible. No form of society and no state wishes to commit suicide, and therefore it must protect itself, and is justified in protecting itself, against a certain kind of undermining and of attempts at overthrow. The danger is always the sternly practical one of so interpreting these clear principles as to make them the tools of a faction and to elevate persecution to the plane which only tolerance should occupy. Violence and rudeness of speech, as well as unmannerly and turbulent conduct, are themselves forms of the very fanaticism and intolerance against which they so frequently pretend to be directed. Liberty is one thing and license is quite another. The true university, like the true democracy itself, is built upon the foundation of liberty. Neither a university nor a democracy can last long if the attempt be made to place it upon the foundation of mere license.

It is a source of deep gratitude, as well as of profound satisfaction, that the year 1930-1931, despite its grievous and greatly disturbed character in respect to everything that relates to economics and finance, saw the educational system of Columbia University enriched by benefaction to an extent and in a manner without parallel certainly in our history and exceptional in the history of any educational undertaking. The completion of Bard Hall, the large gifts to make possible the erection of the new laboratory-library building on Morningside Heights and of a new hospital for diseases of the eye at the Medical Center, the additions to the endowment funds of several of the corporations included in the educational system of the University, the incorporation in that system of the New York Post-Graduate Medical School and of the National Institute of Public Administration, together with the capital sum whose income has been made available by the Trustees of the late Edwin B. Parker for the maintenance of the new graduate school of international affairs, and the scores of important gifts of lesser amount that are enumerated elsewhere in this Annual Report, bring the total additions made during the year to the capital resources of the University's entire educational system up to a figure in excess of \$28,000,000. Surely, this is convincing evidence of public esteem and public confidence, as well as new testimony to the

idealism and the generous spirit of service which are now so commonly the accompaniment of the possession of great wealth in the United States.

The careless and uncritical use of words is responsible for much, if not for most, of the unclear thinking which is so much in evidence all round about us. Higher education in the United States suffers, and has long suffered, very greatly from the careless use of terms. On the continent of Europe, a *Lycée* or a *Gymnasium* is a perfectly definite type of school. So also a university, despite minor differences between institutions in different lands, is substantially one and the same thing. Unfortunately, the Continental universities were, almost without exception, unfriendly to the various movements which, beginning about a century ago, endeavored to bring more of man's occupations and interests than law, medicine, and theology within the scope of the university's organization and under university influence. Therefore, schools of engineering, and later schools of politics, of business, of architecture, and of journalism, where these exist at all, were, unhappily, left outside of the sphere of university control and university influence. On the continent of Europe, therefore, these subjects have been largely turned over to specialized institutions of various types, which tend always to become more and more vocational in character and thereby to lose the benefit of the spirit and methods of university work.

College and
University

The college was originally a house of residence, and the Universities of Oxford and Cambridge were built out of, rather than upon, colleges. Only in recent years have these universities begun to reach out into the university sphere, as that is delimited on the Continent, and to undertake systematically what is known in the United States as graduate work. In this country we have a veritable hodgepodge of higher educational institutions. We have colleges which are not colleges; we have universities which are colleges; and we have universities which are neither colleges nor universities. Only in the state of New York are the terms college and university formally protected by statute. Elsewhere the term university may apparently be claimed by anybody or given to anything that may please the fancy. Under such circumstances, it is exceptionally difficult to make clear to the general public, even

to the intelligent public, what a true university is. There may be repeated here the definition of a university which was first formulated and stated thirty-five years ago:

In the United States a university is not to be confounded with an undergraduate college however large or however famous, or with an undergraduate college and a surrounding group of associated technical and professional faculties or schools. A true university is a society of scholars having authority to confer academic degrees and distinctions, by whom students, adequately trained through previous study of the liberal arts and sciences, are led into special fields of learning and research by teachers of high excellence and originality; and where, by the agency of libraries, museums, laboratories, and publications, knowledge is conserved, advanced, and disseminated.

This definition states three essentials of a true university in the United States. The first is that the society of scholars which constitutes it must have authority to confer academic degrees and distinctions; the second is that the students who come to it must have been adequately trained, through previous study of the liberal arts and sciences, to be led into special fields of learning and research; and the third is that by the agency of libraries, museums, laboratories, and publications, knowledge is conserved, advanced and disseminated. If the students who are enrolled in a given institution have had but the ordinary secondary school training, they are not adequately trained through previous study of the liberal arts and sciences for true and helpful university work. If there be a society of scholars which teaches merely, but does nothing either to advance or to disseminate knowledge, then the institution to which this body of scholars belongs, admirable though it may be, is not a university. The essential point is that the university must offer training in scholarship and service to those who are mature enough and well trained enough to profit by what the university shall offer, and that it shall constantly aim at the advancement of knowledge and the discovery and interpretation of new truth.

It is perhaps too late to hope that the tangle into which the terms college and university have gotten themselves in the United States can ever be straightened out. It would be an immense gain for clear thinking could this be done, and it would advance the interests of every college and of every university, properly so called, to do it.

Few things are more striking at the present time than the way in which the universities are called upon for technical guidance and skill in dealing with all sorts and kinds of public affairs. Hardly a month passes that from ten to twenty of the members of Columbia's society of scholars are not absent from Morningside Heights for a longer or a shorter time in order to place their knowledge and their skill at the service of governments or of public undertakings of one sort or another. This intertwining of scholarship and of service is an essential part of the true university ideal. The day when the scholar might pass his time on a mountain top in a remote unpopulated section of his country has gone forever. The place of the scholar now is where men are. It is men, and the needs of men, that will best stimulate his thought and furnish it with high objective. "Where should the scholar live?" asked Longfellow, "In solitude, or in society? In the green stillness of the country, where he can hear the heart of Nature beat, or in the dark, gray town, where he can hear and feel the throbbing heart of man? I will make answer for him, and say, in the dark, gray town."¹

The American poet's answer to his own question offers explanation of the university developments that have gone on, and are going on, in the great urban centers of the modern world—in London, in Paris, in Berlin, in New York, in Chicago, in Buenos Aires, in Tokyo. Cardinal Newman is justified once more, and the gray town is proving itself to be the natural home of the true university in these modern days.

The sadly few members of the University who now remain of the group which participated in the historic events of the decade, 1880-1890, when the foundations of Columbia University were being laid and its plan of administration and development worked out and accepted, were made glad indeed by the noteworthy celebration in October, 1930, of the fiftieth anniversary of the organization of the School of Political Science. By the greatest of good fortunes, Professor John W. Burgess, the prophet and seer whose mind and heart brought that School into existence and thereby contributed so powerfully to true university building in America, was able to be present in person. No one who heard his deeply moving address will ever

Fifty Years After

¹Longfellow, Henry Wadsworth. *Hyperion and Kavanagh* (Boston: Houghton, Mifflin & Co., 1888), pp. 63-64.

forget it. He recounted, with accurate fullness of detail and in sentences shot through with the sentiment and fine feeling which always moved him so powerfully, the story of the development in his own mind of the ideas and ideals which led to the establishment of the School of Political Science and which thereby shaped the form and course of university building on historic Columbia College as a foundation. That celebration would have been incomplete indeed without the presence of Professor Burgess. With his presence, it became an unforgettable happening in Columbia's history. Crowned with every honor which his armies of friends and of former students could bestow upon him, and enriched with an amount of affection which could not be surpassed, the veteran scholar and leader of men of the intellectual life stepped almost directly from that celebration of his epoch-marking achievement into the invisible and eternal life. It was as if the inevitable end came, in his case, at precisely the right time and as a benediction to crown a life which was unique and great in so many ways.

It is not easy to put oneself back, in this year of grace, into the state of mind which commonly prevailed in the American academic societies of fifty years ago. There were changes and rumblings of change, but only here and there was there any clear consciousness of what might or should happen, and only here and there was there any vision which marked true leadership. Universities were being born in America and there were not more than a half dozen men in all the land who really understood what it was all about or who participated in commanding fashion in the doing of it. There was, on the one hand, the attempt to transform the American college into an analogue of the Continental university by raising the standards of admission, by making the program of study elective, and by changing the methods of instruction then used. There was the attempt, or rather the suggestion of an attempt, to bring into existence a university of the Continental type without any undergraduate college whatsoever, thereby looking upon all the undergraduate colleges of the land as alike its natural feeders. Then there was the plan, which appealed to Professor Burgess and into the execution of which President Barnard threw his whole heart and soul, to build a true university of the Continental type upon the American college as foundation, not destroying or abandoning that college, but retaining it and

maintaining it, not alone for its historic associations but as a practical link in the general system of higher education as it then existed throughout the United States. The half century which has passed has seen many and various changes, but on the whole it is the plan of university building that President Barnard and Professor Burgess proposed and expounded which has most strongly commended itself and which has been most generally followed. One result, which was, however, not at all unexpected either by President Barnard or by Professor Burgess, has been to require the American college itself to enter upon a prolonged course of introspection and to give answer to many questions as to its place in the educational system of the land and as to its methods and ideals. It soon became evident that if the conventional secondary school and the conventional college were to be maintained, with their substantially prescribed and highly standardized programs of study, the university could not claim its students coming from such secondary schools and colleges until an age which itself was unduly late and which, in addition, would postpone entrance upon productive life activity, in many cases at least, to nearly, if not quite, thirty years of age. In other words, it became apparent that as a matter of practical necessity ways and means must be found to reproduce in the American system of higher education, with its three-fold stages of secondary school, college and university, the advantages of the Continental system, with its two-fold stages of *Lycée* or *Gymnasium* and university, and the advantages of the English system with its two-fold stages of public school and university.

Unless the American secondary school was to be extended into what had been the domain of the liberal arts college, and that college itself either abandoned or reduced to the status of a glorified secondary school, there was but one way in which the desired arrangement could be brought about, and that was the way followed in the building of the Columbia University of today. By this plan, the secondary school and the liberal arts college were to continue to hold their traditional relationship, as well as retain their traditional fields of educational endeavor, while the upper years of the liberal arts college program were to be dovetailed, so to speak, into the work of the university, so that the resulting three-fold organization of American higher education—secondary school, college and university—while retaining its own peculiar and useful

characteristics, could secure the advantages of the two-fold system of higher educational organization—public school, *Lycée*, or *Gymnasium*, and university—which the long experience of Europe had worked out. In practice, this meant that the student in the liberal arts college might select a program of study during the last year or last two years which was part and parcel of the advanced professional study at which he aimed, while, on the other hand, he might, if he chose, continue to pursue the program of study solely in the field of the liberal arts and sciences until the baccalaureate degree was obtained. This is the so-called combined college and university course which was introduced at Columbia as a result of the early experience of the School of Political Science, a graduate school for advanced study and research which originally accepted students who had satisfactorily completed their third year of undergraduate work in a liberal arts college. In practical operation, the plan of the combined college and university course has worked exceedingly well. Such shortcomings as it developed in the early part of its history were quickly detected and remedied, and it has long since passed into an accepted and well-recognized form of the organization of higher education in the United States.

What will be the effect of this form of organization of higher education upon the separate American college a generation hence? This is a most important question, since the separate American college—the small college as it is sometimes, but quite improperly, called—is one of the sources of pride and glory in present-day American intellectual life. These separate and widely scattered institutions have often, under very trying conditions and with very inadequate resources, summoned to their aid the services of devoted and accomplished scholars who have held aloft the torch of learning in literally hundreds of widely scattered communities and who have kept before the American people the ideals which the disinterested study of the liberal arts and sciences always pursues. If these colleges of the liberal arts maintain sound and satisfactory conditions of admission, they cannot hope indefinitely to attract large companies of students who are looking forward to graduate study and to a professional career, in competition with the colleges which, organized in a university system, can offer the attractions and advantages of the combined college and university course. On the other hand, for these separate colleges to lower their standards

of admission, or to consider discontinuance of their efforts and energies, would be a calamity of the first magnitude. In a certain number of cases, such institutions will doubtless, because of their equipment, their endowments, and their traditions, be able to continue substantially as now and to attract a steady body of students of high character and quality. For most of these separate colleges, however, the probable outlook seems quite different. It would appear that these institutions, inadequately equipped and insufficiently endowed, must either be reduced to the status of junior colleges or glorified secondary schools, or must go out of existence entirely. Either alternative would be deplorable.

There is another course of action beginning to be apparent which presents itself as an invitation to the many separate colleges of this type, and that is, their incorporation, without loss of individuality or change of situation, in the educational system of a neighboring university which could offer them the contact, the encouragement, and the opportunities for combined college and university work denied to institutions of their type which remain wholly separate and apart from the university development now going forward in the United States. Any college of the liberal arts so incorporated in a university educational system would give up nothing, but gain much. It would retain its name, its situation, its traditions, its separate corporate existence and authority, and would add to all these the strength and the stimulus which intimate university companionship would have to offer.

Great movements in the organization of human society do not take place all at once. It requires many years to bring into effective existence the true American university, although the quick springing into life of the Johns Hopkins University more than a half century ago offers an exception to the general rule. The predicted changes in the status and relationships of the American college will not come to pass suddenly or in uniform fashion. These will take time. The main thing, in whatever changes are to be brought about, is to make sure that the separate college of liberal arts, the so-called small college, is strengthened, not weakened, and kept in position and in power to do its vitally important work for the better education of American youth.

New evidence that the ideals and work of the college of liberal arts itself as distinguished from the university, whether a college

of this type be included in the university's educational system or not, is given by the striking and more than usually important volume entitled, *Five College Plans*, which has just now been published by the Columbia University Press. The contributors to this volume are the Dean of Columbia College, the Dean of Harvard College, the President of Swarthmore College, the President of Wabash College, and the Dean of the College of Arts, Literature and Science in the University of Chicago. It will be observed that three of the colleges whose plans are discussed and described are included in a university educational system, while two are separate colleges. A careful reading of this volume will show not only how the plans of these various institutions differ, but how far they are in agreement in fundamental questions relating to their purposes and ideals.

One very grave limitation on the usefulness of any type of educational institution, be it elementary school, secondary school, or college, is to regard it solely as a step in preparation for something other and more advanced than itself. As a matter of fact, the elementary school, the secondary school and the college have each and all their distinct aims and purposes, and there are very many students enrolled in each who do not remain, and in very many cases should not be encouraged to remain, under systematic educational direction in an institution of a type more advanced than that whose program they have just completed. Especially is this true as regards the relations which should exist between the secondary school and the college of liberal arts. The requirements for admission to the college of liberal arts should be set and adhered to from the viewpoint of the work of the college itself, and without the slightest notion of limiting or restricting the work of the secondary school in fitting students to meet those requirements. Indeed, under normal conditions, it is quite within the bounds of probability that not more than ten or fifteen per cent of those who in any one year complete the program of a secondary school would look forward to a course of study in a college of liberal arts. Gainful occupation on the one hand, and vocational preparation of some highly specialized type on the other, will appeal, and should appeal, to a very considerable proportion of those students who are to be graduated from a secondary school. The very large proportion of graduates of leading American colleges who are now going forward

to university work of one form or another indicates that the college, without restricting the opportunities which it offers to those who wish to pursue the study of the liberal arts and sciences for their own sake alone, is rapidly feeling its way toward a sound and helpful relationship with university work, whether that takes the form of advanced study and research in the field of the liberal arts and sciences themselves or of professional study of true university grade and method. Bureaucracy is always the enemy of opportunity and of largest satisfaction of the needs of individual capacity and individual ambition. It is an ever present task of educational administration to keep that bureaucracy which large and many-sided organization naturally calls into existence for its aid, from becoming an end in itself rather than a means to a much larger, freer and finer end.

From time to time it has been pointed out in these Annual Reports that even after several years spent in fairly intensive study of a living language, the American college or university student, and indeed the American college or university teacher himself, is rarely able to use that language as a familiar medium of communication, either in speech or in writing. Many teachers of living languages have resisted the use of those highly practical methods, sometimes called natural, which quickly lead to a very considerable command of the language for purposes either of conversation or of writing. Of late years a distinct improvement is to be noted in this field of educational work, and larger and more practical provision is constantly being made whereby students and their teachers may gain no inconsiderable capacity to speak and to write in the living language of another people. In the colleges that are included in the University's educational system, for example, it is now established practice, after the first year of more elementary instruction in a living language is finished, to use only that language in the classroom or lecture room. This is admirable and can only lead to excellent and much-desired results. It is now possible, also, for both teachers and students on Morningside Heights to gain steadily increasing command of one or more living languages other than English by taking advantage of the opportunities which are afforded by the Deutsches Haus, the Maison Française, the Casa Italiana, and the Casa de las Españas. On at least one evening

Knowledge of
Living Languages

every week, and often on other occasions as well, there are informal gatherings at each one of these centers at which only the language of the house is spoken. The occasional informal lectures that are given, the seminars that are held, the discussions which take place, and the social gatherings which are arranged from time to time, are all carried on in the language appropriate to the house. In this way a new and most valuable opportunity is offered to those who wish to be able to speak and to write German, or French, or Italian, or Spanish, to gain capacity and fluency in so doing under most agreeable conditions.

There are teachers of living languages who decry the notion that it is important for their students to gain facility in speaking or in writing the language which they teach. It is supposed to be sufficient if students learn something about the language, its history, its structure, its philological relationships, and the literature of which it is the vehicle. Fortunately, this very limited and provincial point of view is giving way before one which is much larger and broader as well as more scholarly and more practical.

It is indeed unfortunate that these living languages are academically treated as things apart. As a matter of fact and of sound university organization, there should be no Department of the French Language and Literature, but rather a Department of France. The study should center about the people, their history, their institutions, their achievements, their literature, their arts, and of course their language. In similar fashion, there should be Departments of Germany, of Italy, of Spain, and the rest. The history, the geography, the institutional life, the art, the letters, and the language of each one of these great peoples should be integrated about a common center, and the instruction in each one of these aspects of a cultivated people should be interdependent and mutually strengthening and broadening. This has always been true in the case of the ancient classical languages. They have been taught, not apart from the history of ancient Greece and Rome, but as intimately intertwined with that history and with the literature, the art, and the institutional life of those great peoples.

The separate organization of departments of the living languages is an unfortunate legacy from the time when they were taught, not as part of the regular program of school or college study, but as

something extra and incidental. Those who taught them were frequently what the Germans call *Sprachmeister* rather than scholars. It is not so many years ago that the study of French was classed with the study of music or drawing as an "extra," and paid for as such by students enrolled in privately conducted schools. It is not too late to overhaul this whole field of learning and to bring the teachers and students of the history, the art, the letters, the institutions, and the language of a people together in one effective and coöperating group. Were such the case, ability to speak and write living languages other than English would quickly be seen to be, not an ornament or a luxury, but a necessity for the educated man or woman who wishes to have a reasonable insight into the significance of the world in which they live.

It is well-established practice that an older generation pretty constantly has fault to find with the youth of its time. From one point of view, this may be no more than a natural expression of dissatisfaction with a Criticism of Youth changing environment or of unwillingness or inability to adapt oneself to it. From another, it may be a sound and just criticism based upon the failure of youth either to aim at or to achieve fine and high standards of character and of intellectual life and interest. It is not always easy for the older generation to understand youth, and youth, in turn, is frequently impatient of what it regards as the stiff and harsh judgments of those who are no longer young. The elementary fact never to be forgotten is that all sound conduct and all high intellectual endeavor have certain characteristics in common, no matter when or where in human history or at what age they manifest themselves, and that these have also as many different forms of expression as there are peoples and nations and inheritances and environments and stages of life. The common denominator of excellence should always be present, but the numerator of individual mind and character will be infinitely varied. If the common denominator be at hand, no fault need be found with the numerator by those who live under other climes, at other times, or in very different environments, or who are of an older generation.

That there has been for some years past a steady decline in the practice of good manners is, unhappily, indisputable. Carelessness and inconsiderateness in dress, in speech, and in personal habits

have become all too common, not among the younger generation alone by any means, but also on the part of their elders. It is not easy to find satisfactory reasons for such changes as these, or to fix upon the cause which would explain why it is that distinction and correctness of speech, of appearance and of manner are no longer esteemed as they once were. Unconcern for standards of excellence and over-concern for the quick satisfaction of one's own immediate personal conveniences and desires have combined to undermine that very desirable respect for age, for accomplishment, for excellence, and for high standards which have long marked, and should always mark, the cultivated gentleman. Probably the anti-philosophies and the pseudo-psychologies which are so widely diffused just now, and which are having such deplorable effects upon the instruction offered and training given, particularly in the elementary and secondary schools, have, consciously or unconsciously, played a large part in effecting these changes. Doubtless the careless and unconventional dress and the careless and unconventional speech of teachers and older persons have been seized upon as examples not unworthy of imitation. Whatever the causes may be, their results are deplorable, and there is need of a constant and strong emphasis on those personal habits which manifest themselves in good manners.

The virtually complete abdication of the family as a primary and controlling factor in education, together with the substantial collapse of the educational influence of the Protestant churches, have combined to put upon the school a burden and a responsibility which it cannot bear and should not be asked to bear. Education has its beginning in the family, and it is merely to give formal instruction as part of the educational process that the school has been brought into existence. In no sense can the school be asked to bear the whole burden of that educational process. The moment that family influence and oversight disappear and the church, on one ground or another, allows itself to be pushed aside, there is nothing left of the formal educational process but the school, which is, and always must be, limited in its scope and partial in its influence. The cynical observer who is responsible for the statement that the school has become probably the least injurious influence to which youth is now exposed, no doubt presented an extreme point of view, but it is one which increasingly finds expression. The truth is that

the school draws upon itself criticism, not so much by reason of what it fails to offer or accomplish in its own proper sphere, but by reason of its inability and incapacity to do the work of the school, the family, and the church combined. If the family cannot and will not meet that responsibility which belongs to it, and if the church continues to fail in its educational duty, nothing will be more certain than the gradual disappearance from society of those traits and influences in education which it is the business of the family and the church to foster and to strengthen.

The young American of the present generation is often sharply criticized because of his alleged lack of interest in public affairs and his alleged lack of participation in the nation's political life. Such criticisms tempt to a more or less lengthy discussion which would be out of place in this Annual Report. It may be suggested, however, that the youth of this generation, being without the associations and the memories of their elders, find no little difficulty in understanding just what present-day political differences and discussions in the United States are all about, and just what would happen, if anything, should a group of public officials bearing one party name be substituted for a group of public officials bearing another party name. In short, the sheer hypocrisy of present-day party divisions and discussions in the United States is certainly as much to blame as any one thing can be for the alleged lack of interest on the part of American youth in American public life. The old-fashioned notion that political parties are organized and conducted to present, to defend, and to exhibit certain definite principles believed to be sound and of high public importance, has given way to the highly theoretical notion, mistakenly called practical, that the sole aim of a political party is to get the preferment and the power which attach to public office for as many as possible of those who enroll themselves in its ranks, without any regard whatever to fundamental principles of public life and policy. Contentious questions must, at all hazard, be kept out of sight and hearing. In other words, the one thing about which political parties must not contend is a contentious question. They must contend only for the purpose of getting and holding public office.

If there were clear-cut and definite party distinctions based on fundamental differences of principle and of policy, as has been the case at various times in the history of the United States, it would

presumably not be difficult to enlist the interest of youth on one side or the other of these discussions and debates, and to invite youth to share in the responsibility for the conduct of public business. So long, however, as all really important differences of opinion, no matter how profound or far-reaching the principles involved, are pushed into the background in cowardly fashion by the active members of the office-seeking and office-holding class, and so long as there is no opportunity effectively to settle these disputed questions by an appeal to public opinion, it must be expected that youth will remain more or less cynical and hold more or less aloof. When, as is the case today, the spectacle is presented of men of highest importance in the life of the nation who, finding themselves in agreement upon every important question of public policy now before the nation, are nevertheless enrolled in political parties bearing different names, while, on the other hand, there are enrolled in one and the same political party men who have little or nothing in common in respect to anything which has to do with the pressing questions of the moment, surely youth must be pardoned for not understanding what it is all about, or for asking, with cynical composure, What is the use?

Prevailing electoral systems, controlled, as they are, by aggressive and well-organized pluralities of a minority, are too often failing to produce good government or even representative government. Once upon a time the Athenians chose their archons by lot from an eligible list. One is prone to wonder whether this fact may not offer food for reflection to our modern democracies.

After an interval of eighteen years due to the Great War and to the disturbed conditions which followed upon it, the Theodore Roosevelt Professorship at the University of Berlin has, happily, been reëstablished. This chair, the most noteworthy and the most influential of its kind, was founded as a result of conversations had in 1905 with the former German emperor and his official advisers. The purpose of the chair, which was given the name of him who was then President of the United States and whose name was well known to the German people, is to expound and interpret, year after year, at the city which is both the German political capital and the most active center of its intellectual life, the history, the institutions, and the ideals of the American people. A succession of most distinguished scholars, chosen from Columbia, from

Roosevelt
Professorship
in Berlin

Yale, from the University of California, from the University of Virginia, from the University of Wisconsin, and from the University of Chicago, occupied this chair until the outbreak of war. Their personalities and their academic service were acclaimed not only in Berlin, but throughout the whole of Germany. The service of these scholars was literally monumental, and has happily been regarded as such from that time to this by the intellectual leaders of the German people. Appropriately to mark the University's sense of the importance of the reestablishment of this chair and to emphasize its significance, Frederick J. E. Woodbridge, Johnsonian Professor of Philosophy and former Dean of the Graduate Faculties in Columbia University, was nominated to the Prussian Ministry of Education and to the University of Berlin for appointment as Roosevelt Professor, to serve during the academic year 1931-1932. Professor Woodbridge entered upon his task with great enthusiasm and will continue the work and the influence of this professorship on the same high plane on which it stood during its earlier history.

One of the most responsible, as it is one of the most useful, acts in educational administration is that which has to do with the selection of those students, whether in college, Aid to Students in professional school, or in advanced study and research in the field of the liberal arts and sciences, who require financial aid and who should receive such aid in order to enable them to make the most of their opportunities and fully to test their intellectual power and accomplishment. Those University officers and committees which undertake the task of making these selections understand full well the nature of their responsibility and have been exceedingly successful in discharging it. As a charge upon the Columbia University corporation alone, there are maintained 82 fellowships at an annual cost of about \$116,000, and 146 scholarships at an annual cost of about \$52,000. In addition, the Columbia University corporation appropriates about \$129,000 annually for scholarship grants of varying amounts, and has available revolving funds to be loaned to deserving students amounting to about \$450,000. In the University's entire educational system, nearly \$1,000,000 is available each year for the aid of deserving students in one form or another. In the administration of these funds, it is of first importance to make sure that no student be tempted to undertake something for which he is not suited, as well as to guide those who are given assistance into the fields of

study and research in which they will be likely to prove most competent. Under normal conditions, no student of high capacity ought ever to be turned away from a period of college or university study because he lacks the means with which to meet the stated academic charges. Time and time again, the fact is recorded that youths who could not have remained in either college or university without financial assistance have become scholars and men of science of the very first importance. The administration of these fellowships, scholarships, and loan funds is not to be looked upon as an act of ordinary charitable administration, but rather as part of the institution's educational task of selection and stimulus of those who are most worthy of its best efforts.

It so happens that in this field of endeavor Columbia may cite a record of accomplishment which teaches a most convincing lesson. The Trustees established in 1872 a Prize Fellowship in Science and a Prize Fellowship in Letters, each having an annual value of \$500, tenable for a three-year period, to be awarded to carefully chosen members of each class graduating from Columbia College who were looking forward to a career of scholarship and scholarly endeavor. Beginning with the Class of 1872 down to and including the Class of 1888, twenty-nine of these fellowships were awarded. Of those who received these honors and this aid toward the prosecution of their advanced university studies either in this country or abroad, no fewer than sixteen became professors in Columbia University, while three became professors in other American institutions of higher learning. Of the remaining ten, several died in early life, and every one of the others entered upon a career of usefulness which brought him deserved confidence and reputation. This experience alone makes it perfectly clear that if funds available to aid students are administered with care and sound judgment, they may and do produce results of the very greatest importance.

The last Annual Report passed in review the steps taken at Columbia for the oversight and control of student athletic organizations since the first action in this regard by the University Council on November 19, 1901. It was pointed out that the one satisfactory and permanent solution of the problems that have arisen in connection with intercollegiate athletic contests is that these should be accepted and regulated as a definite part of undergraduate

Athletics,
Intramural and
Intercollegiate

life and undergraduate training, and that funds for the permanent endowment of athletics should be sought as for any other part of the University's stated work. Could this be done, the constant appeals made to students and alumni for personal contributions in support of athletics would be done away with, the dependence upon gate receipts from the general public would disappear and the intercollegiate contests themselves would go upon the same plane as intercollegiate debating or any other form of intercollegiate student competition. The highly important thing is to get rid of the now dominant influence of gate receipts and to transform these contests from primarily public spectacles into genuine academic performances by undergraduate students at which alumni and their friends would always be cordially welcome. The University requires students in Columbia College to devote a certain amount of time to physical education as a part of their undergraduate course, and accepts participation in intercollegiate athletics in fulfillment of this requirement. It follows, therefore, that the University should now accept its full responsibility for the oversight and control of undergraduate athletic exercise in all its forms.

On December 1, 1930, the Trustees again appointed a Special Committee to consider the whole subject of athletics and to report its findings to the Trustees. This Committee made its report on April 6, 1931, and the approval of the Trustees was given on the same date. This report recommends that athletics should be considered solely as a student activity conducted by the University for the benefit of the students and subject to the same ultimate academic control as the work of any other department of the University. The report points out that there is a definite and natural relation between the work of the Department of Physical Education and student participation in athletic contests, whether intramural or intercollegiate, and that since participation in such contests is accepted by the Faculty of Columbia College in partial fulfillment of the established requirements in Physical Education, it becomes incumbent upon the University to see that the student shall have the same guidance in all that relates to athletic sports that he has in his gymnasium work. In order to make this recommendation effective, the report recommends that the President be authorized to appoint a Director of Athletics, who shall have full University standing and who shall, subject to the statutory

authority of the President, have direction of the athletic program of the University. The University Committee on Athletics should be advisers to this officer and should coöperate with him in preparing schedules of games and in so arranging budget items that these do not involve any charge against the general income of the University save by special authorization of the Trustees. The same report recommends that there should be appointed a Comptroller of Athletics, with full power to supervise and limit the budgets of all sports.

Following the adoption of this report, the President in due time appointed Dr. Edward S. Elliott, Professor of Physical Education and Executive Officer of that Department, to be Director of Athletics, and Mr. Rogers H. Bacon, a Trustee of the University, to be Comptroller of Athletics. It will be convenient to set out in detail the functions and responsibilities of these several academic officers, as well as those of the various voluntary bodies which coöperate with them.

The Director of Athletics, who is responsible directly to the President of the University, has the responsibility, with the advice of the University Committee on Athletics, for both the development of policies and programs and their execution. His concern is not only with the intercollegiate program, but with the recreational needs of the entire undergraduate group. This includes intramural athletic activities. Naturally, such items as public relations, schedules, engagement of coaches and other persons connected with the athletic program will come directly under his jurisdiction, as will the preparation of the budgets necessary to carry out these programs, which budgets are, however, subject to approval by the Comptroller of Athletics.

The Athletics Manager will attend to the manifold duties which that title implies. He is responsible to the Director of Athletics and will perform his duties subject to the Director's authority.

The Comptroller of Athletics is responsible for the final acceptance of all budgets having to do with athletics. He will accept for consideration and approval only such budget recommendations as are made by the Director of Athletics after advising with the University Committee on Athletics. The Comptroller is responsible directly to the President of the University.

The University Committee on Athletics is no longer an executive body, but its functions will be advisory in character. It will be

called upon to advise the Director of Athletics upon matters of general policy, and specifically upon budgets, the length and character of athletics schedules, the appointment of committees on individual sports, and matters involving intercollegiate relations.

The alumni committees on individual sports will continue to function, as heretofore, in an advisory capacity. Their recommendations, which in the past have been most helpful, will be made to the University Committee on Athletics or to the Director of Athletics, or both.

It will be seen, therefore, that the Trustees have authorized and approved a definite and responsible system for the academic oversight and control of student activities in the field of athletic exercise, athletic sports, and athletic contests of every kind. These are hereafter to be treated as part of the undergraduate's well-rounded, normal activity and not looked upon as something wholly unrelated and foreign to the educational process through which he is passing during four years of college life. If one result of this policy should be to remove intercollegiate athletic contests from the category of great public spectacles and put them where they belong as evidences of academic interest and justifiable academic competition, a great gain will result.

The play instinct is powerful among men and is something to be reckoned with in an intelligently directed academic or social system. This is better understood in Great Britain, in Germany, and in Italy than in the United States. This instinct is to be dealt with and directed during the undergraduate educational process as something which may have important physical, intellectual, and emotional effects and advantages. It so happens that a sport-loving public has been influential in turning intercollegiate athletic contests into undertakings projected on a vast scale so that they become wholly unacademic and too often purely commercial in spirit. The chief purpose in integrating all forms of undergraduate sport with the work of the Department of Physical Education and bringing these under academic supervision and control, is to make sure that they shall hereafter be carried on as an important and legitimate part of academic life and work, and not looked upon merely as a means of entertaining the general public at huge cost and in return for still more huge gate receipts.

The present is certainly not a propitious time to press upon public attention the needs of the University, even those which are most urgent. The report of a Committee of Six Pressing Needs Citizens on the work of the University and its needs, dated February 16, 1929, and attached to the last Annual Report, remains, and will long remain, the authoritative and disinterested setting forth, in cogent terms, of what must be speedily provided for the University if its work is to continue to be done worthily and well. The six distinguished citizens who signed that report stated that Columbia University, as it looks into the immediate future, needs \$9,500,000 for its building program and an addition of not less than \$30,000,000 to its endowment. These statements were based wholly on the importance of strengthening the intellectual forces of the University and to improving its facilities for work and for study, so that it may continue to offer to those students who resort to it, whether from this nation or from other lands, service of constantly higher quality.

Since the publication of that report, the most important and most urgent of the University's needs for additional equipment on Morningside Heights has been met by the most generous proposal of Mr. Edward S. Harkness to make possible the erection and equipment of the new laboratory-library building which is now in course of erection on South Quadrangle.

On the Upper Quadrangle, University Hall still stands, after thirty-five years, making mute appeal for completion, in order that there may be available a suitable auditorium for important academic gatherings, adequate and properly equipped administrative offices, and a thoroughly modern gymnasium for exercise and physical training.

The Dean of the Graduate Faculties, in his report, lays strong and proper emphasis upon the immediate need of a building devoted to the uses of the social sciences, which steadily grow in scope and importance in the intellectual life not only of this University but of the nation.

The Department of English and Comparative Literature, one of the largest in the University's whole educational system, requires a building planned specially for its use and to include a small but perfectly designed and equipped theatre to serve as a working laboratory, so to speak, in all that instruction and for all

those representations which have to do with the drama and its literature.

The School of Law has outgrown Kent Hall, and an additional building is needed to face Philosophy Hall in order to make appropriate provision for the School of Law, for the Department of Public Law, and for the newly organized Institute of International Affairs.

The experimental and testing engineering laboratories which have been spoken of repeatedly in these Annual Reports have not yet been provided, and the advanced work of the University in the whole field of engineering is hampered thereby.

A building to provide convenient and well-planned apartments for University officers and their families would add greatly to the comfort, convenience, and satisfaction of very many members of our society of scholars on Morningside Heights. This building, which should be so planned as to include suitable apartments both for individuals and for families, may best be placed on the north side of East Quadrangle and so arranged that those who live in it may, if they desire, go without exposure to the Faculty House for their meals. The building should have a flat roof, well protected, in order to furnish a comfortable open-air playground for the children of the families residing in it. It is difficult to overstate the new comfort and satisfaction which provision of such a building would bring to members of the faculties and administrative officers of the University.

A permanent fund should speedily be built up to an amount sufficient to produce an annual income of not less than \$100,000 to \$125,000, to care properly for the greatly increased work of the Department of Physical Education, which has now been made responsible not only for the general physical training and intramural exercises of the student body, but also for the oversight and conduct of all intercollegiate athletic contests. It is important that these do not become an additional charge upon the already over-taxed general income of the corporation.

Additional endowment is needed for the work in the fine arts and in music, both of which are steadily growing stronger and making constantly larger appeal to competent and well-trained advanced students from all parts of the world.

Post-graduate work in medicine is now to be much better organized and conducted than heretofore and a substantial endowment for this most important undertaking must be sought.

The scale of compensation of officers in junior grades still remains on too low a plane and should be raised at the first opportunity.

Since the earning power of the University has apparently reached its maximum, there is no possibility of meeting any of these needs save through new benefaction.

As shown in the Report of the Treasurer, the income of the University corporation alone (omitting Barnard College, Teachers College, College of Pharmacy, and St. Stephen's College) from all sources for the year ending June 30, 1931, was \$12,392,993.44, an increase over the income of the previous year of \$1,085,566.08. It will not escape notice that of this amount no less than \$5,061,427.88, or approximately 41 per cent, was received from fees of students, while \$1,563,173.88, or about 12½ per cent was received from allied corporations to be immediately disbursed for and on behalf of the work for which those allied corporations are responsible.

The total expenses of the year, including interest on the corporate debt, but exclusive of provision for the Redemption Fund and for the amortization of the Loan of 1925, were \$12,027,703.44, leaving a balance of \$365,290.20 to be applied to the Redemption Fund and to the amortization of the Loan of 1925. These two items amounted to \$195,000, so that the balance for the year, being excess of income over expenses for maintenance after providing for the Redemption Fund and the amortization of the Loan of 1925, was \$170,290.20. This result was reached despite the fact that the estimated deficit for the year at the time the budget was made, as set out in the last Annual Report (p. 50), amounted to no less than \$381,685.43. This fortunate and very satisfactory outcome was due, first, to very great economies in administering the appropriations contained in the budget, and second, to an amount of income from rental properties considerably in excess of the budget estimates.

On May 4, 1931, the Finance Committee reported to the Trustees that since the financing of the properties on the Upper Estate, which had been going on for several years, had been substantially completed, it was now desirable to readjust the corporate indebtedness incurred in the purchase of the site on Morningside Heights and the erection of academic buildings upon it, and to fund current liabilities on a permanent basis so that proper and definite pro-

vision might be made in each annual budget for all interest and amortization charges. On June 30, 1931, the Loan of 1909, which was originally \$3,000,000, had been reduced to \$1,500,000 and has since been paid off entirely. At the same time, the Loan of 1925, originally \$4,750,000, had been reduced to \$4,275,000, which amount has since been brought down to \$2,500,000. A new loan of \$8,000,000, known as the Loan of 1931, was negotiated on terms which provide for its stated amortization, so that the corporate indebtedness now consists of only the reduced Loan of 1925 and the Loan of 1931, \$10,500,000 in all. Each annual budget will carry interest and amortization charges on account of both loans, with the expectation that their payment will be made possible at no distant day by new benefactions to the University.

The appropriations as contained in the budget adopted by the Trustees on April 6, 1931, for the work of this corporation alone during the year now in progress, together with such amendments as were made previous to June 30, 1931, are as follows:

For educational administration and instruction	\$10,242,910.53
For care of buildings and grounds	1,150,190.00
For the Library	434,108.93
For business administration	207,440.00
For annuities	54,457.70
For insurance on academic property	50,000.00
For interest on the corporate debt	493,082.50
For Schedule J, under direction of the President	365,000.00
For amortization of the Loan of 1925	50,000.00
For amortization of the Loan of 1931	180,000.00
<hr/>	
<i>Making in all the sum of</i>	<i>\$13,227,180.66</i>

which sum is made chargeable as follows:

To the income of the corporation	\$9,951,744.19
To the income from special endowments	1,254,877.88
To gifts	294,605.60
To moneys to be paid by the Carnegie Foundation	140,433.95
To moneys to be paid by the Presbyterian Hospital	26,500.00
To moneys to be paid by Barnard College	463,137.04
To moneys to be paid by Teachers College	895,111.00
To moneys to be paid by St. Stephen's College	82,200.00
To moneys to be paid by New York Post-Graduate Medical School	118,580.00
<hr/>	
	<i>\$13,227,180.66</i>

These appropriations, compared with those for the preceding year as given in the President's Annual Report for 1930, show an increase of \$1,047,861.73. Taking into account only the estimated general income of the University for the current year (\$9,594,986.89) and the charges against such general income (\$9,951,744.19), the present estimated deficit in general income on June 30, 1932, will amount to \$356,757.30. In the administration of the University every effort will be made, by most rigid economy, greatly to reduce this amount.

The gifts and bequests received during the year are set out in detail in the Treasurer's Report (pp. 164-173). As is there shown, the total amount received in gifts by the University Gifts corporation alone amounted to the very large sum of \$3,083,828.08, divided as follows:

A. *Gifts to Capital:*

1. General endowment	\$21,854.69	
2. Special endowments	1,070,623.76	
3. Buildings and grounds	1,322,607.57	
		\$2,415,086.02

B. *Gifts to Income:*

1. For general purposes	\$49,303.64	
2. For specific purposes	619,438.42	668,742.06
		\$3,083,828.08

The additions to general endowment were almost exclusively in the form of additions to the Eno, the Kennedy, and the Pell Funds, due to progress in the distribution of the estates in question.

The principal additions to special endowments and to provisions for buildings and grounds were:

From Edward S. Harkness, toward the construction and equipment of Bard Hall, \$1,300,000;

From Edward S. Harkness, for the Harkness (Edward S.) Endowment Fund for the Department of Surgery, \$600,000.

From the Estate of Charles H. Ditson, for the Ditson (Charles H.) Endowment Fund, \$100,000;

From the Estate of George W. Ellis, for the Ellis (George W.) Fund, \$75,000;

From the Estate of James Brander Matthews, for the Matthews (James Brander) Fund for the Dramatic Museum, \$69,813.98;

From the Estate of Ellen C. Harris, for the Harris (Ellen C.) Fund, \$53,022.18;

From the Estate of Madeleine L. Ottmann, for the Ottmann (Madeleine L.) Fund, \$50,000;

From the Estate of Hannah M. Lydig, for the Lydig Fellowship Fund, \$30,000;

From the Estate of Harriet S. Phillips, for the Phillips (Harriet S.) Fund for the School of Journalism, \$20,000;

From the Estate of A. Barton Hepburn, for the School of Business, \$17,501.98;

From the family and friends of the late Herbert Swift Carter, for the Carter (Herbert Swift) Memorial Fund, \$16,423.38;

From various donors, for the Columbiana Endowment Fund, the principal gift of \$10,000 being made by the Class of 1881, \$10,238.50;

From the Estate of Jonas M. Libbey, for the Libbey (Jonas M.) Fund, \$6,763.23;

From Dr. Samuel A. Goldschmidt, for the Goldschmidt (Samuel Anthony) Fellowship Fund, \$5,000;

From the Estate of Henry F. Homes, for loans to deserving undergraduate students, \$5,000;

From the Estate of Amalie Wolfram, for the Wolfram (Charles Berthold) Fund, \$5,000;

From John K. Reckford, to be applied toward the cost of furnishing the new boathouse, \$3,750;

From the Alumni Fund Committee, for the Alumni War Bonus Fund, \$3,092.

Among the several hundred gifts to be added to the University's income for general and for special purposes, were:

From the Rockefeller Foundation, for various forms of research work, \$130,489.99;

From the General Education Board, \$69,500 for the following purposes: toward the maintenance of the sub-department of tropical medicine, \$12,000; for the Council for Research in the

Humanities, \$37,500; for the Department of Practice of Medicine, \$20,000;

From the Carnegie Corporation, \$47,900 for the following purposes: toward the maintenance of the School of Library Service, \$25,000; for the maintenance of fellowships in the School of Library Service, \$11,700; for the support of research in nerve anastomosis, \$10,000; for the support of scholarships in the arts, \$1,200;

From the Chemical Foundation, for various forms of research work, \$43,800;

From the Alumni Fund Committee, for the general support of the University, \$33,908.50;

From the Commonwealth Fund, \$31,825 for the following purposes: for research in legal history, \$5,000; for research in the School of Dental and Oral Surgery, \$26,825;

From the Borden Company, for research in food chemistry and nutrition and in the nutritive values of milk, \$23,000;

From the Social Science Research Council, for various forms of research work, \$21,880.56;

From Edward S. Harkness, for the Department of Diseases of Children, \$20,000;

From the Class of 1906, for the Revolving Fund for Athletics, \$12,603.03;

From the Estate of Hannah M. Lydig, for the general purposes of the University, \$10,000;

From an anonymous donor, for the Institute of Cancer Research, \$10,000;

From the International Committee for the Study of Infantile Paralysis, \$10,000;

From Dr. and Mrs. Frederic S. Lee, for the Department of Indo-Iranian and Comparative Linguistics and for the current needs of the University, \$10,000;

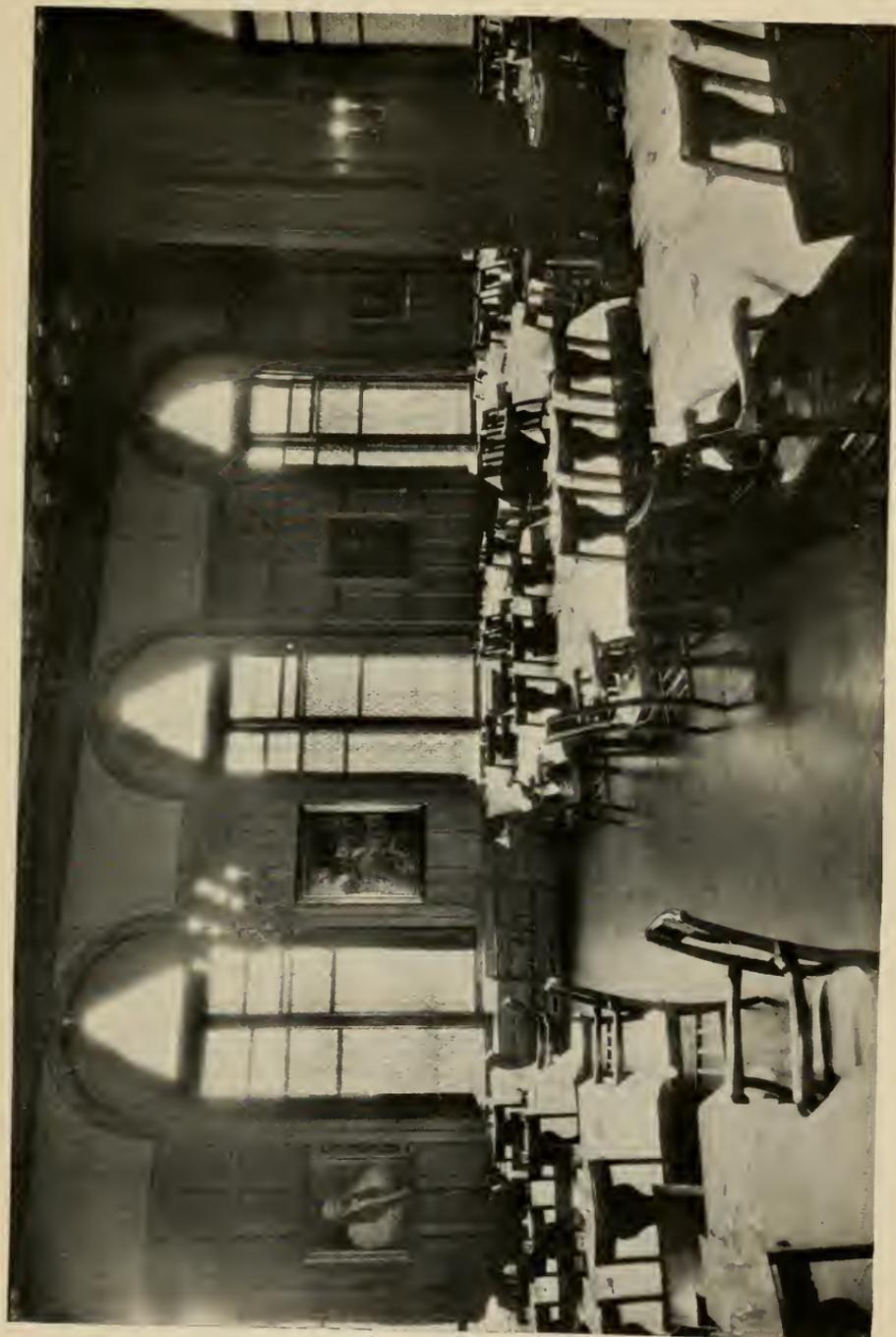
From Dr. Joseph P. Chamberlain, for the Legislative Drafting Research Fund, \$9,000;

From Dr. Alfred F. Hess, for nutritional research in the Department of Pathology, \$8,410;

From an anonymous donor, for the Columbia University Statistical Bureau, \$8,000;

From the Columbia University Club, for scholarships, \$7,750;

From G. A. Pfeiffer, for research in the chemistry of perfumes, \$7,023;



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EARL HALL FROM THE SOUTHEAST

From the Bureau of Social Hygiene, for the Institute of Criminology, \$6,239.63;

From Monteith and Company, for research work in meningitis, \$5,708.34;

From Mrs. Elsie Clews Parsons, for research in anthropology, \$5,300;

From an anonymous donor, for lectures by Dr. Alfred Adler, \$5,035.25;

From Bernard K. Marcus and associates, for the support of special work in anthropology, \$5,000;

From an anonymous donor, for the Special Tuberculosis Fund in the Department of Practice of Medicine, \$5,000;

From Miss Louise N. Grace, for the DeLamar Institute of Public Health, \$5,000;

From Dr. James Alexander Miller, for the study of tuberculosis, \$5,000;

From Mrs. Carll Tucker, for the Department of Surgery, \$5,000;

From various donors, for the maintenance of the Deutsches Haus, \$4,660;

From the Alumni Fund Committee, for various designated purposes, \$4,583.60;

From the Estate of Dr. William J. Matheson, for research work in bacteriology, \$4,500;

From the Committee of Citizens of Holland, toward the support of the Queen Wilhelmina Professorship, \$4,000;

From the National Tuberculosis Association, for research in tuberculosis, \$3,629.60;

From the National Research Council, for research in the Department of Anatomy, \$3,500;

From the Hartley Corporation, for work in the Department of Psychiatry, \$3,500;

From the Committee on Research in the Indian Languages, for research in anthropology, \$3,300;

From an anonymous donor, for neurological research, \$3,080;

From the American Academy of Ophthalmology and Otolaryngology, for ophthalmic research, \$3,000;

From an anonymous donor, for research in anthropology, \$3,000;

From the Research Corporation, for special equipment in the Department of Physics, \$3,000.

The total gifts in money received during the year by the five corporations included in the educational system of the University are classified as follows:

<i>Purpose</i>	<i>Columbia University</i>	<i>Barnard College</i>	<i>Teachers College</i>	<i>College of Pharmacy</i>	<i>St. Stephen's College</i>	<i>Total</i>
<i>A. Gifts to Capital:</i>						
1. General endowment	\$21,854.69	\$1,000.00	\$500,000.00	\$15.50	.....	\$522,870.19
2. Special endowments	1,070,623.76	37,620.47	15,576.00	.....	.....	1,123,820.23
3. Buildings and grounds	1,322,607.57	.....	.....	.....	\$2,628.46	1,325,236.03
<i>B. Gifts to Income:</i>						
1. General purposes . .	49,303.64	25.00	.....	.....	74,920.49	124,249.13
2. Specific purposes . .	619,438.42	24,752.58	399,514.04	100.00	.....	1,043,805.04
	\$3,083,828.08	\$63,398.05	\$915,090.04	\$115.50	\$77,548.95	\$4,139,980.62

It must be borne in mind, when reading the record of these gifts, that each one of the corporations included in the University's system is financially independent and must find ways and means of meeting its own separate obligations. A gift to one of these corporations can only rarely be so applied as to offer relief to one of the others. The great need of the University remains, as it has long been, a very large increase in its general endowment funds, the income of which may be applied freely, at the discretion of the Trustees, not to any particular purpose but to the maintenance of the general work of the University, to the steady improvement in the scale of compensation, and to increasing provision of all those kinds and parts of equipment which are necessary if the teaching, research, and publication of the University are to go steadily forward with comfort and with reasonable satisfaction.

The following statement, which is presented annually, records the gifts in money alone made since 1890 to the several corporations included in the University:

1890-1901	\$5,459,902.82
1901-1902	\$1,082,581.02
1902-1903	1,721,895.06
1903-1904	1,783,138.18
1904-1905	1,960,247.87
1905-1906	1,299,909.78
1906-1907	1,360,590.80
1907-1908	1,077,933.87

1908-1909	974,637.07	
1909-1910	2,357,979.30	
1910-1911	2,932,655.79	16,551,568.74
1911-1912	\$2,242,417.58	
1912-1913	1,605,935.33	
1913-1914	1,494,648.61	
1914-1915	814,111.69	
1915-1916	2,287,144.91	
1916-1917	1,634,578.78	
1917-1918	882,267.76	
1918-1919	3,455,356.60	
1919-1920	3,724,181.14	
1920-1921	2,190,289.85	20,330,932.25
1921-1922	\$3,270,380.76	
1922-1923	12,728,021.59	
1923-1924	2,375,691.92	
1924-1925	2,097,108.25	
1925-1926	5,276,777.11	
1926-1927	3,498,380.20	
1927-1928	5,546,667.61	
1928-1929	3,617,928.92	
1929-1930	4,242,991.66	
1930-1931	4,139,980.62	\$46,793,928.64
<i>Total</i>		<i>\$89,136,332.45</i>

In the following financial statement given each year, the land, buildings and equipment used for educational purposes are entered at cost; the Upper and Lower Estates at their assessed Property and valuations, and all other property at book values. Endowment

	<i>Resources June 30, 1931</i>	<i>Budget Appropriations 1930-1931</i>	<i>Income and Expense Account 1930-1931</i>
Columbia University	\$111,432,960.17	\$12,275,849.68	+\$170,290.20
Barnard College	8,841,664.46	505,185.12 ¹	+ 13,007.17
Teachers College	18,021,651.12	3,473,277.48 ²	+ 33,707.19
College of Pharmacy	286,009.05	218,784.00	- 6,261.52
St. Stephen's College	1,555,867.35	165,730.59 ³	- 10,113.30
	<i>\$140,138,152.15</i>	<i>\$16,638,826.87</i>	

¹Excluding \$446,740 included in Columbia University Budget.

²Excluding \$868,070 included in Columbia University Budget.

³Excluding \$78,050 included in Columbia University Budget.

The following officers of the University have died since the publication of the last Annual Report:

On December 14, 1930, Alfred Holman, member of the Advisory Board of the School of Journalism, in the seventy-fourth year of his age.

On December 17, 1930, Frederic G. Goodridge, Ph.D., M.D., Associate in Biological Chemistry, in the fifty-seventh year of his age.

On December 29, 1930, Charles A. Harriman, Assistant Professor of Architecture retired, in the seventy-first year of his age.

On December 29, 1930, Jessie M. Wilson, A.B., M.D., Assistant in Medicine, in the thirty-first year of her age.

On January 13, 1931, John W. Burgess, LL.D., Jur.D., Emeritus Professor of Political Science and Constitutional Law, in the eighty-seventh year of his age.

On February 12, 1931, Anna Garlin Spencer, Litt.D., Lecturer in Social Science in Teachers College, in the eightieth year of her age.

On March 6, 1931, George R. Lockwood, M.D., Professor of Clinical Medicine, in the seventieth year of his age.

On March 6, 1931, Clyde B. Furst, A.M., Lecturer on College Administration in Teachers College, in the fifty-eighth year of his age.

On March 18, 1931, Richard Fitch, A.B., Assistant in Psychology, in the twenty-sixth year of his age.

On May 24, 1931, Robert M. Mendenhall, A.M., Part-time Instructor in Educational Measurements in Teachers College, in the thirtieth year of his age.

On June 8, 1931, Frederick G. Bonser, Ph.D., Professor of Education in Teachers College, in the fifty-sixth year of his age.

On June 11, 1931, Franklin H. Giddings, Ph.D., LL.D., Professor Emeritus of Sociology and the History of Civilization in residence, in the seventy-seventh year of his age.

On August 4, 1931, Mary Bronson Gillmore, Teacher in the Horace Mann School, retired, in the sixty-fourth year of her age.

On September 3, 1931, Everett J. Hall, Assistant Professor of Assaying, in the fifty-fifth year of his age.

On September 16, 1931, James M. Inouye, Ph.D., Instructor in Biological Chemistry, in the thirty-seventh year of his age.

On September 25, 1931, Mrs. Cora Senner Winkin, Ph.D., Instructor in Physiology, in the thirty-ninth year of her age.

On September 27, 1931, Russell Bartow Read, A.B., LL.B., M.D., Assistant in Surgery, in the thirty-fourth year of his age.

On September 27, 1931, Samuel S. Ellis, A.B., M.D., Assistant in Medicine, in the thirtieth year of his age.

On October 29, 1931, James S. C. Wells, Ph.D., Assistant Professor of Analytical Chemistry, retired, in the eighty-first year of his age.

For the thirtieth time this Annual Report is submitted over one and the same signature. These thirty years have been amazingly abundant in significant happenings and in glad and happy service. Of the eleven earlier Presidents of the institution established by the Trustees under the Charter, the first, Samuel Johnson, served for nine years, 1754-1763; the second, Myles Cooper, for twelve years, 1763-1775; then, after the interval caused by the War for Independence, the third, William Samuel Johnson, for thirteen years, 1787-1800; the fourth, Charles H. Wharton, for a few months only, 1801; the fifth, Benjamin Moore, for ten years, 1801-1811; the sixth, William Harris, for eighteen years, 1811-1829; the seventh, William Alexander Duer, for thirteen years, 1829-1842; the eighth, Nathaniel F. Moore, for seven years, 1842-1849; the ninth, Charles King, for fifteen years, 1849-1864; the tenth, Frederick A. P. Barnard, for twenty-five years, 1864-1889; and the eleventh, Seth Low, for eleven years, 1890-1901. In the whole history of the corporation, which now covers 177 completed years, there have been but twelve Presidents, eighteen Chairmen of the Trustees, ten Clerks of the Trustees, and nine Treasurers. These facts indicate a stability and continuity of organization and administration which explain in no small part the constant and progressive steadiness of the development of the institution which was committed to the care of the Trustees in colonial days.

If the University is to continue to thrive and grow constantly stronger, to make more attractive and more inviting the academic career, and to serve the nation and the world through its scholarship and service on the highest plane, it will not be enough simply to do industriously and well the work of each succeeding day. Those who have entrusted to them for a longer or a shorter time the University's welfare must ever bear in mind the fine sentence of Emerson: "Be an opener of doors to those who come after you."

NICHOLAS MURRAY BUTLER,

President

November 2, 1931

TABULAR STATEMENTS

TEACHING STAFF

<i>Teaching Staff</i>	<i>Columbia University</i>	<i>Barnard College</i>	<i>Teachers College¹</i>	<i>College of Pharmacy</i>	<i>St. Stephen's College</i>	<i>Total²</i>	
						<i>1929-1930</i>	<i>1930-1931</i>
Professors (including Clinical Professors)	340	15	74	4	9	329	340
Associate Professors (including Associate Clinical Professors)	145	12	24	7	4	137	145
Assistant Professors (including Assistant Clinical Professors)	245	22	32	6	4	241	245
Associates	129	2	27	1	.....	138	157
Instructors	413	31	90	18	4	511	521
Lecturers	88	19	46	3	.....	143	137
Curators	4	1	....	.....	.....	3	4
Assistants	252	11	75	.....	.....	292	327
<i>Total</i>	<i>1,616</i>	<i>113</i>	<i>368</i>	<i>39</i>	<i>21</i>	<i>1,794</i>	<i>1,876</i>
University Extension and Home Study not included above	607	.....	....	.....	.....	595	557
Summer Session not included above . .	531	.....	....	.....	.....	517 [1930]	531 [1931]
<i>Total</i>	<i>2,754</i>	<i>113</i>	<i>368</i>	<i>39</i>	<i>21</i>	<i>2,906</i>	<i>2,964</i>
Administrative Officers not enumerated above as teachers .	52	9	12	3	2	66	63
Emeritus and Retired Officers	47	1	8	2	1	42	48
<i>Total</i>	<i>2,853</i>	<i>123</i>	<i>388</i>	<i>44</i>	<i>24</i>	<i>3,014</i>	<i>3,075</i>
Employees	1,775	222	715	18	31	2,623	2,761

¹ Excluding Horace Mann and Lincoln Schools.

² Excluding duplicates.

THE SITE

	<i>Square Feet</i>	<i>Acres</i>
A. I. At Morningside Heights		
Green and Upper Quadrangle	734,183	16.85
South Quadrangle	359,341	8.25
East Quadrangle	90,825	2.08
Columbia House	3,618	.082
Deutsches Haus	1,809	.041
Maison Française	1,809	.041
Residence of the Dean of the College	1,809	.041
Residence of the Dean of the Faculty of Engineering	1,809	.041
Residence of the Chaplain	1,809	.041
Claremont Avenue Property	29,000	.679
Casa Italiana	4,036	.092
Casa de las Españas	1,809	.041
	1,231,857	28.279
2. <i>New Medical Center</i>		
<i>[Broadway and 168th Street]</i>		
<i>Total site, 891,185 sq. ft. 20.458 acres</i>		
<i>Under ownership of Columbia Uni-</i>		
<i>versity</i>		
	471,158	10.816
3. <i>At Baker Field</i>		
<i>[Broadway and 218th Street]</i>		
	1,221,385	28.039
	2,924,400	67.134
B. Barnard College	177,466	4.07
C. Teachers College		
1. <i>At 120th Street</i>	156,420	3.591
2. <i>At 509 West 121st Street</i>	17,035	.391
3. <i>At 512, 514 West 122d Street and vacant</i> <i>lots</i>	16,535	.380
4. <i>Lincoln School</i>	47,500	1.090
5. <i>At 106 Morningside Drive</i>	17,668	.406
6. <i>At Van Cortlandt Park</i>	619,600	14.224
7. <i>At Speyer School</i>	4,917	.113
<i>[514 West 126th Street]</i>		
<i>Total for Teachers College</i>		
	879,675	20.195
D. College of Pharmacy	7,516	.172
<i>[115 West 68th Street]</i>		
E. Camp Columbia, Lakeside, Conn.	25,495,668	585.3
F. St. Stephen's College	1,481,040	34.
	30,965,765	710.871

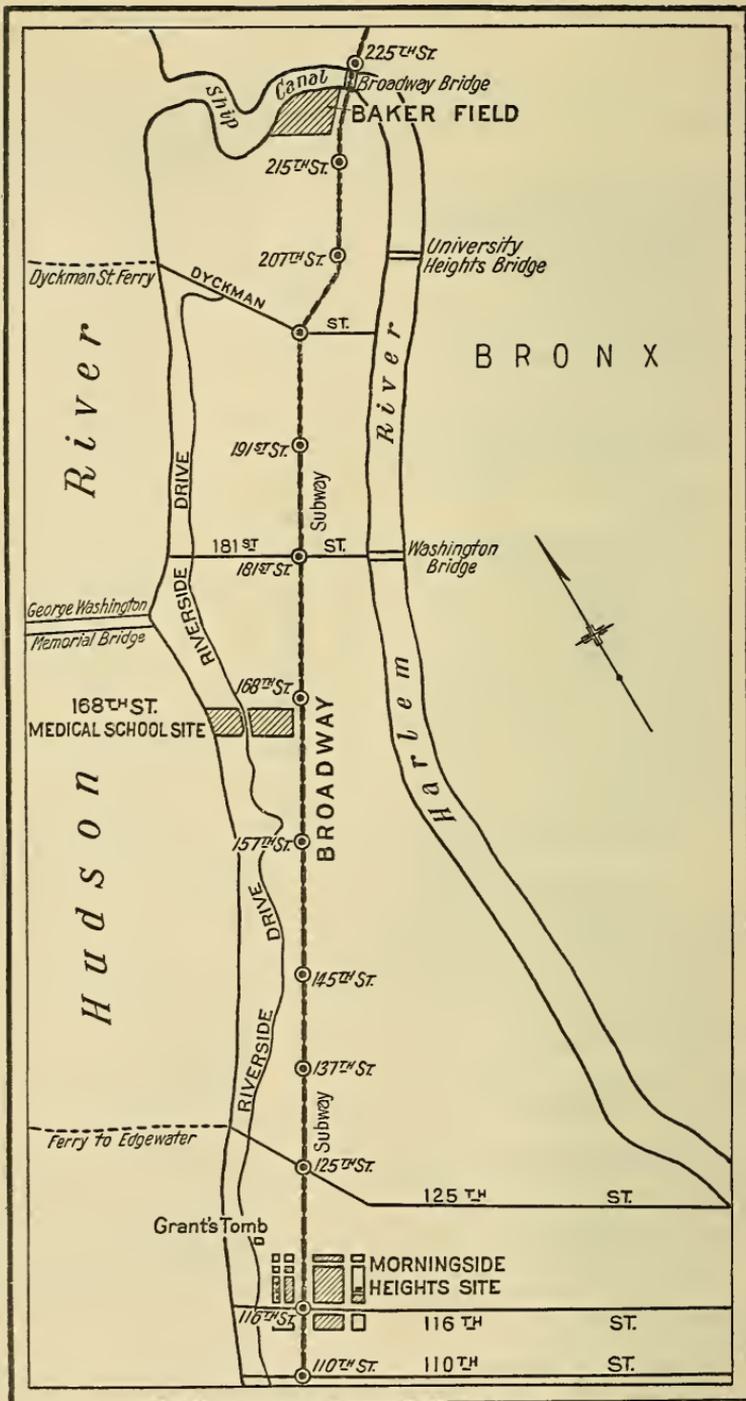
DEGREES CONFERRED

During the academic year 1930-1931, 4,961 degrees and 749 certificates were conferred, as follows:

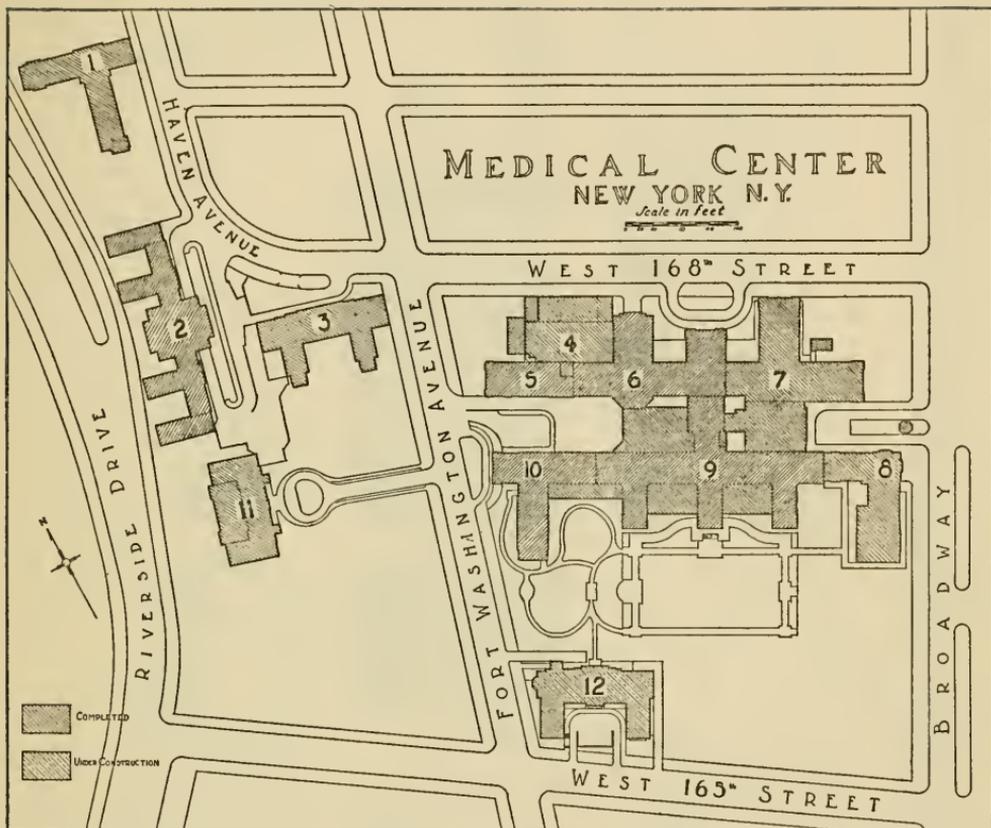
COLUMBIA COLLEGE:		UNIVERSITY COUNCIL:	
Bachelor of Arts	349	Bachelor of Science (General Studies)	57
BARNARD COLLEGE:		Bachelor of Science (Optometry)	15
Bachelor of Arts	225		
FACULTY OF LAW:		UNIVERSITY EXTENSION:	
Bachelor of Laws	159	Certificate in Secretarial Studies	32
Master of Laws	8	Certificate in Library Service	8
FACULTY OF MEDICINE:		Certificate in Accounting	3
Doctor of Medicine	102	Certificate in Architecture	3
Master of Science	1	Certificate in Business	2
FACULTY OF ENGINEERING:		Certificate in Fire Insurance	10
Bachelor of Science	43		
Engineer of Mines	3	COLLEGE OF PHARMACY:	
Electrical Engineer	15	Pharmaceutical Chemist	18
Mechanical Engineer	4	Bachelor of Science	10
Civil Engineer	6	Doctor of Pharmacy	1
Chemical Engineer	8		
Metallurgical Engineer	4	FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE:	
Master of Science	43	Master of Arts	640
SCHOOL OF ARCHITECTURE:		Doctor of Philosophy	193
Bachelor of Architecture	26		
Master of Science	7	FACULTIES OF TEACHERS COLLEGE:	
SCHOOL OF JOURNALISM:		Master of Arts	1,975
Bachelor of Literature	47	Bachelor of Science	549
Master of Science	14	Master of Science	24
Certificate of Proficiency in Journalism	3	Bachelor's Diploma	122
SCHOOL OF BUSINESS:		Doctor's Diploma	1
Bachelor of Science	85	Master's Diploma	495
Master of Science	37		
Certificate in Secretarial Studies	14	SAINT STEPHEN'S COLLEGE:	
SCHOOL OF LIBRARY SERVICE:		Bachelor of Arts	25
Bachelor of Science	172		
Master of Science	19	UNION THEOLOGICAL SEMINARY:	
SCHOOL OF DENTAL AND ORAL SURGERY:		Master of Arts	17
Doctor of Dental Surgery	60		
Certificate in Oral Hygiene	53	<i>Total Degrees, Certificates and Diplomas granted</i>	<i>5,710</i>
Certificate of Proficiency in Orthodontia	3	<i>Number of individuals receiving them</i>	<i>5,066</i>
		COLLEGE OF PHARMACY:	
		Graduate in Pharmacy	233
		HONORARY DEGREES	24

STUDENT ENROLLMENT

		Totals	Gain	Loss
RESIDENT STUDENTS				
A. WINTER AND SPRING SESSIONS				
<i>Undergraduate Students:</i>				
Columbia College	1,962	.....	14	
Barnard College	1,054	.....	.....	50
University Undergraduates	256	.....	85	
Saint Stephen's College	119	.....	.....	13
Seth Low Junior College	348	.....	.....	35
<i>Total Undergraduates . . . . .</i>	.....	3,739	1	
<i>Graduate and Professional Students:</i>				
Political Science, Philosophy and Pure Science	3,275	.....	28	
Architecture	134	.....	24	
Business	468	.....	.....	17
Dental and Oral Surgery				
Dentistry	219	.....	6	
Oral Hygiene	58	.....	.....	20
Engineering	236	.....	19	
Journalism	151	.....	.....	30
Law	569	.....	.....	31
Library Service	287	.....	37	
Medicine	434	.....	.....	4
Optometry	36	.....	14	
Pharmacy	696	.....	.....	113
Teachers College:				
Education	4,625	.....	106	
Practical Arts	2,368	.....	199	
Unclassified University Students	200	.....	.....	88
<i>Total Graduate and Professional Students . . . . .</i>	.....	13,756	130	
B. SUMMER SESSION (1930) including undergraduate, graduate, pro- fessional, and unclassified stu- dents . . . . .	.....	13,887	70	
C. UNIVERSITY CLASSES				
Regular courses (Net) . . . . .	.....	9,413	.....	917
<i>Gross Total Resident Students . . . . .</i>	.....	40,795	.....	716
Less double registration . . . . .	.....	2,987	.....
<i>Net Total Resident Students . . . . .</i>	.....	37,808	.....	422
II. NON-RESIDENT STUDENTS				
UNIVERSITY EXTENSION				
Extramural courses . . . . .	.....	2,425	.....	442
Special courses . . . . .	.....	644	69	
III. HOME STUDY STUDENTS				
UNIVERSITY EXTENSION				
Home Study courses . . . . .	.....	8,825	.....	1,103



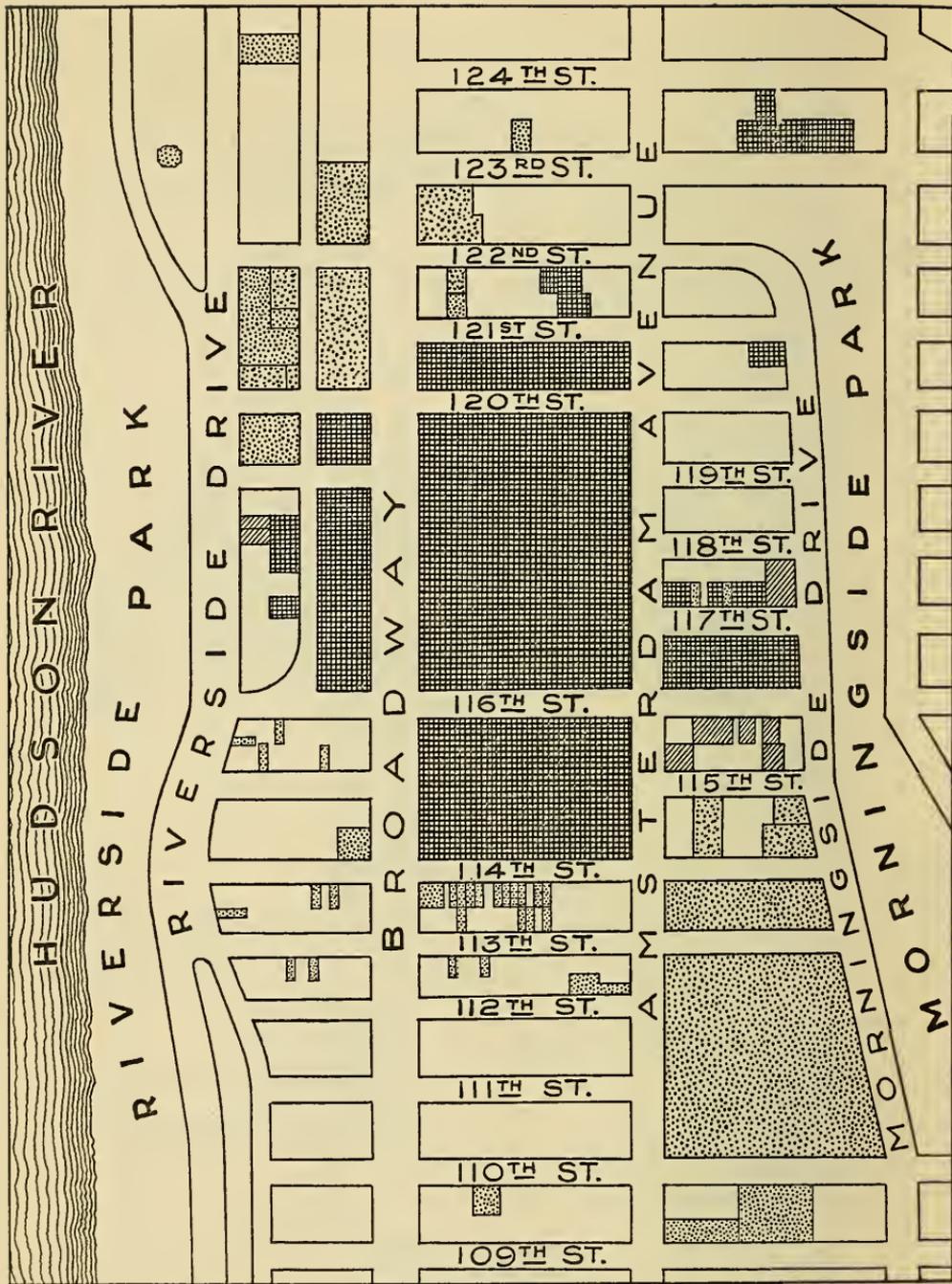
RELATION TO MORNINGSIDE HEIGHTS
OF NEW MEDICAL CENTER AND BAKER FIELD



1. Bard Hall
2. New York State Psychiatric Institute and Hospital
3. Neurological Institute
4. Power Plant
5. Service Building
6. College of Physicians and Surgeons
7. Vanderbilt Clinic
School of Dental and Oral Surgery

8. Babies' Hospital
9. Presbyterian Hospital
10. Harkness Pavilion
11. The Presbyterian Hospital School of Nursing
12. The Institute of Ophthalmology of the Presbyterian Hospital.

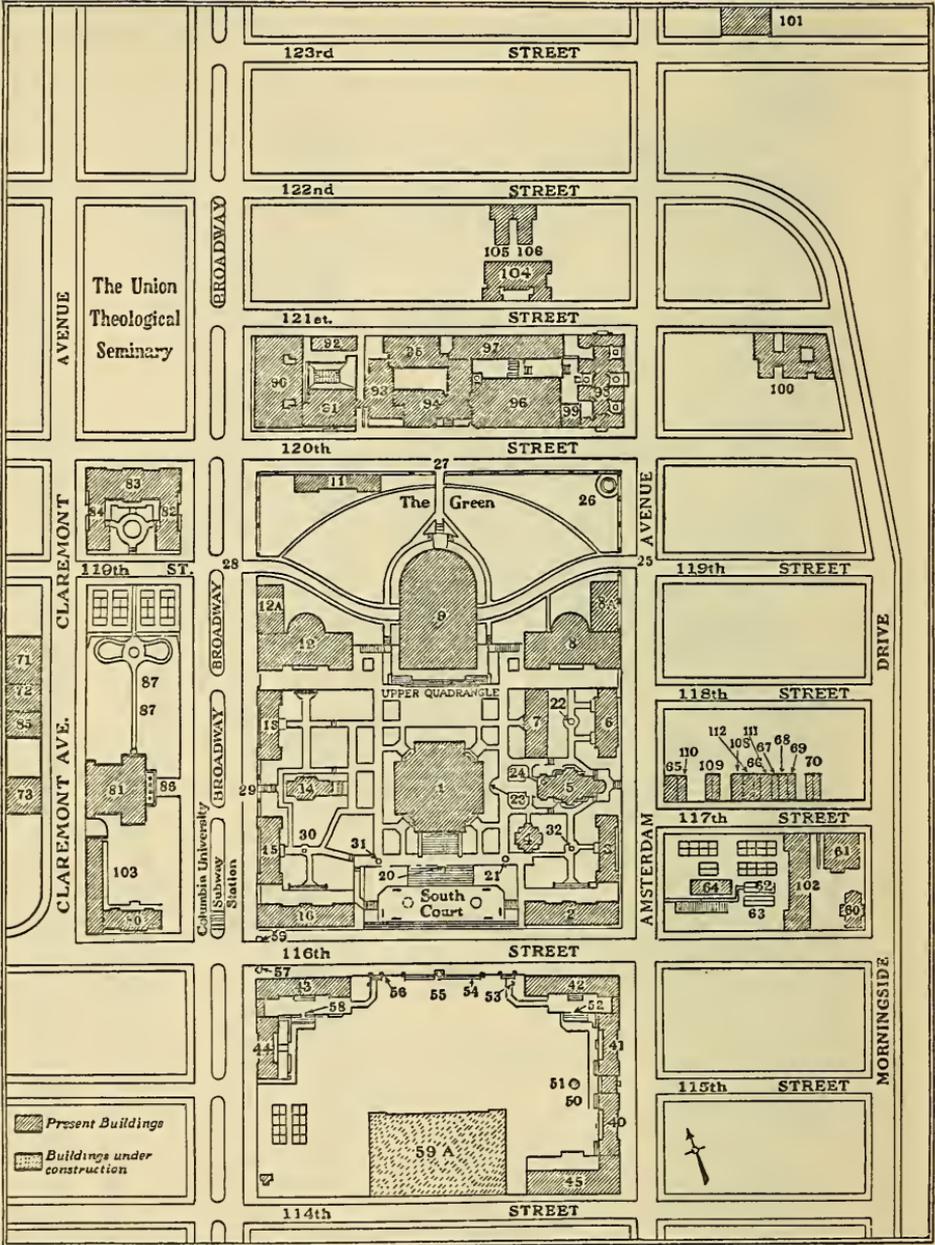
MEDICAL CENTER



-  COLUMBIA UNIVERSITY PROPERTY FOR EDUCATIONAL PURPOSES
-  OTHER COLUMBIA UNIVERSITY PROPERTY
-  OTHER PUBLIC INSTITUTIONS INCLUDING FRATERNITY HOUSES

MORNINGSIDE HEIGHTS
 A CENTER OF INSTITUTIONS OF LEARNING, OF THE HEALING ART
 AND OF RELIGION

PLAN OF BUILDINGS AND GROUNDS



UPPER QUADRANGLE

- 1. Library;
- 2. Kent
- 3. Philosophy
- 4. East
- 5. St. Paul's Chapel
- 6. Fayerweather
- 7. Avery
- 8. Schermerhorn
- 8a. Schermerhorn Extension
- 9. University
- 11. Physics
- 12. Havemeyer
- 12a. Chandler Laboratories
- 13. Engineering
- 14. Earl
- 15. Mines
- 16. School of Business
- 20. Station of Alma Mater
- 21. Class of 1881 Flag Staff
- 22. Class of 1887 Well Head
- 23. Class of 1836 Exedra

SOUTH QUADRANGLE

- 24. Class of 1893 Chapel Bell
- 25. Class of 1888 Gate
- 26. Statue of Great God Pan
- 27. Class of 1882 Gates
- 28. Mapes Gates
- 29. Class of 1891 Gate
- 30. Meunier's Hammerman 1899 Mines Class Gift
- 31. Lafayette's Post Flag Pole
- 32. Rodin's Penseur
- 40. Livingston
- 41. Hartley
- 42. Hamilton
- 43. Journalism
- 44. Fernald
- 46. John Jay
- 50. 1906 Clock
- 51. VanAmringe Memorial
- 52. Hamilton Statues
- 53. Mitchell Memorial

EAST QUADRANGLE

- 54. Rives Memorial Steps
- 55. Class of 1885 Son Dial
- 56. Classes of 1884 and 1899 Tablet
- 57. Class of 1890 Pylon
- 58. Jefferson Statue
- 59. Class of 1900 Pylon
- 59a. New Library Building
- 60. President's House
- 61a. Faculty House
- 62. Botany Greenhouse
- 63. Agricultural Greenhouse
- 64. Crocker Institute
- 65. Casa Italiana
- 66. Geological Society of America
- 67. Dean Hawkes
- 68. Chaplain Knox
- 69. Maison Françoise
- 70. Carnegie Endowment

CLAREMONT AVENUE

- 102. Johnson Hall
- 108. Deutsches Haus
- 109. College Entrance Examination Board
- 110. Casa de las Españas
- 111. Dean Barker
- 112. Institute of International Affairs
- 71. DeWitt Clinton
- 72. Morris
- 73. Tompkins
- 85. Charles King
- 80. Brooks
- 81. Bernard
- 82. Brinckerhoff
- 83. Milbank
- 84. Flaks
- 85. Helen Hartley Jenkins
- 86. Geer Memorial Gate

BARNARD COLLEGE

- 87. Milbank Quadrangle
- 103. Hewitt
- 90. Horace Mann School
- 91. Thompson Hall
- 92. Annex
- 93. Milbank Chapel
- 94. Main Teachers College Hall
- 95. Macy Hall
- 96. Russell Hall
- 97. Grace Dodge Hall
- 98. Whittier
- 99. Lowell Annex
- 100. Seth Low
- 101. Lipcovich School and Research Building
- 104. Bancroft
- 105. Grant
- 106. Sarasota

TEACHERS COLLEGE

- 90. Horace Mann School
- 91. Thompson Hall
- 92. Annex
- 93. Milbank Chapel
- 94. Main Teachers College Hall
- 95. Macy Hall
- 96. Russell Hall
- 97. Grace Dodge Hall
- 98. Whittier
- 99. Lowell Annex
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COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

As Dean of Columbia College I have the honor to present the following report for the year 1930-1931.

It has been the practice of recent years to call together the Faculty of Columbia College only when new legislation is needed for the conduct of the College. During the past year only one Faculty meeting, the April meeting, was held. This meeting was preceded by several informal conferences of the teaching staff which were largely attended and at which the questions which subsequently received formal action by the Faculty were discussed and formulated.

At the one meeting of the Faculty referred to, two somewhat important questions were acted upon. For many years the grades of the students have been expressed in terms of letters, which unfortunately are not defined with sufficient definiteness to insure uniformity from course to course and from time to time. The same grade obtained under different professors may have quite distinct meanings. It would probably be impossible to realize perfect accuracy in definition and application of any marking system. It is worth while, however, to go as far in the direction of clearly defined grades for student accomplishment as is practicable. The particular point at issue had to do with the mark of D which has been used for some years by various members of the staff to denote quite unlike academic situations. Officially, the mark of D did not lie in the grading scale at all. That is, it was not supposed to be a grade which was a little lower than C- and a little higher than F+. It was intended to indicate that for some reason, known or possibly unknown to the instructor, the student ought to have another opportunity to take the final examination. It is not necessary here to indicate all of the reasons for such a recommendation. Suffice it to say that in the opinion

of most instructors, such reasons occasionally exist. As time continued, however, a considerable number of the staff made use of the mark of D as a grade in the regular scale. This practice rendered it impossible to know what the mark really meant in any individual case, and allowed the privilege of a second final examination to men who did not deserve such an opportunity.

In order to remedy this situation, the Faculty voted to abolish the mark of D entirely, and to pass directly from the grade F+ to the grade C- in the marking scale. To take care of the man who ought to have the opportunity of taking a second final examination, the designation MU is authorized. It is unlikely that the staff will be tempted to insert the symbol MU in the grading scale with anything like the freedom that has been the case with the mark D.

The second question acted upon by the Faculty related to the requirement of 60 maturity credits for the degree. It has been pointed out in previous reports that the object of the requirement of maturity credits for the degree is to insure a substantial amount of advanced academic work on the part of each candidate for the degree. A careful study of the educational needs of our student body indicated that it was neither necessary nor wise to demand a departmentalized requirement for concentration in Columbia College. Hence, the maturity credits that any individual student is asked to present need not be massed in any one subject as is the case where the requirement for concentration is expressed in terms of work in a single department. It was felt, however, that the last two collegiate years should be devoted to work that rested squarely on that of the lower college. There is little doubt in the minds of the Assistants to the Dean and of everyone else who has studied the situation carefully that the requirement of maturity credits will fulfill the purpose for which it was intended. In order to compare the old régime with the new, the schedules under the old requirement of a number of well-known seekers for the line of least resistance in their progress toward their degree were examined in order to determine how they would have prospered under the new plan. It turned out that the number of maturity credits carried by their courses was very few—in some cases only fifteen or twenty, in others less than thirty.

Promising as this somewhat novel requirement is, it must be

watched with great care lest it get in the way of the real educational advancement of certain serious students. For example, the man who decides at the beginning of his junior year that he desires to enter some field of scholarship for which he has inadequate language training ought to be able to pursue the work in languages which he needs for his scholarly purposes without embarrassment and for credit. The student who decides to take his senior year in college rather than in a professional school may find himself in difficulties with maturity credits. There are several important departments whose elementary work cannot be entered upon by large numbers of students until their junior year on account of the requirements of the freshman and sophomore schedules. Since elementary courses in any department do not carry maturity credit, and since the junior and senior years must be devoted almost entirely to taking maturity credit courses, these departments cannot be elected by as many students as would profitably do so. It would be unfortunate to let a requirement for the degree rule out all work in subjects like fine arts, psychology, music, and history of science for any appreciable number of our students. At the same time it seemed unwise to modify a requirement which is undoubtedly correct for the majority of students in the interest of a comparatively few special cases. Caution is especially desirable in view of the fact that the new curriculum has not been in operation long enough to make it perfectly clear how serious the situation just described really is. A little time for experiment and observation seemed necessary. Consequently, the Committee on Instruction asked to be given discretion for one year to modify the requirement of maturity credits for any individual student when in their judgment such modification was for his best educational interests. The confidence shown by the Faculty in delegating with power to the Committee the authority to modify the requirements for the degree in such cases indicates an understanding between Faculty and Committee which is by no means universal in our colleges.

Steps have been taken in two major directions to bring the extracurricular interests of the students into closer relation with the permanent administration of the College. The most effective management of the extracurricular activities is at best difficult to bring about because the values which these activities contain are approached through channels and from directions in sharp

contrast with those with which we are familiar on the more academic side. Like so many other human situations, apparent solidity and poise may be only a delicate balance between forces which for the moment are holding each other in quite unstable equilibrium. On the one hand there is the necessity for student initiative and responsibility in their sports, fraternity affairs, and other organizations. To manage everything for them, even though it were done better than they could do it themselves, would deprive the students of an important aspect of their college experience. One of the essentials of dealing with youth that some of the older generation never seem to learn is that within reasonable limits youth has a right to make its own mistakes. On the other hand, where considerable financial responsibility is involved, it is certainly unwise to intrust to the care of those utterly without experience in handling funds the management of the very considerable sums of money involved in some of the student activities. For this reason student managers are assisted in their labors by appropriate college officers who see to it that the important lessons of preparing a budget and adhering to it are learned by the managers of our student organizations. Furthermore, in situations where the permanent welfare and reputation of the College are involved, it is likely that one who is permanently connected with the College will have a keener sense of the desirability of many enterprises than will a student who is about to graduate and who naturally wishes to leave some impression in the College that he can point to in later years as his own.

One of the extracurricular activities that has received attention during the past year is the Interfraternity Council, and by implication the entire fraternity situation. In the year 1922, after years of patient effort, the Secretary of the University was able to organize an Interfraternity Council including all of the fraternities then represented in Columbia College. An Interfraternity Agreement prescribing a definite procedure for offering bids by fraternities to freshmen and precise rules regarding the time when rushing was to be allowed was unanimously accepted. The adoption of the Agreement was immediately followed by a marked improvement in scholarship on the part of the entire body of fraternity men, and a general toning up of the whole fraternity situation. Each year, however, there were rumors, which could never be run

to cover, that various fraternities were conducting their affairs contrary to the spirit of the Agreement. Last fall, charges which seemed on the face of the evidence to be justified were brought against a fraternity. Although a majority of the fraternities held that the Agreement had been broken by the accused fraternity, the necessary three-quarters vote required by the Agreement to return a verdict of guilty could not be obtained for reasons that it is not necessary to give in detail. This fact combined with the requirement of a three-quarters vote to amend the Agreement left the Council in a demoralized condition due to the deadlock that always arose when any amendment to the Agreement was proposed. If the proposal was made by the larger houses, it was uniformly killed by the smaller ones, and conversely.

In order to break up the condition of stalemate, fifteen houses out of the entire number of twenty-eight at present represented in the College, withdrew from the Council and formed a new organization which proposed new and improved rushing methods and provisions for their strict enforcement. The Dean occupied the somewhat ambiguous position of Chairman of both Councils. One of the grounds on which the seceding fraternities decided to withdraw was that at present there are more fraternities in Columbia College than can be properly supported. Although every fraternity would probably admit the truth of this statement, opinions would become divergent if elimination of any particular organization were threatened. One by one practically all of the members of the old Council withdrew, leaving only the new Council and a number of fraternities without any Council membership at all. Some of these are very small and without any house or even meeting place other than the room of some member. Others are housed in excellent quarters and to all appearances are fully as stable as some of the charter members of the new Council.

It finally became obvious to all that some machinery must be devised as a part of the new Agreement or Pact of 1931, as it is called, for the addition of new members to the Council. The procedure which was worked out for the admission of new members and the possible elimination of the old ones is novel, and illustrates the spirit in which the whole extracurricular situation is approached in the College. As a matter of policy, and very probably as a legal necessity, the administration of the College does not interfere with

the internal administration of individual fraternities. Their property is owned or rented by holding companies which have no corporate relation to the College. Each of them is in intimate contact with a group of interested alumni who stand ready to advise and assist. Only by way of personal, not official, influence has the Dean ever concerned himself with the affairs of any individual fraternity. When it comes to the organization of a Council of fraternities, however, the situation is entirely different. Here is a body that by its action, or lack of it, can affect profoundly the morale of the entire College. It would be theoretically possible for the Council to degenerate into a group of petty politicians constituting a veritable scandal in the College. In other words, in the organization of the Council, and in particular in the decision as to who shall and who shall not have membership in it, the matter should not be left entirely to the passing senior who is graduated and away before the effect of his action is apparent. Enough continuity of administration to insure the long-range values, and enough student participation to insure complete knowledge of their point of view and to maintain their sense of responsibility is necessary. To this end, a Committee on Admission and Review is provided for in the Pact of 1931 consisting of five members, of whom three shall be members of the College staff of teachers or administrative officers, and two of whom shall be undergraduates, all nominated by the Dean, who is Chairman of the Council, and approved by the Council. All applications for membership in the Council shall be presented to this Committee who shall make their recommendations on the basis of specifications which are as objective as possible for such a task. This Committee may also on their own initiative investigate the status of any member of the Council, and if the findings are unsatisfactory, shall recommend suspension. The recommendations of this Committee are final, unless vetoed by a three-quarters vote of the fraternities signatory to the Pact. Immediately upon the adoption of this provision the Committee received applications from three fraternities outside the original fifteen, two of which were admitted, and one of which was rejected. None of the signatory fraternities was investigated owing to the lack of time.

It may be that there will be some confusion and difficulty for a year or two on account of irregular rushing on the part of some

of the fraternities not in the Council. It is not anticipated, however, that the situation will be serious. Unless all signs fail, the changes made constitute the most important forward step in fraternity affairs since the organization of the original Council in 1922.

The second major reorganization in extracurricular affairs has to do with the administration of athletics. As a relic of the days when the participation in athletics by students was considered by the Faculty as a foible of youth which had to be endured but which ran contrary to the serious work of the College, the responsibility for the administration of intercollegiate athletics has rested in a Committee on Athletics composed of alumni, undergraduates, and Faculty members. Under this Committee, committees of the alumni for each of the major sports have served in an advisory capacity. The executive office of Graduate Manager of Athletics, through which everything having to do with intercollegiate athletics cleared, was responsible to the Athletic Association which consists almost entirely of alumni of the College.

With the increased participation in games and in intramural sports in particular, as a part of the requirement for the degree under the Department of Physical Education, the administrative situation so far as athletic games are concerned has become somewhat tangled. Really the entering wedge for Trustees' control of athletics was driven in when the participation in sports was accepted as a part of the requirement for the degree in physical education, thus to a certain slight extent awarding the Bachelor's degree for the playing of games. Of course this step necessarily follows the acceptance on the part of the College of responsibility for the care of the physical side of students, provided one admits that the playing of games is a good method of keeping physically fit. The line of cleavage between intercollegiate sports and the more casual sports participated in by the general run of students has been wide and deep in most of our colleges. It has been much too wide and too deep for the good of the colleges, of the students, or of the sports themselves. With the passing of the center of athletic hysteria away from the Atlantic seaboard toward the West, it was inevitable that as soon as the colleges reached a condition of stable equilibrium they would coördinate the various aspects of athletics with the other work of the college in a sane

manner. This movement is now well under way in many colleges not only east of the Alleghenies, but in a number of cases, west of them as well.

So far as Columbia College is concerned, the important change of the past year is nothing more than the reorganization of the administrative responsibility for intercollegiate athletics so as to place it directly under the Trustees of the University. The new Director of Athletics happens to be at the same time the head of the Department of Physical Education and Director of the University Gymnasium. This combination of titles is by no means essential. The Director of Athletics and Director of the Gymnasium both report through the head of the Department of Physical Education to the President, thus bringing together under one administration all of the interests that have to do with the normal aspects of the physical side of our students. The abnormal and corrective aspects come under the University Medical Officer who naturally works in very close coöperation with the Department of Physical Education.

With the acceptance of the educational responsibility for athletics, a certain amount of financial responsibility necessarily follows. Just as we aim to secure the most skillful and competent trainers for our College Orchestra and choral organizations, who shall at the same time be members of our Department of Music, so we shall hope to retain the best of teachers of athletic games. As our Glee Club takes part in the Intercollegiate Song Contest for which admission is charged, so may our teams take part in athletic contests for which admission is charged, when the nature of the contest permits it. The entire emphasis, however, is shifted toward the educational side of things; and the new form of administration of athletics is so adjusted as to encourage further shifting in the same direction.

Among the minor events of the year that have to do with the extracurricular interests of the students may be mentioned the passing of the traditional Dinner Week and the accompanying contests of wits between the freshmen and the sophomores. The lack of interest in this time-honored contest on the part of the students is merely another indication of the waning of the so-called class spirit—a tendency that is being noted and commented on in many colleges all over the country. Just what will take the place

of this traditional bond of connection between college students is not yet clear. The community of interest natural to students with the same preprofessional bent seems to serve the purpose to a limited extent; but it does not, and probably cannot fill the entire need. Until some substitute comes to the surface, there are bound to be more lonesome freshmen in College than one likes to see.

The attempt to encourage a more friendly social life among the residents of the dormitories has developed a little further during the year under review. For two or three years the students on the seventh floor of John Jay Hall have rented an additional suite of rooms for the purpose of affording a more adequate meeting and social room for men on that floor. Next year, three instead of two dormitory counselors will be appointed for John Jay Hall, and on each of the three floors occupied principally by students of Columbia College, a suite will be provided for the use of the students on that floor without extra payment by the students themselves for its rental.

Turning now to the academic activities of the College, attention has already been called to the action of the Faculty concerning the requirement of maturity credits for the degree. This provision, which affords a little more flexibility for those upperclassmen whose programs of study are rendered less effective by the regular requirement of the sixty maturity credits, constitutes one small feature of a much larger question which is very much on the minds of college teachers and administrators at Columbia and elsewhere as well. However carefully candidates for admission may be sifted, when it is all done, the fact remains that some of them are more competent than others. Some of them on admission to college are better able to think out their own personal problems than others will ever be. Although it is difficult to obtain data that would either prove or disprove the statement, I venture to guess that in the majority of cases, the more competent student is more likely to have the capacity for the wise management of his own affairs, both academic and personal, than the man with lower intelligence. If this is not true, it is time to revise our ideas of competency and intelligence. There are, however, many circumstances of birth and of early training which are independent of native ability and which may affect the capacity of a boy to act with reasonably mature judgment. I suppose it may be assumed

that the disadvantages attending the bringing up of an only son, which seem so often to result in an inability on the part of the child to take initiative, are divided about equally among the various levels of intelligence. Similarly, the retarding influence of a parent, either father or mother, who decides everything for the boy, or by some other technique prevents him from learning to make decisions for himself, is just as likely to affect one range of competency as another. If, however, the opinion expressed above is correct, after allowing for the special cases that do not follow the general rule, one would expect to find somewhat different methods of personnel procedure adapted to the ablest student and to his weaker academic brother.

It follows, therefore, that the man competent to do excellent work and at the same time interested in doing it, will probably find for himself a terminus to which it all leads. His very alertness and ability carries with it a capacity for finding his direction and going forward in the path of his choice quietly and effectively. If this is true, the greatest service that the college can render the able student is to give him the opportunity that he seeks and then to let him alone. It goes without saying that a part of the opportunity consists in as much and as intimate conference as he may desire with those members of the staff whose counsel and inspiration may be of value to him. The greatest service for the less competent man more often involves a good deal of burrowing around in his past experience, in his personal tendencies and emotional reactions in order to find out and to display to him just what his make-up is, and to bring to his attention the data on the basis of which he must learn to make wise decisions.

Some critics of our colleges hold them up to the most biting scorn because most of the attention of teachers and the entire machinery of the college is wasted, they say, upon the less competent student, leaving the so-called gifted student to shift for himself. With the present-day selective processes of admission, the college has indicated in no uncertain terms by the fact of admission that in its official opinion the boy who is admitted is worth educating. He may have defects of training and bringing up. He may be immature both intellectually and socially and even morally—but, by the act of admission, the college asserts that in its judgment the youth will profit by the kind of educational

opportunity offered by the institution. If the boy is of the kind that needs to be discovered to himself, to be taken apart and put together again, the college is bound to try to do it. If, on the other hand, the boy needs only a free opportunity to mind his own business and to mind it effectively, the college ought to have sense enough to give him the chance. The person who thinks that the college is not doing its duty by the ablest students when it gives them a free hand has a very feeble idea of the conditions under which the highest ability flourishes.

It cannot be assumed that the divisions of a student body into those who can take charge of themselves and those who cannot will be made automatically. Intimate acquaintance with the youth is necessary in order to recognize the special cases in both the higher group and in the lower group. But after all, the man who does his academic work and performs such extracurricular responsibility as he undertakes with zest and with care is usually the one who will stand without hitching and will find the right road with the reins over his back. If such a man does make a few mistakes, there is very little chance that they will be serious enough to hamper him seriously.

The foregoing remarks afford a background for report on a considerable number of current developments in Columbia College which would otherwise seem to have no particular coherence.

An informal meeting of the College staff was held in April, at which names, records, and other data concerning the fifty students of highest standing in the freshman class were thrown on the screen. A similar conference for the consideration of the freshmen of lowest standing had already been held following the custom of long standing. Each of these high-grade students was discussed by those present, and in a few cases it was felt that the individual was likely to use poor judgment in the management of his affairs. In the majority of instances, however, the freshman was doing his work quietly, but with the kind of energy that indicated the presence of someone at the wheel who knew where he was going. It was somewhat surprising to many of those present at this conference that there was so little to say about the majority of these freshmen. On reflection, however, it seems that there is a very good reason for this situation. The young men in question have control of themselves and do not need anyone to tell them how to take each step.

At the time of the adoption of the revised curriculum the policy of providing achievement tests was approved. It was felt that there might be a small but select number of students, who, during the summer vacation or possibly during their other spare time, might wish to anticipate the work of some College course. It was hoped that a few students would be able to prepare privately for the removal of some requirement for the degree, most probably in the languages, in mathematics, or in English. In any case the Faculty wished to give anyone the opportunity to go forward in the direction of his scholarly interest as rapidly as he could do so with thoroughness. It was not thought that any considerable number of students would care to avail themselves of the opportunity provided by this action. The event has proved to be another instance of an underestimate on the part of the older generation of the independence and quality of mind of the younger generation. During the year under review, ninety-five applications for achievement tests have been approved. The tests have been taken and almost without exception have been passed creditably. There is in addition a large number of applications for tests to be taken in September. These tests are given on the subject matter of the regular College courses. As a general thing, the student is advised as to the most effective method of preparation by the instructor in the course. No credit toward the degree is afforded by success in these tests—merely the opportunity to proceed more rapidly toward the scholarly goal that the student has in view.

Although the majority of these tests are taken in prescribed courses—eighteen in "Introduction to Contemporary Civilization," and twenty-four in German, for example—no less than eleven students prepared for examinations in calculus, and five in extensive courses in physics. One student who is looking forward to mathematical physics as a specialty prepared himself for achievement tests in three sessions of the calculus and differential equations, in chemistry, and in two courses of a descriptive character in physics during his spare time. He made preparation by himself. The only motive back of these and other similar ambitions, which I must admit seem strange to one whose personal college experience was in the early nineties, has been the desire to get the more elementary courses out of the way so that the student can have freedom to obtain instruction in more advanced work where

instruction is more essential for a man of unusual ability. The opportunity to get an education is desired by the able man. It makes one shiver to think of the deadening effect of a policy that would inform these eager youths that they must sit out course *A* before they could enter course *B*, regardless of their competency. How many embryonic scholars have miscarried and come to nothing under such unintelligent administration we shall never know. Many have come through in spite of the rigidity of the college curriculum. It is to the credit of the student, however, rather than to that of the college administration if such is the case.

Shortly before the close of the academic year the announcement of the splendid gift of a new and commodious library building was made. Although the building will provide for the needs of the entire University, the effect on the work of the College is bound to be profound. Situated as it is within a stone's throw of our dormitories and of Hamilton Hall, the opportunity is afforded for an emphasis on the scholarly side of college work that is quite unique. For some years, and particularly since the revision of the curriculum in 1927, the major function of the first two years of College has been, in theory at least, the orientation of those who are in doubt as to the direction which their college education should take, and the preparation on a broad front for the more intensive work of the last two years. It must be admitted that unless constant care is taken the tendency would be to let the junior year and the senior year run along in about the same way as the lower college. The requirement of maturity credit, however, renders this deterioration unlikely, and the opportunity afforded by the erection of the new Library affords a setting which the College will be quick to use. Just as when a boy enters college an opportunity is afforded for the quickening of his intellectual life, so when he passes from the lower to the upper college he ought to realize that he is entering upon a new and higher phase of his education. In the new Library a number of seminar and conference rooms will be provided for the use of the College, ample for the junior and senior work of the non-scientific departments. The corresponding courses in the scientific departments will be carried on in the various laboratories. As a result of this arrangement when a student enters upon the intensive work of his junior year in any of the literary or social studies, he will virtually move over to the

Library. He will be surrounded by books and immersed in the atmosphere of accumulated learning instead of sitting in a classroom with its conventional rows of seats and blackboards. This change in locus for the work of the upper college is bound to emphasize and to fix more firmly in the minds of our students what is and must be the center of gravity of our collegiate work, namely, the development of interest in and respect for things of the mind.

It is unfortunate that the new Library will occupy a portion of the all-too-limited space that has been available as a playground for the College and as a field for intramural sports which are ready to enjoy a rapid development under the new administration of our athletic affairs. There can be no question as to which is the greater and more important use for the space taken by the Library on South Field. At the same time, the removal of any of the free room for the kind of relaxation and healthful exercise that youth simply must have brings forcibly to the front the question as to what can be done about it. It is obvious that the space now to be used for the Library cannot be used for a new gymnasium building as was planned at one time. This fact reduces to simpler terms the question of providing better facilities for the Department of Physical Education. Whether the present Gymnasium should be renovated so as to eliminate some of the more serious causes for criticism, or whether plans should be laid and support sought for the erection of an adequate building on another site is a question that is commended to the attention of the appropriate authorities.

A report was made to the Association of American Colleges in 1928 by President Wilkins of Oberlin College in the course of which definite recommendations were made as to the steps that in his opinion ought to be taken by graduate schools for the training of prospective college teachers. It seemed to the Deans of Teachers College, of the Graduate Faculties, and of Columbia College that before either accepting or rejecting these recommendations it might be well to make a careful study of our situation at Columbia in order to determine in just what respects our newly appointed instructors fail to perform their duties in a satisfactory manner, and to consider whether any of these failings might be remedied in the course of their graduate training either by instruction or by

any other means. To this end a committee was appointed by the three Deans, under the chairmanship of Professor Coss and consisting of Professors Farwell, Steeves, and Wood from the College, and Professors Benner, Evenden, and O'Rear from Teachers College. This Committee met frequently during the early part of the year under review, and of the previous year, and handed in their report in February, 1931. This report is interesting not only for what it contains, but for what it does not contain. It recommends more careful attention on the part of the Dean and departmental heads to the giving of helpful information to new appointees concerning the aims and character of the institution, and the exact nature of the service expected from them. This may be conveyed through conference or through the visitation of classes or both, as is most practicable. It does not recommend any considerable attention to method in teaching on the part of the Graduate Faculty. It is also noted that there is no recommendation that Columbia College be converted into a training school for prospective college teachers. If such a training college is called for in the near future it is safe to say that Columbia College will not be used for this purpose. The fact that in our largest graduate schools the candidates for the Ph.D. degree have practically without exception had from three to seven years of teaching experience takes the edge off the recommendation contained in President Wilkins' report, that they be given a few hours of practice teaching in connection with their candidacy for their doctorate. In view of the fact that men who have had the responsibility for selecting teachers for the College work and have observed both their successes and their failures during the last twenty years sat on this important committee, there is no doubt that so far as Columbia College is concerned the crucial questions raised by President Wilkins' report are answered.

Although the number of students in College has not increased during the past few years, the interests and activities centering in the Dean's office have multiplied many fold. The students who wish to talk over their plans would alone take double the time of the Dean if it were available for this purpose. The award of financial assistance has become more and more demanding especially during the period of financial depression. The whole personnel service for students has become increasingly detailed and more

carefully administered. Moreover, Faculty and extra-University appointments have by no means diminished in number. With this situation in view, it had become increasingly evident that either the staff of the office would need to be strengthened or else some of the activities that had been developed during recent years would have to be given up or curtailed. In behalf, not only of my office, but of the entire College, I would like to express the deepest appreciation for the appointment of Nicholas M. McKnight of the Class of 1921 as Associate Dean of Columbia College. With the appointment of a man of Mr. McKnight's temperament, training, and capacity to this important position, there is every reason to anticipate a wiser and more careful administration of the College than it has hitherto enjoyed.

Respectfully submitted,

HERBERT E. HAWKES,

Dean

June 30, 1931

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

As Dean of the Faculty of Law, I have the honor to submit the report of the School of Law for the academic year ending June 30, 1931.

The dearth of constructive leadership during the critical period through which the world is passing has been the subject of widespread comment and criticism. In view of the advances which have been made in the acquisition of new knowledge about all phases of nature and of life, the inefficiency of man in diagnosing and in remedying existing social disorders is as paradoxical as the existing economic situation in which there is a superabundance of food and yet large numbers of people are starving in our midst. This places upon the universities the duty of ascertaining why existing educational processes are not more productive. An examination of the social structure reveals an explanation of present inefficiency in dealing with economic and other social problems, and suggests a necessary development in educational methods if future efforts are to be more effective.

Among the various characteristics of modern life, specialization in knowledge and in labor is perhaps the most significant. Society, as it is organized today, resembles in certain respects a large and complex machine. The individual in his relation to society is like the wheel, or lever, in its relation to the machine. His function in the social mechanism is not only limited in scope but is either auxiliary to or dependent upon different functions performed by others. In this respect society is like the machine. A machine is usually constructed according to a plan. It is designed to accomplish definite results. The action of each part is synchronized with that of each other part to the end that in combination they may produce the desired results. In this respect society is unlike the machine. Men have never agreed upon any single purpose

in life. Consequently it is not practicable to organize society in the same way that one puts together the parts of a machine. Even were it possible, as the communists appear to think, the organization would necessarily be in furtherance of some definite purpose or purposes which, although acceptable to some, would not be acceptable to others. At the same time, there are many aspects of life, particularly on the economic side, about which there is substantial agreement as to desired objectives. Yet our social organization has largely failed in the attainment of those objectives. It is a reasonable assumption that this failure is in part due to a lack of coördination between interdependent social activities. Even with respect to such activities society has not been organized according to a plan. It is largely a growth which has been more or less affected by the will of man but without coördination in design or in direction. In so far as there has been any planning, it has been in connection with the operation of particular parts of the social mechanism without adequate consideration of the probable effects upon the social organism as a whole.

The manner in which society is organized is itself one of the principal obstacles to social planning in a comprehensive sense. Specialization, which permeates the whole social structure, has tended to segregate people into groups determined by the particular activities in which they are engaged. This has resulted in the concentration within relatively small groups of skill and of knowledge concerning particular activities or aspects of life. Consequently there are few people today who know much about those phases of life which are not involved in the activities of the particular group or groups to which they belong. It is true that the concentration of effort through specialization has greatly accelerated the acquisition of new knowledge within the various groups, thus increasing tremendously the totality of human knowledge, nevertheless much of this knowledge is unavailable for use in dealing with problems which involve the interrelation of the activities of many or all of the groups. No adequate provision has been made for the coördination of the knowledge possessed by the different groups. In other words there has not been developed a sufficiently large group of specialists in coördination. Within limits, the engineer has served as a coördinating agent in the domain of the physical sciences, but a comparable type within the social

sciences remains to be developed. This is properly the task of the universities.

The organization of the universities is not unlike that of society at large, particularly in the social sciences. There are specialists in history, in economics, in philosophy, in psychology, in anthropology, in law, in politics, and in other subjects. These specialists are organized to conduct research and to train specialists in their respective fields, but inadequate provision has been made for integrating the related parts of their work. With rare exceptions the economist is concerned only with economics, the lawyer thinks only of law, and so on. Moreover, the amazing achievements in the physical sciences which were attributed to an empirical and experimental methodology, diverted the attention of the students of human behavior and human institutions from theory to facts, from rationalization to description, from generalization to particularization. The ascertainment of facts as the basis of new knowledge became their chief concern which led to intensive research within relatively narrow areas. This specialization of effort, although accelerating the acquisition of new knowledge, also has tended towards the isolation of scholars into groups determined more by the character of their studies than by the character of the problems studied. Such grouping and accompanying isolation is well illustrated by the many departments which exist today in most American universities.

In Columbia University there are at present sixteen faculties. The work of the faculties is subdivided into fifty-eight separate and distinct departments. At least fourteen of these departments are engaged in a study of different phases of social problems. Each department has its own staff and administrative head, its own educational policies, and its own budget. In some instances, closely related departments are housed in separate buildings and members of the different departments possess little more than a speaking acquaintance with each other. Subject matter as inseparable as law and government is segregated in different departments. Until recently the members of departments as intimately related as the departments of law and economics, knew little of the others' work. Indeed, the organization of the University has been so highly departmentalized that as late as 1930 the Statutes of the University prohibited any person from being a member

of more than one department.¹ I mention these facts not in any disparaging sense. I merely desire to call attention to the conditions which have resulted from specialization in knowledge.

It has been assumed that a student may obtain a liberal education by dividing his time among the different departments. With this end in view a wide range of electives is offered the candidates for both undergraduate and graduate degrees. By a proper selection the student can acquire a limited knowledge of various fields, but he can obtain little training in the coördination of the knowledge derived from the different fields for the reason that the courses which he takes are not coördinated with each other. This is quite apparent to one who has had the experience of teaching law classes composed of college graduates who, prior to their entrance into the law school, had completed courses in such subjects as history, economics, psychology, philosophy, logic, and politics. Rarely do these students see the relations between these courses and the law and the few who do, exhibit little skill in using the knowledge which they possess in their thinking about problems of law. This is, of course, as much due to the organization of the law courses as to the organization of the college work. Nevertheless the lack of proper coördination is a fact. Recent developments, such as the introduction of courses on contemporary civilization into the college curriculum and the efforts of the Faculty of Law to integrate for purposes of study the related parts of law and the other social sciences, are calculated to improve the situation, but it is exceedingly difficult to break through the walls, whether they be of brick or of tradition, which for so long have separated the various bodies of knowledge.

Not only has specialization among scholars prevented the proper coördination of knowledge for teaching purposes, but it has also tended to restrict research in the social sciences within the limits of recognized fields. After half a century of specialized research, it is apparent that the mere acquisition of knowledge about human behavior and human institutions will not alone solve the problems of daily life. That new knowledge is essential no intelligent man will deny, but unless the knowledge obtained through research is made the basis of action looking towards change, the acquisition of new knowledge by those engaged in research will have slight

¹This provision of the Statutes was repealed by action of the Trustees on February 2, 1931.

effect upon the march of events. Many of the difficulties which confront the world today are due not so much to the non-existence of knowledge as to the ignorance of one group of the knowledge which another group possesses.

The lawyer, perhaps more than any other specialist, is called upon to do work of a coördinating nature. He deals not solely with the activities of a single group. His problems involve almost every phase of life. This fact may account for the frequency with which he is chosen for important executive positions in business and in government. Yet legal education, as now commonly organized, equips him to work effectively only with cases and statutes and the other materials comprised within the literature of the law. Does not this throw light upon the apparent impotence of the bar to adjust law and government to present-day needs? Is it surprising that the administration of justice is no better than it is?

Until modern times the lawyer was one of the chief coördinating agents in the fields of social and political activities. This was true of the great Roman jurists, and of men eminent in the law as late as the eighteenth century. The separation of law from the other social sciences came after the Industrial Revolution. It can be explained only as a phase of the general movement towards greater concentration of human effort in order to cope with the increasing complexities of life resulting from the rise of the machine age. Thus the lawyer was transformed from a social philosopher into a legal technician. In the process society was deprived of an important agency for the coördination of knowledge in the social sciences. At the same time, the parallel specialization in other branches of knowledge prevented the development of a substitute. If a coördinating agent in the fields of law and government is to be developed, it can most quickly and most effectively be done through the proper education of the lawyer. The nature of his work combined with his prestige and influence provide for him a unique opportunity to render this important service. The problem is one of equipping him to perform the task. This can be accomplished only by improving his knowledge of the social sciences as a whole. This proposal does not mean that the coördination of the related parts of all bodies of knowledge can or should be done by the lawyer. Other agencies of coördination for different purposes are also needed. The contention is that a large and very

important part of the work of coördination looking towards the improvement of law and government can most effectively be accomplished through the lawyer and therefore his education should be adapted to this end.

A closer integration of law with the related parts of the other social sciences should not only improve the education of lawyers, but it should make more effective valuable knowledge acquired by specialists in other fields. Economics, for example, describes and explains but does not alter the *status quo* except to the extent that its findings affect opinions as to social values and thus become the basis of action. Law and government on the other hand are important agencies for preventing or bringing about change. They presuppose social-value judgments and contemplate action in accordance therewith. Consequently, a particular social policy may be demonstrably sound, when tested against economic data, and yet be largely frustrated by law and government because of different social-value judgments upon which the latter proceed. This phenomenon is well illustrated in the situation which has been produced by the anti-trust laws. Also there is no better example of the futility of discussing the legal or the economic aspects of a social problem without giving due consideration to the other. In like fashion, a particular social policy may be demonstrably unsound, when tested against economic or other sociological data, and yet remain the basis of action because of its acceptance by law and government. That this is so is shown by the persistence in the law relating to crimes and to torts, of policies and of administrative methods unsuited to modern conditions. It is true that the economist may propose legal reforms, but his ignorance of the legal system as a whole, into which new laws must fit, and his unfamiliarity with the techniques of the courts in dealing with a statute after its enactment, frequently result in legislation inappropriate to the ends in view. Likewise, the lawyer, due to his inexperience in working with economic data, or to his lack of understanding of the processes of government, may predicate his action upon premises which are wholly fallacious.

The failure of many of the attempts to reform the law has in large measure been due to the limited knowledge of the reformers. Whether they were business men, lawyers, or politicians, because of their education and experience they could see only a few aspects

of the problems with which they were dealing. The importance of this fact cannot be overemphasized. The world is now seething with reform movements, many of which are sponsored by men with little knowledge and experience outside the fields in which they have specialized. This is as true of those seeking to reform the law and the administration of justice as of those seeking to reform other phases of the social order. Of course, no sane person would contend, in this day, that it is possible for any one man to examine critically all the content of the existing bodies of knowledge even in the domain of the social sciences. But it is possible for an individual to become sufficiently familiar with the related parts of the different fields to give him perspective and understanding of the problems created by the needs and the activities of interdependent social groups; at least he would be aware of the existence of the various bodies of knowledge and would know how to draw upon them as occasion required.

The proposal to train men to perform the function of coördination, in addition to training specialists in particular fields, is not new. It is suggested in the familiar words of Socrates that "until either philosophers become kings or kings philosophers, states will never succeed in remedying their shortcomings." It is exemplified in the education of Francis Bacon who is said to have familiarized himself with most of the important bodies of knowledge in his day. It appears in the plans for the creation of the American University penned in 1884 by Professor John W. Burgess. It is embodied in the recommendations of the President of the University, made in 1905, for broadening the curriculum of the School of Law. It is implicit in the more recent changes in legal education which have occurred at Columbia and elsewhere.

In so far as the problems of law and government are concerned, the task of coördination requires a closer affiliation between the Faculty of Law and the Graduate Faculties. The action taken several years ago in assigning seats on the Faculty of Law to Professor Dewey of the Faculty of Philosophy, Professor Bonbright of the Faculty of Business, and Professors Hyde, Chamberlain, Jessup, Hale, and Moley of the Faculty of Political Science; the action taken last year in assigning seats on the Faculty of Political Science to Professors Llewellyn and Berle of the Faculty of Law; the joint conduct of seminars in the School of Law by members

of the Faculty of Law and members of other faculties; the coöperation between specialists in related fields in the prosecution of research, such as the survey of the law relating to the family, by Professor Jacobs of the Faculty of Law and Professor Angell of the Sociology Department of the University of Michigan, the investigation of recent trends in corporate development, by Professor Berle of the Faculty of Law and Mr. Gardner C. Means as associated economist, and the analysis of the rules of evidence in terms of formal logic, by Professor Michael of the Faculty of Law and Professor Adler of the Department of Philosophy of the University of Chicago; these and similar developments during recent years are first steps toward bringing about the integration of knowledge that is so much needed. However, if such efforts are materially to affect the development of law and government, their results must be reflected in the education of future members of the bar. It is important, therefore, that the integration which I have suggested, to the extent that it bears upon the problems of law and government, should be largely organized around the School of Law. At the same time, any changes which may be made for the purpose of broadening the knowledge of lawyers will not dispense with the necessity of also providing the technical training that is indispensable to their proper education. Greater experience in the coördination of knowledge is needed, but the emphasis in legal education must continue to be upon the study of law and upon the mastery of legal disciplines.

The recent establishment of a School of International Affairs at Columbia, through the bequest of the late Judge Edwin B. Parker, is a recognition of the urgent need of the coördination of knowledge in training men to represent American interests abroad. According to plans now being considered, materials drawn from the fields of history, economics, law (both public and private) and the liberal arts will be combined for purposes of study in order to give these students the breadth of view necessary to an understanding of international problems. Although the purposes of this school are limited in scope, its experience should throw considerable light upon the whole problem of the integration of knowledge for the purpose of training men for the conduct of practical affairs. In this connection I am glad to be able to state that the Faculty of Law is ready and willing to coöperate with those in

charge of the new school in every possible way, particularly in the development of that part of its program which involves the study of comparative law. For the reasons already stated, it is highly desirable that the educational experiment contemplated by the new school, and other undertakings which involve a study of the problems of law and government, should as far as practicable be integrated with the analogous work of the School of Law to the end that they may supplement and enrich one another.

There is today a growing resentment among both lawyers and laymen against the presence at the bar of large numbers of men who are unworthy in preparation or in character of membership in the profession. This resentment has been aggravated by recent disclosures of professional misconduct, and by the general apathy of lawyers towards their social obligations. While existing conditions are in part due to inadequate admission requirements fixed by the legislatures or the courts in the different states, the law schools cannot escape their share of responsibility. Most lawyers today are graduates of some law school. If large numbers of incompetent men have been admitted to the bar, this indicates that some law schools have been functioning more as diploma mills than as educational institutions. If competent members of the profession are insensitive to their social obligations, this indicates that there is something wrong with legal education. The first problem can best be met by the maintenance of more exacting educational standards and by a more careful selection of students by the schools. The second problem calls for changes in the content of the curriculum.

Columbia Law School has for four years limited admission to a selected group chosen upon the basis of their capacity to do legal work of a high order and of their qualifications in general education and in character to assume the responsibilities incident to membership in the legal profession. Thus, for the ensuing academic year there were 504 applicants for admission to the first year class; 409 took the required entrance examination, 129 were definitely rejected, and 280 were approved for admission.² In view

² The policy of most American law schools has been to admit all applicants who have completed the required college work and subsequently to exclude from the school or from graduation those who fail to comply with the standards of the school. This practice has either resulted in the maintenance of low educational standards, due to the presence in the student body of large numbers of men incapable of doing good work, or else it has resulted in the exclusion at the end of the first

of the doubts which have been expressed concerning the practicability of distinguishing between the fit and the unfit in advance of admission to law school, I am publishing as an Appendix to this report a detailed summary of our experience in selecting students. The results shown in this summary indicate that it is possible, if all law schools would make the effort, to stop at the threshold a large proportion of the incompetents who are at present passing through the schools into the bar. The insistence of bar associations that law schools should place greater emphasis upon the study of legal ethics is, perhaps, justified, but so long as some schools continue to admit large numbers of students who are obviously unfitted either in knowledge or in character for membership in the profession, the study of legal ethics will have little effect upon the conditions which are arousing the indignation of the public as well as of the better element of the bar. In this connection, it should not be overlooked that many of the schools which have been the principal offenders in graduating large numbers of men unworthy of membership in the profession, have given courses on legal ethics.

The indifference of competent lawyers to their social obligations is due more to a lack of appreciation of their proper function in society than to defects in character. The traditional loyalty of the attorney to his client has tended to become a loyalty to the client's interests with the result that lawyers rarely regard themselves as being responsible for the social effects of their acts so long as they come within the rules and promote the welfare of their clients. Is this attitude surprising in view of the fact that law has been studied very much as one would study the rules of a game? During the last fifty years legal education has consisted largely in familiarizing the student with rules and principles derived from court decisions and statutes, combined with some practice in their manipulation in order to reveal their utility in the attainment of desired results. Prior to recent developments at Columbia and a few other schools, little effort had been made to direct the student's attention to the economic, political, or other social conditions out of which the rules originated, or to the effects of their

or second year of a very large proportion of those admitted. The maintenance of low educational standards has led to the graduation, and subsequent admission to the bar, of too many men who are inadequately prepared for membership in the profession. The exclusion of large numbers of students after one or two years is an unnecessary social waste.

application in a changing world. The almost complete separation of law from history, from economics, and from political science has not been conducive to an understanding of law as a social institution nor to an appreciation of the heavy responsibilities assumed by those who participate in its administration. Irresponsibility in men is more often due to a failure to appreciate the consequences of their acts than to an indifference to consequences. There is no surer way of inculcating into prospective members of the bar a sense of public responsibility than by so organizing legal education as to reveal the function of law in society and the social implications of legal rules and legal practices in addition to acquainting the student with lawyers' techniques. Law, thus studied, would bring under consideration the ethical postulates underlying legal rules and legal practices. It would also make possible fruitful inquiry into the proper functions of the lawyer, as contrasted with his actual behavior, and give meaning to the canons of professional ethics.

In my annual reports for 1928, 1929, and 1930 I discussed at length the various aspects of the efforts during recent years of the Faculty of Law, in collaboration with members of other faculties, to reorganize the work of the School so as to focus the study of law against its economic, political, and other social backgrounds. I sketched the revision of the curriculum which had taken place, describing in some detail the new source books which had been prepared for the use of the students. I outlined the various research projects which had been completed or were under way, not only in law but in related fields, in order to make available for the use of lawyers pertinent non-legal as well as legal data. I discussed the effects upon the student body resulting from the policy adopted in 1928 of restricting admission to a selected group of students chosen upon the basis of their fitness to comply with the new standards of the School, and I described the changes in teaching methods which aimed at stimulating more original and independent work by the students. Since these matters have been so fully discussed in recent reports, I shall confine this report to a discussion of problems not previously mentioned, restricting my comments upon the work of the School to an enumeration of the events and accomplishments during the academic year just ended.

With the expansion of the activities of the School of Law, combined with the steadily increasing size of its library, the physical limitations of Kent Hall present a serious problem. Since the erection of the building in 1910, the library has grown from 56,427 to 164,348 volumes, and the combined teaching, research, administrative, and clerical staffs have increased from less than twenty to more than forty in number. Notwithstanding the reduction through the selective process of the number of students since 1928, the present student body is larger by 164 than that of 1910. In order to provide the necessary offices for the staff and the additional space required by the library, the classrooms, originally six in number, have been reduced to three. Further encroachment upon the classrooms is impossible. There are at present an average of twelve lectures per day, exclusive of seminars, and only two of the three classrooms are of sufficient size to accommodate the larger classes. Every inch of space has been utilized. Even so, it has been impossible to provide proper working quarters for either officers or students. There are no offices available for a number of the research assistants and none for the graduate students. There are no adequate quarters in which students may gather for the purpose of discussing their work and there is no suitable room for the use of the moot courts. Not only do the present activities of the School require larger quarters, but without them the execution of plans for important and needed developments are practically impossible. Certainly if there is to be greater unison in the study of public and private law, if the work of the new School of International Affairs and other activities in the fields of law and government are to be integrated with the work of the School of Law, another building is indispensable.

The registration during 1930-1931 was as follows:

Graduate students	13
Third year—Class of 1931	169
Second year—Class of 1932	155
First year—Class of 1933	225
Non-matriculated students	7
	<u>569</u>
Summer Session—1930	159
	<u>728</u>
Less duplications	76
<i>Net Total</i>	<u>652</u>

During the year the degree of LL.B. was awarded to 158 candidates and the degree of LL.M. was awarded to 8 candidates.

The Faculty continued its efforts, begun in 1928, to build up a student body composed of students drawn from all sections of the country. I am glad to report that the geographical distribution of students is steadily improving.

Scholarship aid was awarded to 87 students. The awards varied in amount, ranging from \$150 to \$500. Included in this group are residents of 21 states. In addition, eight fellowships, with stipends of \$1,800 each, were awarded to graduate students, all of whom had completed their undergraduate work in the various law schools from which they came with exceptionally fine records. Each of these men was either an editor of the *Law Review* in his institution or a member of the Order of the Coif.

The action of the Trustees in establishing three special fellowships in law with stipends of \$3,000 each, in addition to the regular University Fellowships, should aid materially in attracting to the School law teachers, or others having comparable experience, who desire to write books or to engage in special investigations. The holders of these fellowships may, in the discretion of the Faculty Committee on Graduate Instruction, be relieved of the requirement of registering as candidates for a graduate degree.

During the year 8,362 volumes were added to the law library, bringing the total collection to 164,348 volumes. Through a generous gift from the late Senator Dwight W. Morrow, an alumnus of the School, it was possible to improve our collection of Mexican legal publications by adding 265 volumes carefully selected to supplement the books already on hand. Especial attention was also directed towards building up the materials on Roman law which, at present, is one of the best collections in the United States.

Continuing the policy of making research a major activity of the School, different members of the Faculty have been engaged in conducting investigations of various legal and related topics. Most of these studies were discussed in my report for 1930. I shall therefore mention only the new projects begun during the year under review.

At the request of the American Law Institute, Professor Cheat-ham of the Faculty of Law, in collaboration with Judge Edward R. Finch and Mr. George Welwood Murray, has begun the work

of annotating for the state of New York, the restatement of the Conflict of Laws. This work is being financed by gifts from alumni of the School residing in New York. At the time of writing this report, contributions from the following alumni have been received: Richard G. Babbage, William Bondy, Charles C. Burlingham, Michael H. Cardozo, Jr., Paul D. Cravath, William Nelson Cromwell, Lewis L. Delafield, William J. Donovan, Edward R. Finch, William D. Guthrie, Oliver B. James, Arthur H. Masten, George Welwood Murray, Edward W. Sheldon, and Henry W. Taft.

In response to the current agitation for modification of the anti-trust laws, Professor Milton Handler has undertaken a survey of the present-day operation of these laws. An exhaustive study of the cases is being combined with a study of the enforcement and administration of these laws and their effects upon current business practice. The legislative history of the Federal anti-trust statutes and their interpretation by the courts are being examined in an attempt to perfect a legislative and administrative technique by which the pitfalls of the earlier legislation can be avoided in the enactment of new laws. Also the many proposals for the revision of the Federal laws are being analyzed. In connection with this work, a symposium on the anti-trust laws will be held during the academic year 1931-1932 at which the various aspects of the problems created by these laws will be discussed. A selected group of business men, lawyers, and university scholars drawn from the fields of law and economics, will participate in the discussions. The proceedings will later be published in book form.

Professor A. Arthur Schiller has recently begun a study of the family as a business organization in classical Rome. This project comprehends an analysis of both legal and economic data in order to depict the significant position occupied by the *paterfamilias*, his sons, slaves, and employees in the business life of Rome. It necessitates the reëxamination of the legal sources from the viewpoint of the student of business organizations in modern law in an attempt to formulate the problems of management, risk, credit, etc., in what was perhaps the most important type of business organization in early imperial Rome.

During the year the Foundation for Research in American Legal History has been engaged in an investigation of certain

phases of the history of criminal law. This investigation has been focussed upon the problem of the classification of crimes in general and of the felony concept in particular. The study has included a consideration of the effect of classification upon law administration as well as upon the growth of the criminal law as a whole. Obedient to the general plan submitted when the Foundation was established, the present investigation has embraced an examination of English law and practice prior to the settlement of America as well as a survey of colonial institutions in New York, Virginia, and Massachusetts. A preliminary study on the reception of English law in Massachusetts has been published.

As a result of the efforts of the Faculty during recent years to reorganize the curriculum, and of the various studies which have been conducted in order to collect materials for new source books to be used by the students, the academic year 1930-1931 witnessed the publication of an impressive list of books.

During the year, the following books were published in final form: *Cases and Materials on Corporation Finance*, by Professor Berle; *Cases and Materials on the Development of Legal Institutions*, by Professor Goebel; *Cases on Creditors' Rights*, by Professor Hanna; *Law of Coöperative Marketing Associations*, by Professor Hanna; *Cases and Materials on Sales*, by Professor Llewellyn; *Cases on Taxation*, by Professors Magill and Maguire (of Harvard). The following source books have been printed in tentative form: *Cases on Constitutional Law*, by Professor Dowling; *Cases on Business Organization*, by Professor Magill; *Cases and Materials on Jurisdiction of Courts*, by Professor Medina; *The Bramble Bush* (a series of introductory lectures on law) by Professor Llewellyn. The manuscripts for the following books have been completed and will be published in tentative or final form during 1931-1932: *Cases on Possessory Estates*, by Professor Powell; *Cases on Trusts and Estates*, by Professor Powell; *Cases on Trade Regulation*, by Professor Handler; *Cases on Vendor and Purchaser*, by Professor Handler; *Cases on Landlord and Tenant*, by Professor Jacobs; *Cases on Family Law*, by Professor Jacobs; *Cases on Security*, by Professor Hanna; *Cases on Legislation*, by Professor Parkinson; *Cases on Administrative Law*, by Professor Parkinson; *Cases on Insurance*, by Professor Patterson; *The Nature of Judicial Proof*, by Professors Michael and Adler (of Chicago); *Private Property*

and the Corporation, by Professor Berle and Mr. Gardiner C. Means.

In addition to the books mentioned above, the members of the Faculty have contributed generously to law reviews, professional journals, and other periodicals devoted to the social sciences. More than twenty leading articles were published during the academic year.

Among the events of interest during the year, was the gift to the School of Law by the Royal Government of Hungary of a portrait of Stephen Werböczy, 1458-1541, Lord Chancellor of Hungary and Compiler of the "Tripartitum." The portrait was formally presented by His Excellency, Count Széchényi, Hungarian Minister to the United States.

During the Winter Session of 1930-1931, Professor Roswell Magill, while on sabbatical leave, was Visiting Professor of Law at Harvard Law School. During the Spring Session, Professor Sam Bass Warner, of Harvard Law School, was Visiting Professor of Law at Columbia.

I take pleasure in announcing the following appointments for the academic year 1931-1932: Arthur Linton Corbin, Townsend Professor of Law, Yale University, to be Visiting Professor of Law during the Winter Session; Francis Deák, to be Assistant Professor of Law; Herbert Wechsler and Bliss Ansnes to be Assistants in Law.

It is with great satisfaction that I am able to announce the return to the University of Professor Jervey who, since 1927, has been absent on leave due to illness. His appointment as Director of the new School of International Affairs, recently established at Columbia, will be a source of gratification to his many friends in the University and among the alumni of the School of Law. As an active member of the Faculty of Law, he will be of invaluable assistance in bringing to complete fruition the many and important developments which began under his leadership from 1924 until 1927 as Dean of the Faculty of Law.

Respectfully submitted,

YOUNG B. SMITH,

Dean

June 30, 1931

APPENDIX TO THE REPORT OF
THE DEAN OF THE
SCHOOL OF LAW

REPORT OF THE FACULTY COMMITTEE
ON THE
SELECTION OF STUDENTS

The Faculty of Law has long realized that one of its main duties to the legal profession and to society in general is to prevent, as far as possible, those students from beginning the study of law in Columbia Law School who in all likelihood are destined to fail in such study. The benefits of such prevention to the profession, to the more capable students, and to the probable failures themselves seem obvious. There is ample evidence that there are already enough mediocre lawyers to meet the needs of society. As to the more capable students of law, it is a commonplace of pedagogical experience that a limited group of well-qualified students will do better work than the same number of such students when mixed with a sizeable number of inferior students. As for the poorly qualified student who is likely to fail, the saving to him in time, money, and humiliation¹ would in itself seem to justify his being prevented from commencing the study of law in this school if there were any reasonably certain method of predicting his inability to meet its requirements.²

The method of eliminating the unfit used by most high-grade law schools, including Columbia prior to 1928, has been to admit only those applicants who have certain academic requirements³ and then to exclude, at the end of the first year, those who fail to maintain a required standard. This seems an extremely wasteful method. In 1927, for example, 386 students entered our first year class. During the year 34 withdrew. Of the 352 who took the final examinations, 146 (or 41.47 per cent) failed to maintain the required average. Two failures out of five arrest attention. All of the 146 students who failed had completed at least three years of college work and most of them held college degrees when they entered law school. The year 1927 was by no means exceptional. For some years prior to 1927, approximately one-third of the students entering Columbia Law School had been excluded at the end of their first year

¹ First-year students dropped from this school for failure find it almost impossible to gain admission to another first-class law school even if they are willing to repeat the entire first year's work.

² The average required during each year is 3.250 or better, computed as follows: A = 1; B = 2; C = 3; D = 4; F = 6. If at the end of a year a student's average exceeds 3.250, he is automatically excluded from the School. He may petition the Rules Committee for reinstatement, and, if his reasons seem adequate, he will be allowed to return, but with reduced credit, in most cases, for the work he has completed. However, at least three-fourths of those who fail to maintain the required average are not permitted to continue in the School.

³ Some law schools require a college degree for admission; others, three years of college work, still others, only two years.

because of unsatisfactory work and about one-half of each entering class failed to graduate. This high percentage of unsatisfactory work was considered unfortunate, in its effect on the School as a whole, on the Faculty, on the successful students, and on those who failed. The presence of a large number of incapable students lowered the standard of classroom work. Much valuable classroom time was lost in attempts by the Faculty to help incompetent students who were doomed to failure, thereby retarding the development of the capable students. Some process of selection seemed imperative. The chief problem was how to detect the potential failures in advance, but the Faculty also decided that if a policy of selection were to be adopted, an attempt should be made to consider an applicant's general fitness for the legal profession, moral as well as intellectual.⁴ Although the problem of detecting moral unfitness was of great importance and the means of discovering it difficult to devise, it was felt that the accurate detection of intellectual unfitness was of equal importance and that the warning signals of intellectual failure were probably easier to see than the signs of moral unfitness if one only knew where to look for them.

The search for signs of intellectual incapacity was begun first. In 1921, the Faculty began a study to discover, if possible, ways and means of preventing the admission of students likely to do unsatisfactory work.⁵ To quote from the Report of the Dean of the School of Law for 1928:⁶

"While it was obvious that no single cause would account for all failures, the available data indicated that a large proportion of them were due to a lack of capacity on the part of the student to work effectively with abstractions and symbols, the kind of work required of law students, and an experiment was conducted to ascertain whether this was true. Beginning in 1921 and extending over a period of four years, an elaborate and carefully prepared examination calculated to test the general capacities of the students to deal with abstractions and symbols was given to all the members of the entering classes. These papers were rated and at the end of three years, the students' grades in the law school were compared with their ratings on the capacity test given at the beginning of their first year. The last of these tests was given in 1924 to the class which graduated in 1927."⁷

The results of this experiment are summarized here in a very general form. The scores on the capacity test ranged from 29 to 114. When the capacity test scores were compared with law school grades, a striking correlation was revealed in cases where the test scores were below 75. Over 90 per cent of those rating below 75 on the capacity test failed to do good work. Moreover, students scoring below 75 on the capacity test represented 61 per cent of the total number whose law school work was unsatisfactory. Although this evidence indicated that a student failing to score at least 75 on the test was almost certain to do un-

⁴ Until the selective process was put into effect, no routine method had been used for ascertaining the moral fitness of applicants. In fact, the only occasions in which anything was generally discovered about an applicant's moral background was in those rare instances when college authorities brought the matter to the School's attention.

⁵ For a statement of the experiments conducted from 1921 to 1927, see the Report of the Dean of the School of Law for 1928, pp. 6-11.

⁶ *Ibid.*, pp. 8-9.

⁷ The capacity test is now given each year during the second week in May both at Columbia University and, for those residing or attending colleges outside the New York metropolitan area, at the principal colleges and universities throughout the United States and, in some cases, in foreign universities. In September of each year it is again given only at Columbia University.

satisfactory work in this law school, yet a good score on the capacity test was no guarantee of good law school work.

The Faculty's study showed that 39 per cent of the failures in law school were due to causes other than a lack of mental capacity. In a majority of such cases, failure was due to outside activities which consumed too much of the student's time and energy. The remaining cases of failure were attributable to a variety of causes such as illness, emotional disturbance, lack of interest, laziness, or causes unknown. None of these failures could have been predicted from the capacity test scores alone.⁸ Other data might be helpful. Answers to a properly worded application blank might reveal how much time an applicant would have to devote to outside activities while in law school. The applicant's expression of his reasons for wishing to study law might give some clew to his intellectual powers and to his moral and social outlook. An examination of the applicant's college record would throw some light on his industry and interest.⁹

As a result of these experiments, certain decisions had to be made concerning the use of the college average and the capacity test score as bases for selection. To rely on the college average alone seemed unwise, particularly since the close correlation between capacity test scores below 75 and poor law school work showed that a low test score was a warning signal of almost compelling significance. Nor was the Faculty willing to place sole reliance on the capacity test scores as an index of ability, or the lack thereof, although the belief at the outset was that the capacity test score would be more indicative than the college average of an applicant's chances of doing satisfactory law school work.¹⁰ The capacity test, according to Professor Thorndike of Teachers College, was so constructed that it would be next to impossible for a student not fitted for the study of law to obtain a high score. It was conceded, however, that an able student might possibly make a low score, though it was believed that this would not occur very often.¹¹ It seemed evident that the higher the point at which the Faculty set the passing mark of the capacity test, the greater would be the danger of denying admission to some applicants who were likely to succeed in law school. The Faculty finally decided to set the capacity test passing mark at 75 and gave

⁸ The capacity test is not designed to determine general mental ability, but only the capacity of the applicant to do the kind of work required of law students.

⁹ By the invaluable assistance of Professor Adam Leroy Jones, Director of University Admissions, the inspection of each college record by the Committee has been greatly simplified in most cases. Because of his wide experience with colleges and universities throughout the country, Professor Jones was able to put all college averages on a comparable basis. The college averages used in this report are the resultants of this process.

¹⁰ To quote again from the Report of the Dean of the School of Law for 1928, at p. 8: "The college record is some evidence of a man's capacity and industry, but it is not sufficiently trustworthy to form the basis of a selective process. An excellent college record indicates both capacity and industry, but a fair record does not necessarily indicate the lack of these qualities. Some of the best law students have been men who did only fair work in college because of a lack of interest or because of extra-curriculum activities. On the other hand it is not unusual for a student with a good college record to fail in law school."

¹¹ Applicants who have never taken a test of this kind frequently make somewhat lower scores than others of like ability who have taken similar tests before. Allowance for this is made by the Selection Committee in passing on the admission of such applicants.

the Selection Committee¹² discretion to admit or exclude applicants with test scores ranging from 65 to 85, upon the basis of all the available information. By vesting the Committee with this discretionary power, the Faculty felt that very few good students would be prevented from entering the School and that the number of failures would be considerably reduced.¹³

To get some light on the applicants' moral fitness for the profession, it was decided to secure a report from each applicant's college dean. The college deans were asked to give an opinion as to each applicant's ability, industry, character, chances of success in the law, worthiness of admission to the law school both as to mental and moral qualities, and similar matters. In answering, each dean was requested to indicate whether the applicant was "exceptionally above the average," "distinctly above the average," "slightly above the average," "average," "slightly below the average," or "decidedly below the average," as to each quality named and to give any available pertinent information about the applicant.¹⁴ Each applicant is also required to fill out an application blank and to answer numerous questions thereon.¹⁵ Also a personal interview has been required in doubtful cases.

The selective process was put into effect beginning with the class entering in 1928, the Selection Committee using the capacity test scores, the college averages, the deans' recommendations, and the students' applications as the bases for selection. The last four first year classes have been so selected, although certain modifications in the procedure were put into effect in selecting the class entering in 1931. The Selection Committee has devoted much care to the consideration of each applicant, particularly in the doubtful cases. For example, commencing with the selection of the class entering in the fall of 1930, the members of the Committee interviewed personally most of the doubtful cases residing or attending colleges in the New York metropolitan area. The following year, the personal

¹² The Selection Committee is composed entirely of members of the Faculty of Law, with the exception of Professor Jones. The Dean of the Faculty of Law is a member, *ex officio*. Two of the Committee members, the Dean and the present chairman, both from the Law Faculty, have had long familiarity with the selective process. The present chairman and one other member are also members of the Rules Committee and hence are well acquainted with the causes of failure among the law students. The fourth member of the Committee is changed from year to year to make certain of new attitudes and that fresh criticisms will constantly be made of the Committee's work. By keeping the majority of the personnel fairly constant, an increase in skill and efficiency is more easily secured.

¹³ This matter of discretion is important and will be discussed in detail when the records are considered of those who have failed in law school since the introduction of the selective process.

¹⁴ Professor Jones has put the recommendations of the various college deans on a uniform comparable basis expressed in the form of a single letter grade. In this form these recommendations have been used as factors in some of the studies in this report.

¹⁵ The questions asked the applicant are various: What necessity has he for earning all or part of his expenses while in law school? His training for such outside work? Has he or has he had any relatives in the legal profession? The names of two of his college instructors and two other persons are requested as references. He is requested to list his extra-curriculum activities while in college. He is asked to give a list of his readings outside of college assignments. He is questioned as to his general health, his eyesight, his hearing and as to any nervous disturbances. Questions about his intentions as to practicing law are asked and finally he is expected to give a brief statement (not more than 500 words) as to why he wishes to study law and why he is applying for admission to this school and he is encouraged to discuss other matters of general interest so as to give the Committee some picture of his personality.

interview was used even more extensively. In doubtful cases, college records were closely scrutinized to see if they disclosed evidence of interest and accomplishment in fields closely allied to the law and if such evidence was apparent the applicant was interviewed although his general college average was not impressive. Everything possible was done to prevent the selective process from becoming a routine, semi-automatic procedure. The Committee attempted to be constantly mindful that it was not dealing with a mass of paper records but with the lives and ambitions of human beings.

Concerning three of the four classes admitted on the selective basis, evidence of achievement in the law school is now available. Does this evidence give any indication that the selective process has been a success? Success must, of course, be defined. To put it more narrowly, has the selective process lowered the percentage of failures? Has it excluded from the School those who are unsuited to law school work? Conversely, has it excluded many who were in fact qualified?¹⁶ Finally, has the selective process raised the general level of student accomplishment in the law school?

The percentage of failures has been reduced materially by the selective process. As to this there can be no question. Chart I shows this clearly.

Chart I, below, shows a reduction in the percentage of failures from 41.47

CHART I

<i>Academic Year</i>	<i>Number of Applicants for Admission to First Year Class</i>	<i>Number Who Took Entrance Examination</i>	<i>Number Rejected</i>	<i>Number Who Qualified for Admission</i>	<i>Number Registered</i>	<i>Number Who Withdrew During Year</i>	<i>Number Who Completed First Year</i>	<i>Number Who Maintained Satisfactory Records</i>	<i>Number Who Failed to Maintain Required Average</i>	<i>Percentage of Failures¹⁷</i>
1927-1928 Unselected	386	...	...	386	386	34	352	206	146	41.47
1928-1929 Selected	406	344	72	272	239 ¹⁸	22	217	167	50	23.04
1929-1930 Selected	450	376	136	240	213	29 ¹⁹	184	141	43	23.41
1930-1931 Selected	469	361	98	263	226	26	200	145	55	27.50

¹⁶ The achievement or failure of those admitted is no basis for a certain answer to these two questions. Other data are available which throw some light on these queries and they will be discussed toward the end of this report.

¹⁷ These percentages are figured on the basis of the number of students who completed the first year.

¹⁸ Includes four non-matriculated students who took the regular first year courses.

¹⁹ Includes two students who returned in 1930-1931 and obtained high averages, one being elected to the *Law Review*. If these were included among those who completed the first year, the percentage of failures would be 23.11.

in 1927-1928 to 23.04 in 1928-1929—a proportionate reduction in one year of 44.44 per cent in the percentage of failures. In 1929-1930, the percentage of failures was 23.41 or a proportionate reduction of 43.55 per cent in the percentage of failures from the 1927-1928 total. In 1930-1931, the percentage of failures was 27.50. This increase over the two previous years was somewhat disappointing. It can be partially explained, however, and will be considered later. This 27.50 per cent of failures was still a proportionate reduction of 33.69 per cent of the percentage of failures in 1927-1928. Although these figures indicate a substantial reduction in the percentage of failures, the higher standards of grading used by the Faculty in the last few years have prevented a greater reduction. The grading standards of even six years ago have been raised materially due to the elimination from the student body of large numbers of men with low mental capacities.

These figures are significant, but has the reduction in the percentage of failures been sufficient to justify the time and expense involved in the selective process as now conducted?²⁰ To put it more pointedly, which is a better basis for selection, the college average alone or the college average, the capacity test score, and the dean's recommendation taken together? If the college average of applicants were the only basis for selection and the number admitted were reduced to correspond to the admissions under the present selective system, would not the results have been equally satisfactory? With this question the greater part of this report will deal.²¹

To find an answer to the question whether the college average alone was a better basis for selection than the college average plus the capacity test score and the dean's recommendations, several studies were made. The first was a study of those students in the selected classes entering in 1928, 1929, and 1930 who had failed in law school at the end of their first year²² to discover which of the three factors mentioned above gave the clearest warning of potential failure. This study is summarized in Charts II, III, IV, and V. The records of the students elected to the *Columbia Law Review* from these three selected classes were then studied to find out which of the three factors was the best index of outstanding success in first year law school work. (See Chart VI.) The relation of each of the three separate factors to law school work was then charted for all the members of each of the three first year classes (Charts VII, VIII, and IX) and these figures were combined in Chart X. Two of the factors, college averages and capacity test scores, were then studied in their combined relation to law school work, as shown in Chart XI.

For those who may not care to follow the detailed analysis of these charts, the conclusion drawn from these studies is that a combination of the capacity

²⁰ As stated in footnote 8, *supra*, the test is given once a year at numerous colleges throughout the country and again in New York City in September. The preparation, distribution, and scoring of these tests involve considerable time and expense, the latter being only partially defrayed by the fee of \$10 charged each applicant who takes the test. If an applicant wishes to be finally considered for admission, he must take the test.

²¹ The other questions raised on page 23 will be considered toward the end of this report.

²² Throughout this report the principal emphasis has been placed on the first year law work. The Selection Committee has also considered the subsequent law grades of the students, but these figures are not here included.

test score, the college record, and the dean's recommendations is a more reliable basis for the selection of law students than any one factor alone.²³

Let us now proceed to a detailed discussion of the various studies and their attendant charts. One of the primary functions of the Selection Committee was to endeavor to refuse admission to those applicants who seemed incapable of maintaining the required average of 3.250 at the end of their first year. This the Committee failed to do in 50 cases in 1928, in 43 cases in 1929, and in 55 cases in 1930. These facts indicate that the selective process is still in an experimental stage. The Committee is of the opinion that a considerable number of these failures could have been eliminated if each of the three entering classes had been reduced in number by about fifty. As yet, such reduction has not seemed feasible. The reason for the admission of several of those who failed can be readily given. As to these three classes, the Committee had no discretion to exclude an applicant whose capacity test score was over 85, even though his college record and his dean's recommendation indicated that he was a poor risk. In the class entering in 1928, six of the failures had capacity test scores above 85. Two of these six would clearly have been rejected if the Committee had had authority to exclude, and two others could be classed as doubtful cases. Furthermore, 15 of the 50 failures in the 1928 class were students from Columbia College not subject, for that year only, to the selective process.²⁴ Had they been subject to selection, the Committee, even at that time, was of the opinion that six of these applicants would not have been admitted. In the class entering in 1929, 12 students who failed were rated over 85 on the capacity test. Two of these 12 were clear cases for rejection, had the Committee had the discretion, and three others were on the border line. In the class entering in 1930, one of the 15 failures who scored over 85 on the capacity test should have been rejected, and three others were very doubtful cases. If the above-mentioned applicants had been refused admission, the percentage of failures would have been reduced somewhat. The Committee began to realize that it must be given more latitude in the rejection of applicants. Wider latitude was given in the spring of 1931.²⁵

Chart II contains some evidence regarding the failures in the three selected entering classes. The table shows the total number of failures in each class and groups these failures in subtotals under various ranges of the scores on the capacity test, the college averages, and the recommendations of the college deans.

²³ As before stated, further conclusions as to other questions will be given in the closing paragraphs of this report.

²⁴ As the selective process was adopted in the middle of the year 1927-1928, it was felt that Columbia College seniors and juniors exercising the professional option should not be subject to selection for the class entering in 1928, since their entire college course had been planned on the assumption that, on completing certain work, admission to the law school of their own university would be a matter of right, not of discretion.

²⁵ To increase the Committee's discretion to exclude applicants with capacity test scores over 85, the Faculty of Law adopted the following resolution in May, 1931: "That the Selection Committee be given discretion to deny admission to the law school to any applicant whose average college grade when reduced to a uniform basis is C or below and whose score on the aptitude or capacity test is 95 or below; in other cases its discretion to remain as heretofore fixed." The class entering in 1931 was selected after this discretion was granted. Some of the charts contained in this report furnished the data for determining the upper limit of discretion to be given to the Committee.

CHART II

CLASS	CAPACITY TEST			COLLEGE AVERAGE			DEAN'S RECOMMENDATION		
	Groups of Test Scores	Number of Failures in Each Group	Percentage of Total Failures in Each Group	Groups of College Averages	Number of Failures in Each Group	Percentage of Total Failures in Each Group	Groups of Deans' Recommendations	Number of Failures in Each Group	Percentage of Total Failures in Each Group
1928-1929	95+	0	.....	A, A-, B+	2	4.09	A, A-, B+	1	2.27
	85-94	7	14.28	B, B-	13	26.53	B, B-	14	31.82
	75-84	25	51.02	C+	15	30.61	C+	3	6.82
	-74	17	34.69	C or lower	19	38.78	C or lower	26	59.09
<i>Total</i> ²⁶ . .		49			49			44	
1929-1930 ²⁷	95+	4	9.30	A, A-, B+	2	4.76	A, A-, B+	2	6.45
	85-94	10	23.26	B, B-	12	28.57	B, B-	15	48.39
	75-84	23	53.49	C+	12	28.57	C+	5	16.13
	-74	6	13.95	C or lower	16	38.09	C or lower	9	29.03
<i>Total</i> . .		43			42			31	
1930-1931 ²⁸	95+	2	3.64	A, A-, B+	4	7.27	A, A-, B+	6	13.04
	85-94	15	27.27	B, B-	17	30.90	B, B-	19	41.30
	75-84	27	49.09	C+	11	20.00	C+	3	6.52
	-74	11	20.00	C or lower	23	41.82	C or lower	18	39.13
<i>Total</i> . .		55			55			46	
Three Classes Combined	95+	6	4.08	A, A-, B+	8	5.48	A, A-, B+	9	7.44
	85-94	32	21.77	B, B-	42	28.77	B, B-	48	39.67
	75-84	75	51.02	C+	38	26.03	C+	11	9.09
	-74	34	23.13	C or lower	58	39.72	C or lower	53	43.80
<i>Total</i> . .		147			146			121	

²⁶ In certain instances the records are not complete. This accounts for some apparent inconsistencies in the totals. The average capacity test score of the 1928-1929 failures was 74.13, while that of the entire class was 81.05.

²⁷ The average capacity test score of the 1929-1930 failures was 80.71, while that of the entire class was 85.76. The higher general average here and in the 1930-1931 class is undoubtedly accounted for by the larger number of students in the top college record group (A, A-, B+), and fewer in the lowest group (C or lower).

²⁸ The average capacity test score of the 1930-1931 failures was 80.93, while that of the entire class was 85.31. Here and in 1929-1930 the general average of the entire class was above 85, a point at which the discretion of the Selection Committee ceased, at that time.

For purposes of this study, the capacity test scores have been divided into four groups, 95 and above, 85 to 94, 75 to 84, and 74 and below. Similarly, the college averages and the deans' recommendations have been divided into four groups; A, A-, and B+; B and B-; C+; and C and lower. The purpose of this study was to determine which of the four groups under each factor produced the greatest percentage of failures.

In relation to the capacity test scores, the highest percentage of failures came from the 75-84 group, 51.02 per cent for the three classes combined. The percentages for each class were strikingly similar. The next largest percentage of failures came from the group with capacity test scores below 75, which group furnished 23.13 per cent of the 147 failures. The 85-94 group produced 21.77 per cent of the failures, and 4.08 per cent of the failures fell in the 95 plus group. Standing alone these percentages are misleading. They represent the percentage of the total number of failures falling within each capacity test group. It will be more illuminating to take the total number of students in each capacity test group and see what percentage of each group failed. This is done in Chart III.

CHART III

<i>Groups of Capacity Test Scores</i>	<i>Total from All Classes in Each Group</i>	<i>Total Failures from All Classes in Each Group</i>	<i>Percentage of Failure in Each Group</i>
95+	82	6	7.32
85-94	223	32	14.35
75-84	273	75	27.47
-74	89	34	38.20

Chart III shows that the lower the capacity test score, the greater is the probability of failure. This was to have been expected. From the experience gained from 1921 to 1927, the Committee would have predicted a higher percentage of failure in the group having capacity test scores below 75 and a lower percentage of failure in the 75-84 group than was actually the case.²⁹ A percentage of failure of 27.47 in the latter group clearly indicates that any capacity test score under 85 is a danger signal calling for the use of great care in deciding on such applicant's admission. Nearly 75 per cent of all the failures have had capacity test scores below 85 and over 30 per cent of the total number of students in this large category have failed. For some time to come the Selection Committee will be forced to select nearly half of each entering class from among applicants with scores below 85. This is shown by the fact that in the class entering in 1928, only 77 students had capacity test scores of 85 or above; in the 1929 class there were only 108; in the 1930 class there were 120. Such being the

²⁹ During the period 1921-1927, 75 per cent of those having test scores below 75 failed and were dropped from the school. This percentage is based on the failures during three years of law work and not on failures at the end of the first year alone.

case, the college average and the dean's recommendation become particularly significant in predicting the success or failure of applicants with scores below 85.

The college records of those who failed to make the required law school average at the end of their first year will now be considered. See Chart II, above. As might have been expected, the largest number of failures, 58, or 39.72 per cent came from the group having a college average of C or lower. The C+ group furnished 38, or 26.03 per cent of the failures, and 42, or 28.77 per cent of the failures had a college average of B or B-. Only 8 students, or 5.48 per cent of the failures had a college average of A, A-, or B+. Again these figures should be considered in relation to the total number of students in each of the college average groups. This relation is shown in Chart IV.

CHART IV

<i>Groups of College Averages</i>	<i>Total from All Classes in Each Group</i>	<i>Total Failures from All Classes in Each Group</i>	<i>Percentage of Failure in Each Group</i>
A, A-, B+	84	8	9.52
B, B-	296	42	14.19
C+	132	38	28.78
C or lower	152	58	38.16

As shown above, of the 152 students having college averages of C or lower, 58, or 38.16 per cent failed in their law school work. In the large B, B- group, however, containing 296 students, only 42, or 14.19 per cent failed. The large size of this last group shows why it has furnished 28.77 per cent of the failures. An applicant with a college average of B- or better is a good risk; one with a C+ record is a fair risk but the admission of an applicant with a college record of C or below should be passed on with great care.

The deans' recommendations as tabulated in Chart II, above, show that 43.80 per cent of the failures received a rating of C or lower and 39.67 per cent of the failures, a rating of B or B-. These percentages should be taken in relation to the total number of students in each group. See Chart V, below.

CHART V

<i>Groups of Deans' Recommendations</i>	<i>Total from All Classes in Each Group</i>	<i>Total Failures from All Classes in Each Group</i>	<i>Percentage of Failure in Each Group</i>
A, A-, B+	104	9	8.65
B, B-	224	48	21.43
C+	42	11	26.19
C or lower	188	53	28.19

The Committee has always felt, and Charts II and V fortify that feeling, that the deans' recommendations are not as significant as either the capacity test scores or the college records in predicting an applicant's success or failure in law school. The college average is, so to speak, the composite opinion of a number of instructors, each having considerable evidence of the applicant's industry and ability. The capacity test is a uniform, objective estimate of an applicant's capacity to handle the type of work the law school demands.³⁰ The deans' recommendations are often made without any personal acquaintance with the applicant and are frequently, in all probability, an expression of opinion formed from an inspection of the applicant's academic record.³¹ Nevertheless, the Selection Committee has found the deans' recommendations extremely valuable in many cases, particularly where there is something in the applicant's history involving questions of morals or character. The Committee intends to continue using the deans' recommendations along with the other data in selecting students.

From a study of the indices of failure, we now turn to a study of the indices of success in law school. The records of those students who, at the end of their first year, were elected to the *Columbia Law Review*, the highest academic honor

CHART VI

CAPACITY TEST			COLLEGE RECORD			DEAN'S RECOMMENDATION		
<i>Groups of Capacity Test Scores</i>	<i>Number of Law Review Men in Each Group</i>	<i>Percentage of Law Review Men in Each Group</i>	<i>Groups of College Averages</i>	<i>Number of Law Review Men in Each Group</i>	<i>Percentage of Law Review Men in Each Group</i>	<i>Groups of Deans' Recommendations</i>	<i>Number of Law Review Men in Each Group</i>	<i>Percentage of Law Review Men in Each Group</i>
95+	15	37.50	A, A-, B+	14	35.90	A, A-, B+	10	30.30
85-94	18	45.00	B, B-	21	53.85	B, B-	16	48.48
75-84	4	10.00	C+	2	5.13	C+	3	9.09
-74	3	7.50	C or lower	2	5.13	C or lower	4	12.12
<i>Total</i> ³²	40			39			33	

³⁰ In comparing deans' ratings with law school performance there is, of course, the initial difficulty of reducing the deans' opinions on a wide variety of points to a single letter grade. This was done here only for purposes of this study. In actual practice the deans' recommendations are always considered by the Committee in detail in passing on each applicant's case.

³¹ Certain college deans rarely, if ever, rate a student higher than "average" although his academic record and capacity test score indicate he is distinctly above the average. Such a tendency on the part of these deans may be taken as indicative either of their high scholastic ideals or of their low opinion of college students in general, or of both.

³² Incomplete records as to certain students account for the apparent inconsistencies in the totals. The average capacity test score for *Law Review* editors by classes was: 1928-89.28; 1929-92.29; 1930-90.17.

the School affords at that time, were examined to see what factors might be considered indicative of their capacity for good work. Chart VI summarizes the data on these *Law Review* editors, combining those from all three of the selected entering classes.

Chart VI shows that in predicting whether a student will do work of *Law Review* caliber, the college average, the capacity test score, and the dean's recommendation are about equally helpful. A further investigation of the records of this group of students showed that if such a student had a low rating in any one of the above three factors, the other two were generally high. This bears out the conclusion, already stated, that a combination of the three factors is a more satisfactory basis for selection than the college averages alone.³³

The next step was to correlate the law school averages of each of the three selected entering classes with their college averages, their capacity test scores, and their deans' recommendations. For this study, the following groupings were used:

	<i>Capacity Test Score</i>	<i>College Average</i>	<i>Deans' Recommendations</i>
Group I	95 and above	A, A-, B+	A, A-, B+
Group II	85-94	B, B-	B, B-
Group III	75-84	C+	C+
Group IV	75 or lower	C or lower	C or lower

A detailed study was made of each group for each of the three variables. The purpose of the charts was to determine what percentage of each group secured, in their first year law school work, averages of 1.000-1.750 (approximately A to A-), 1.751-2.500 (approximately B+ to B), 2.501-3.250 (approximately B- to C-), and 3.251 or below (below C-). This information is summarized for the class entering in 1928 in Chart VII; for the 1929 class, in Chart VIII; for the 1930 class, in Chart IX; and for all three classes in Chart X.

³³ If the Committee had relied on college records alone, two and possibly four applicants who on admission proved capable of *Law Review* work would have been excluded.

CHART VII
CLASS ENTERING IN FALL OF 1928

GROUP I

COLUMN A	CAPACITY TEST SCORE 95 AND ABOVE		COLLEGE AVERAGE A, A-, B+		DEAN'S RECOMMENDATION A, A-, B+	
	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group
1.000-1.750	3	27.27	8	27.58	3	10.71
1.751-2.500	6	54.54	13	44.83	12	42.86
2.501-3.250	1	9.09	4	13.79	6	21.43
3.251-6.000	0	....	2	6.89	1	3.57
Withdraw	1	9.09	2	6.89	6	21.43
Total	11		29		28	

GROUP II

	CAPACITY TEST SCORE 85-94		COLLEGE AVERAGE B, B-		DEAN'S RECOMMENDATION B, B-	
1.000-1.750	14	21.21	12	11.11	9	12.00
1.751-2.500	23	34.85	35	32.41	20	26.67
2.501-3.250	15	22.73	35	32.41	25	33.33
3.251-6.000	7	10.61	13	12.04	14	18.67
Withdraw	7	10.61	13	12.04	7	9.33
Total	66		108		75	

GROUP III

	CAPACITY TEST SCORE 75-84		COLLEGE AVERAGE C+		DEAN'S RECOMMENDATION C+	
1.000-1.750	5	4.59	3	6.38	0	
1.751-2.500	28	25.69	14	29.79	3	25.00
2.501-3.250	37	33.94	12	25.53	4	33.33
3.251-6.000	25	22.93	15	31.91	3	25.00
Withdraw	14	12.84	3	6.38	2	16.67
Total	109		47		12	

GROUP IV

	CAPACITY TEST SCORE 74 OR LOWER		COLLEGE AVERAGE C, OR LOWER		DEAN'S RECOMMENDATION C, OR LOWER	
1.000-1.750	1	2.13	0	....	3	3.89
1.751-2.500	9	19.15	8	16.00	19	24.68
2.501-3.250	15	31.91	16	32.00	20	25.97
3.251-6.000	17	36.17	19	38.00	26	33.75
Withdraw	5	10.64	7	14.00	9	11.68
Total	47		50		77	

CHART VIII
CLASS ENTERING IN FALL OF 1929

GROUP I

COLUMN A	CAPACITY TEST SCORE 95 AND ABOVE		COLLEGE AVERAGE A, A-, B+		DEAN'S RECOMMENDATION A, A-, B+	
	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group
1.000-1.750 . . .	6	16.67	11	35.48	7	21.87
1.751-2.500 . . .	12	33.33	13	41.94	10	31.25
2.501-3.250 . . .	9	25.00	1	3.23	7	21.87
3.251-6.000 . . .	4	11.11	2	6.45	2	6.25
Withdrew	5	13.89	4	12.90	6	18.75
<i>Total</i>	<i>36</i>		<i>31</i>		<i>32</i>	

GROUP II

	CAPACITY TEST SCORE 85-94		COLLEGE AVERAGE B, B-		DEAN'S RECOMMENDATION B, B-	
1.000-1.750 . . .	13	18.05	6	6.52	9	11.84
1.751-2.500 . . .	24	33.33	28	30.43	19	25.00
2.501-3.250 . . .	18	25.00	31	33.69	24	31.58
3.251-6.000 . . .	10	13.89	12	13.04	15	19.74
Withdrew	7	9.72	15	16.30	9	11.84
<i>Total</i>	<i>72</i>		<i>92</i>		<i>76</i>	

GROUP III

	CAPACITY TEST SCORE 75-84		COLLEGE AVERAGE C+		DEAN'S RECOMMENDATION C+	
1.000-1.750 . . .	2	2.25	2	4.65	0	
1.751-2.500 . . .	18	20.22	8	18.61	2	12.50
2.501-3.250 . . .	30	33.71	15	34.88	6	37.50
3.251-6.000 . . .	23	25.84	12	27.91	5	31.25
Withdrew	16	17.98	6	13.95	3	18.75
<i>Total</i>	<i>89</i>		<i>43</i>		<i>16</i>	

GROUP IV

	CAPACITY TEST SCORE 74 OR LOWER		COLLEGE AVERAGE C, OR LOWER		DEAN'S RECOMMENDATION C, OR LOWER	
1.000-1.750 . . .	0	.....	1	2.32	3	6.67
1.751-2.500 . . .	2	13.33	7	16.28	16	35.55
2.501-3.250 . . .	4	26.67	14	32.56	10	22.22
3.251-6.000 . . .	6	40.00	16	37.21	9	20.00
Withdrew	3	20.00	5	11.63	7	15.55
<i>Total</i>	<i>15</i>		<i>43</i>		<i>45</i>	

CHART IX
CLASS ENTERING IN FALL OF 1930
GROUP I

COLUMN A	CAPACITY TEST SCORE 95 AND ABOVE		COLLEGE AVERAGE A, A-, B+		DEAN'S RECOMMENDATION A, A-, B+	
	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group
1.000-1.750 . . .	7	20.00	3	12.50	3	6.82
1.751-2.500 . . .	14	40.00	7	29.17	13	29.54
2.501-3.250 . . .	7	20.00	9	37.50	18	40.91
3.251-6.000 . . .	2	5.71	4	16.67	6	13.64
Withdrew	5	14.29	1	4.17	4	9.09
<i>Total</i>	35		24		44	

GROUP II

	CAPACITY TEST SCORE 85-94		COLLEGE AVERAGE B, B-		DEAN'S RECOMMENDATION B, B-	
1.000-1.750 . . .	2	2.35	7	7.29	4	5.48
1.751-2.500 . . .	22	25.88	32	33.33	23	31.51
2.501-3.250 . . .	34	40.00	27	28.12	21	28.77
3.251-6.000 . . .	15	17.65	17	17.71	19	26.03
Withdrew	12	14.12	13	13.54	6	8.22
<i>Total</i>	85		96		73	

GROUP III

	CAPACITY TEST SCORE 75-84		COLLEGE AVERAGE C+		DEAN'S RECOMMENDATION C+	
1.000-1.750 . . .	2	2.67	1	2.38	1	7.14
1.751-2.500 . . .	12	16.00	7	16.67	2	14.29
2.501-3.250 . . .	28	37.33	22	52.38	5	35.71
3.251-6.000 . . .	27	36.00	11	26.19	3	21.43
Withdrew	6	8.00	1	2.38	3	21.43
<i>Total</i>	75		42		14	

GROUP IV

	CAPACITY TEST SCORE 74 OR LOWER		COLLEGE AVERAGE C, OR LOWER		DEAN'S RECOMMENDATION C, OR LOWER	
1.000-1.750 . . .	1	3.70	1	1.69	1	1.52
1.751-2.500 . . .	3	11.11	5	8.47	10	15.15
2.501-3.250 . . .	9	33.33	19	32.20	28	42.42
3.251-6.000 . . .	11	40.74	23	38.98	18	27.27
Withdrew	3	11.11	11	18.64	9	13.64
<i>Total</i>	27		59		66	

CHART X
ALL THREE CLASSES COMBINED

GROUP I

COLUMN A	CAPACITY TEST SCORE 95 AND ABOVE		COLLEGE AVERAGE A, A-, B+		DEAN'S RECOMMENDATION A, A-, B+	
	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group	Number in Group with Law Average in Column A	Percentage of Total in Group
1.000-1.750 . . .	16	19.51	22	26.19	13	12.50
1.751-2.500 . . .	32	39.02	33	39.28	35	33.65
2.501-3.250 . . .	17	20.73	14	16.67	31	29.81
3.251-6.000 . . .	6	7.32	8	9.52	9	8.65
Withdraw	11	13.41	7	8.33	16	15.38
<i>Total</i>	<i>82</i>		<i>84</i>		<i>104</i>	

GROUP II

	CAPACITY TEST SCORE 85-94		COLLEGE AVERAGE B, B-		DEAN'S RECOMMENDATION B, B-	
1.000-1.750 . . .	29	13.00	25	8.45	22	9.82
1.751-2.500 . . .	69	30.94	95	32.09	62	27.67
2.501-3.250 . . .	67	30.04	93	31.42	70	31.25
3.251-6.000 . . .	32	14.35	42	14.19	48	21.43
Withdraw	26	11.66	41	13.85	22	9.82
<i>Total</i>	<i>223</i>		<i>296</i>		<i>224</i>	

GROUP III

	CAPACITY TEST SCORE 75-84		COLLEGE AVERAGE C+		DEAN'S RECOMMENDATION C+	
1.000-1.750 . . .	9	3.29	6	4.55	1	2.38
1.751-2.500 . . .	58	21.24	29	21.97	7	16.67
2.501-3.250 . . .	95	34.79	49	37.12	15	35.71
3.251-6.000 . . .	75	27.47	38	28.78	11	26.19
Withdraw	36	13.18	10	7.58	8	19.05
<i>Total</i>	<i>273</i>		<i>132</i>		<i>42</i>	

GROUP IV

	CAPACITY TEST SCORE 74 OR LOWER		COLLEGE AVERAGE C, OR LOWER		DEAN'S RECOMMENDATION C, OR LOWER	
1.000-1.750 . . .	2	2.25	2	1.32	7	3.72
1.751-2.500 . . .	14	15.73	20	13.16	45	23.94
2.501-3.250 . . .	28	31.46	49	32.24	58	30.85
3.251-6.000 . . .	34	38.20	58	38.16	53	28.19
Withdraw	11	12.35	23	15.13	25	13.29
<i>Total</i>	<i>89</i>		<i>152</i>		<i>188</i>	

CHART XI

Capacity Test Score	FIRST YEAR LAW AVERAGE (Read down)	COLLEGE AVERAGE							
		C, OR LOWER		C+		B, B-		A, A-, B+	
		Number with Law Average	Percentage of Number in Group	Number with Law Average	Percentage of Number in Group	Number with Law Average	Percentage of Number in Group	Number with Law Average	Percentage of Number in Group
60-69	1.000-1.750 . .	0	.....	0	.....	1	16.67	0	100.00
	1.750-2.500 . .	1	12.50	1	12.50	1	16.67	0	
	2.501-3.250 . .	4	50.00	1	12.50	0	.....	2	
	3.251-6.000 . .	2	25.00	3	37.50	3	50.00	0	
	Withdraw . . .	1	12.50	3	37.50	1	16.67	0	
Total	8		8		6		2		
70-74	1.000-1.750 . .	0	.....	0	.....	1	4.16	0	25.00
	1.751-2.500 . .	2	9.09	3	17.65	6	25.00	0	
	2.501-3.250 . .	4	18.18	6	35.29	10	41.67	1	
	3.251-6.000 . .	12	54.54	7	41.18	4	16.67	3	
	Withdraw . . .	4	18.18	1	5.88	3	12.50	0	
Total	22		17		24		4		
75-79	1.000-1.750 . .	0	.....	1	2.56	0	.....	0	40.00
	1.751-2.500 . .	3	8.57	9	23.08	8	14.81	4	
	2.501-3.250 . .	10	28.57	10	25.64	25	46.29	3	
	3.251-6.000 . .	15	42.86	18	46.15	11	20.37	2	
	Withdraw . . .	7	20.00	1	2.56	10	18.52	1	
Total	35		39		54		10		
80-84	1.000-1.750 . .	0	.....	0	.....	6	9.09	1	9.09
	1.751-2.500 . .	6	18.18	3	13.63	21	31.82	4	36.36
	2.501-3.250 . .	10	30.30	11	50.00	19	28.79	4	36.36
	3.251-6.000 . .	14	42.42	6	27.27	10	15.15	1	9.09
	Withdraw . . .	3	9.09	2	9.09	10	15.15	1	9.09
Total	33		22		66		11		
85-89	1.000-1.750 . .	1	3.57	2	8.69	6	10.53	5	35.71
	1.751-2.500 . .	1	3.57	4	17.39	16	28.07	7	50.00
	2.501-3.250 . .	13	46.43	9	39.13	17	29.82	1	7.14
	3.251-6.000 . .	8	28.57	6	26.09	8	14.04	0	
	Withdraw . . .	5	17.86	2	8.69	10	17.54	1	7.14
Total	28		23		57		14		
90-94	1.000-1.750 . .	0	.....	2	11.76	6	12.24	7	38.89
	1.751-2.500 . .	4	26.67	4	23.53	22	44.89	8	44.44
	2.501-3.250 . .	5	33.33	8	47.06	12	24.49	3	16.67
	3.251-6.000 . .	5	33.33	1	5.88	4	8.16	0	
	Withdraw . . .	1	6.67	2	11.76	5	10.20	0	
Total	15		17		49		18		
95 and above	1.000-1.750 . .	1	10.00	1	11.11	4	10.53	10	40.00
	1.751-2.500 . .	2	20.00	3	33.33	17	44.74	10	40.00
	2.501-3.250 . .	2	20.00	5	55.55	10	26.32	0	
	3.251-6.000 . .	2	20.00	0	.....	3	7.89	1	4.00
	Withdraw . . .	3	30.00	0	.....	4	10.53	4	16.00
Total	10		9		38		25		

On the whole the figures are quite similar for the three classes. The first three charts (VII, VIII, and IX) show the relation between each of the three factors, capacity test, college average, and dean's recommendation, and achievement or failure in this law school. The combined chart gives the percentage of probable failure for each group based on the experience of the three first year classes. The lower reaches of the capacity test scores and the college averages have produced more failures than the corresponding group of deans' recommendations. This was to be expected for the reasons indicated above.³⁴ College averages and capacity test scores seem to be the most reliable indices of failure. It must be remembered, however, that these charts show a separate correlation between test scores and law school averages and between college averages and law school averages. The Committee in actual practice never considers each factor separately but always in combination with the other two. Therefore, a final study was made correlating both the test scores and the college averages with the law school averages, these two factors being the ones chiefly relied on by the Committee.

Chart XI is an attempt to discover to what extent the success or failure of an applicant is predictable when his college average is considered in relation to his score on the capacity test. This chart combines the two factors, test score and college average, and shows the probability of failure within each combination. For purposes of this study the scores on the capacity test have been divided into a greater number of groups, each of narrower range, than in the previous charts.

A comparison of Chart XI with Chart X indicates that a combination of the capacity test score and the college average is more useful as the basis for the selective system than either factor used alone. The capacity test is some measure of the applicant's mental fitness for law study; the college record is also an index of mental capacity and often throws great light on habits of industry, so essential to success in the law school. The deans' recommendations are extremely valuable in many doubtful cases, and are helpful in ascertaining the moral fitness of most applicants.³⁵ Chart XI will be extremely useful to the Committee as a guide in future selections.

CONCLUSIONS

It is possible to give conclusive answers to some of the questions raised on page 23 of this report. The selective process has lowered materially the percentage of failures. With the wider discretion now possessed by the Committee it should be possible to lower the percentage still further. Some of the most troublesome cases are those in which a high capacity test score (90-94) indicates marked mental ability but a low college average (C or lower) indicates a serious lack of studious habits. Many applicants in such a group come to law school with high hopes but they often discover that three or four years of indifferent habits of study cannot be overcome in one year. Since the spring of 1930 the Committee

³⁴ See page 29, paragraph 1.

³⁵ No study has been made of the relation between any of the facts set forth in the application for admission and law school work. The application form is often extremely helpful when considered in the light of the other more objective data but the information it contains is so varied that it would be impossible to convert it into a single unit for charting purposes akin to the test score, the college average, and the dean's rating.

has had discretion to exclude such students but its practice, to date, has been to arrive at a final decision only after a long and searching interview with the applicant, where such interview is possible.

Has the selective process excluded from the School those unsuited to law study? Conversely, has it excluded many who were or would have been well suited to law school work? No conclusive answer is possible to either question. A study of the records of a limited number of rejected applicants who have gone to other first-class law schools shows that the majority have either failed or withdrawn, and the remainder have done only mediocre work. As to the second question, it must be remembered that if an applicant has a capacity test score of 85 or over and a college average of C+ or higher, the Committee has no discretion to exclude him unless there is explicit evidence of his moral unfitness. The same is true as to applicants who have a score of over 95 even if their college average is C or below. Thirty-three of the forty *Law Review* editors in the three classes studied had capacity test scores over 85. Thirty-seven of these editors had college records of C+ or better. The admission of such applicants is practically automatic. However, a few students who were actually capable of doing good work may have been rejected. The Committee believes there are very few such cases. The fact that the Committee has not eliminated a larger percentage of failures is some proof of its desire to avoid rejecting any student who shows reasonable promise of doing satisfactory work.

Has the selective process raised the general level of accomplishment in the law school? As to this, no adequate study has yet been made. The slight increase in the percentage of failures in the class entering in 1930 over the two previous classes is scarcely an indication that the selective process has failed. One of several causes may explain the increase of failures in the 1930 class. Judging from classroom performance, the first year instructors are of the opinion that there was a noticeable slackening in the industry of a number of students who would not have failed if they had maintained a normal working pace. Such occurrences are not unusual although infrequent. Also, as an experiment, three of the final examinations in the first year courses for that year (1930-1931) were of the "all essay" type instead of being part "essay" and part "true-false" as in the two years preceding. This change in the type of these three examinations may have been partially responsible for the increase in failures. Then again, this class was more heavily subjected to economic strain than the other two classes. Before the end of the academic year 1930-1931, many of the students who failed were forced to seek part-time employment to enable them to meet expenses which their families, owing to sudden reverses, were unable to meet. The only evidence now available indicates that the selective process is raising the general level of law school work. By using much of the data now set forth in this report, the Committee believes that the class entering in 1931 was selected with more precision than any previous class. Early in December, 1931, this class was given four mid-term examinations. In order to compare its performance with that of the previous entering class, in two of the examinations the same questions were given as had been given the year before. On these two examinations the average score made by the 1931 class was much higher than that of the previous class. The Faculty is of the opinion that in the class entering in 1931

the percentage of failures will be lower and the percentage of excellent students higher than in previous years. In this connection it should be pointed out that the success of the selective process in reducing the percentage of failures should not be judged solely on the figures shown in this report. Since the adoption of the selective process, the standard of grading in the School has been raised considerably and if the unselected classes had been graded by this higher standard, the difference between the percentage of failures in the unselected and in the selected classes would have been much greater than the differences shown in Chart I. A valuable by-product of the selective process has been the raising of educational standards in the School and the corresponding improvement in student work. It is suggested that the next studies to be made be first, a comparison of the general level of law school achievement of each of the four selected classes and second, the preparation, if possible, of a chart similar to Chart XI showing the combined correlation between capacity test scores and college averages with law school averages for the classes which entered in 1921, 1922, 1923, and 1924. When these studies are finished they should furnish more conclusive answers to many of the questions raised here.

In conclusion, the Committee believes that, with the aid of the data now available, its precision in selecting students has been and will continue to be increased. The studies already made should be amplified by adding each year's experience to that of the years preceding. The further studies suggested above should be completed after the end of the current academic year. The selective process, as now conducted, is certainly accomplishing many of the results expected of it, and with steadily improving techniques it should be even more effective in the future. Its continuance is unanimously recommended.

ALBERT C. JACOBS, *Chairman*
ADAM LEROY JONES
JAMES P. GIFFORD
ROSWELL F. MAGILL
YOUNG B. SMITH, *ex officio*

SCHOOL OF MEDICINE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit the following report of the activities of the College of Physicians and Surgeons for the year ending June 30, 1931.

Dr. William Darrach retired from the deanship at the close of the last academic year to resume active surgical practice and teaching, after serving in this position for eleven years. It was during his term of office that the great program of the Medical Center was consummated, a program which brought into realization the long-cherished dream of the University. The entire country has watched the effort to weld an integrated program of medical education, hospital, laboratory, clinic, nursing, social service, research, and public health activities. No small part of the credit for the magnificent accomplishment of the Medical Center is due to the vision, the grasp of fundamentals, the organizing ability, the courage, and the personality of Dr. Darrach. His associates rejoice in the successful completion of the University's ambition and particularly in knowing that he will continue as an active member of the Faculty and be available for counsel and advice. They all join in extending to him their heartiest good wishes for many happy years in his chosen field of surgery.

It is with great regret that the resignation of Dr. Earl B. McKinley as Director of the School of Tropical Medicine and Professor of Bacteriology has been received. Dr. McKinley has resigned to accept a position as Dean of the School of Medicine of George Washington University. Dr. McKinley has extended the usefulness and value of the School of Tropical Medicine to the people, the medical profession, and the Government of Porto Rico and through fundamental research has made noteworthy contributions in the study of tropical diseases. The School and the University have

lost a valuable worker, but his associates join in wishing him the fullest measure of success and happiness in his new position.

The new appointments and promotions and a bibliography of 603 articles for the year are appended to this report.

Four hundred and twenty students were enrolled for courses leading to the degree of Doctor of Medicine during the year, divided as follows:

First year	114	Third year	103
Second year	101	Fourth year	102

There were sixty-seven graduate students in various departments of the School of Medicine of whom thirty-four were working for the degree of Master of Arts and thirty-three for that of Doctor of Philosophy. There were eight candidates for the degree of Master of Science in Public Health. In the postgraduate medical courses conducted under University Extension there were two hundred and nineteen students.

About eleven hundred applications for admission to the first year class were received. These applicants had secured their medical training in one hundred and fifty-two different colleges and universities. The group that was finally accepted included students from forty-one institutions.

The graduates of this year's class have secured internships in fifty-eight different hospitals in the United States. More than two-thirds of the class secured internships in New York City and immediate vicinity.

The internship has come to be regarded widely as a part of the basic training for the practice of medicine and is required for medical licensure in sixteen states. Originally, the internship was designed to provide practical experience for recent graduates under the supervision of practicing physicians to supplement the regular medical course which was largely didactic and theoretical. In recent years, the use of small sections, more individual instruction, practical laboratory exercises, and particularly the wider use of clinical clerking has modified the medical course in important respects. A considerable part of the usual internship now is a repetition of the clinical clerkships of the medical course and often is merely a device for securing free resident medical services in the hospital. The internship is perhaps the weakest link in the educa-

tional scheme of medicine at the present time and every effort needs to be made to improve the educational content of the hospital training and to relate it more soundly to the medical course and to the professional needs of the young physician.

A study was made of the distribution and professional activities of all the alumni of the School for whom data could be secured. For the purpose of the study these alumni were divided into four groups. Many of the graduates later than 1928 are still in hospitals or have not established themselves in practice as yet and data for them are not presented. The groupings are as follows:

A. Those who graduated previous to 1900	1345
B. Those who graduated between 1900 and 1909	1096
C. Those who graduated between 1910 and 1919	818
D. Those who graduated between 1920 and 1928	811

A study of the geographic distribution by states was made:

<i>Group</i>	<i>New York</i>	<i>New Jersey and Connecticut</i>	<i>Other States</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
A	57	14	29
B	65	15	20
C	63	12	25
D	73	11	16

It was felt that data on the size of the community in which the alumni are located would be of interest:

<i>Size of Community</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Less than 5,000	14	8	8	6
5,000 to 25,000	9	7	7	5
25,000 to 100,000	11	10	10	8
Over 100,000	66	75	75	81

Figures for New York City alone were collected which showed that 65 per cent of recent graduates of the School have located

in New York City, a sharp increase over the proportion in the other groups.

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
New York City	44	54	53	65

Data were then compiled on the type of medical practice in which the alumni are engaged:

<i>Type of Practice</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
General practice	59	45	41	75
Limited to a specialty	23	37	38	11
General practice with interest in a specialty	18	18	21	14

These figures are quite significant as a possible indication of a change in the character of practice in the community and of particular significance to those interested in medical education and postgraduate training. The important finding is the sharp reduction in the proportion of recent graduates who limit their practices to the specialties. It has been known for some time that the number of physicians limiting their practices to the specialties has exceeded the apparent needs of the country and perhaps these figures provide evidence of an overcrowding of the specialties. The recent graduates evidently are experiencing difficulties in establishing themselves in the specialties, for other studies made in recent years have shown that a much larger proportion of recent graduates had limited their practices. Most of the specialties require hospital affiliations and it is becoming increasingly difficult for a recent graduate to obtain a hospital appointment in a specialty, partly again because of the tendency to adapt the number of specialists to the actual needs of the community.

There has also been a noticeable shift recently in medical education toward discouraging young physicians from going into the

specialties without adequate preparation through postgraduate training and an increase in internships designed to prepare students more particularly for general practice than for a single field of practice.

A study of the alumni in New York City alone was made which shows:

<i>Type of Practice</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
General practice	55	40	38	78
Limited to a specialty	32	43	43	10
General practice, with interest in a specialty	13	17	19	12

Attention should be directed to the fact that only 10 per cent of the recent graduates of this school who have located in New York City limit their practices to the specialties compared with 43 per cent between 1900 and 1919.

Thinking that perhaps some special feature was influencing our own graduates, a comparative study was made of the approximately ten thousand physicians in New York City who are not graduates of this school. The following figures show that an even smaller proportion of these graduates limit their practices to the specialties:

<i>Type of Practice</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
General practice	68	58	57	84
Limited to a specialty	21	29	25	6
General practice, with interest in a specialty	11	13	18	10

Data were collected for the alumni throughout the state and were closely parallel to the figures found in New York City. Each group was also analyzed according to the type of specialty and the size of the community, which gave a volume of data which can

not be presented in this report but which will be available to our Faculty and others who may be interested.

Bard Hall, the students' dormitory made possible by the generous gift of Mr. Edward S. Harkness, is nearing completion and will be ready for occupancy at the opening of the fall term. A considerable number of students have signified their desire to live in the dormitory. Bard Hall will be a vital influence in the Medical School and will provide ideal auspices under which the medical students, graduate students, Faculty, and alumni may meet. It is inevitable that out of these contacts will come great benefit to the University, the Faculty, and the students.

The magnificent gift of Mr. Harkness for the building and endowment of an eye hospital and laboratories for the study of diseases of the eye makes possible an important step toward rounding out the program of the Medical Center. These new facilities will be an invaluable addition to the hospitals, clinics, and laboratories now devoted to the care of the sick and to medical teaching and research.

They will fill a great need in the training of physicians and nurses in this important field of medical service and will be of special significance in the program of postgraduate medical education, in which the adequate training of specialists in ophthalmology will be an important part.

The methods of instruction in the School are being modified gradually and conservatively. Some of the specific changes are referred to in the departmental reports later.

In the past, the effort has been made in most medical schools to familiarize the student as far as time, energy, and capacity permitted with all the facts and methods in every field of medicine. The hope of presenting the entire field of medicine satisfactorily in the usual medical course must be abandoned as an unnecessary and futile endeavor because no individual can be expected to master all phases of medicine. Furthermore, medicine cannot be taught by the Faculty; it must be learned by the student. It is an axiom that all true education is self-education. This immediately makes the student the unit of education, not the courses or the credit hours or the Faculty, and requires that the methods of medical education shall be essentially those of graduate education in distinction to those of secondary education,

which are still so widely employed in many of our colleges, universities, and medical schools. The aim is to adjust the training to differences in the capacities, interests, and methods of study of different students and to place greater responsibility upon the student for his own training.

The primary purpose of the medical school is to provide opportunity for self-education. The early work which is largely in the medical sciences, the principles of which are likely to remain the basis of sound medical practice, research, and public health work in the future, is not to be looked upon as isolated courses nor alone as the foundation of medical training, for they also serve as a scaffolding upon which the structure of clinical experience is built. Every effort is being made to correlate the medical sciences with the clinical problems and to emphasize the unity of the entire medical course in its purpose to equip the student to deal soundly and intelligently with the health problems of the individual and the family rather than to provide a series of isolated experiences and technical procedure of various medical sciences and clinical specialties. Stress is placed in the clinical training upon the patient as a whole and more attention is being given to the various economic, social, home, employment, emotional, and other factors which are often of great value in diagnosis, treatment, and prevention and which are often responsible for the medical situation.

Conditions of modern living are partly responsible for mental and emotional distortion in an increasing number of people and are leading to an appreciable increase in the nervous and mental disorders, particularly in the functional disorders many of which produce serious impairment and often are mistaken for organic disease. Our meager understanding of the underlying mechanism of many of the mental, emotional, and functional disorders is comparable to that which existed in regard to general medicine fifty years ago before the introduction of accurate, measurable criteria of study which transformed medicine and surgery from mysticism, empiricism, and guesswork to what in many instances now approaches scientific certainty.

No field of medicine has received so much publicity and propaganda on as uncertain and insecure a basis as the nervous and mental disorders. This is unfortunate, for the problem is one of the most important health, educational, and public problems

of our time and there is urgent need of at least a few fundamental studies in this field. It is hoped that the special facilities and opportunities at the Medical Center may be organized to conduct investigations which may throw some light on the character of these disorders, an understanding of which is the first requisite for sound diagnosis, treatment, and prevention. Sufficient funds are not provided as yet to make an effective attack on the problems involved.

One of the most important developments of the year was the announcement of the University's program in postgraduate medical education. The University and the New York Post-Graduate Medical School and Hospital entered into an affiliation through which certain phases of postgraduate medical education will be developed jointly by these two institutions. All phases of the postgraduate program are closely related to each other and particularly to the basic training of medical students, including interns, in which significant changes are being made. Artificial segregation of portions of the educational process is to be discouraged if serious gaps in the training of physicians are to be avoided. No phase of the basic medical training, the hospital and graduate experience, or the continuation education of the specialist and general practitioner should be isolated. The University's program in medicine should be a unit and the educational endeavors in the various aspects of medicine wherever conducted under University responsibility should be closely correlated.

Provision for the proper training of clinical specialists is probably the most important immediate problem for the University in this field, because the groundwork for serious endeavor has already been laid and other activities in postgraduate education can be developed most satisfactorily in relation to such training. Each laboratory and clinical department of the Medical School is participating in graduate work now and considerable numbers of graduate students are in training. The University has satisfactory affiliations with fifteen hospitals in its program of medical education and placed interns in forty-one hospitals of Greater New York from this year's graduating class. It would seem logical to evolve a scheme of postgraduate education through the various contacts already established, in which case the program of the University would develop largely out of the

present arrangements and in other hospitals that desire similar affiliations, rather than through a scheme which would displace, embarrass, or duplicate the satisfactory relationships that now exist and which should be developed further.

The University has an outstanding opportunity to make a substantial contribution toward this whole problem of postgraduate medical education which has come to be recognized widely as perhaps the most important single problem before the medical profession of the country at the present time. The Faculty of the Medical School, which has been engaged for many years in developing certain phases of this work, is prepared to extend its activities and participate actively in the program.

The reports of the various departments of the Medical School present the wide range of activities in the Medical Center. Special attention may be directed toward the frequent references in these reports of coöperation between different departments of the School which is an indication that the purpose of the Medical Center is being accomplished. The interweaving of the activities of the various departments is already breaking down the water-tight compartment arrangement which has existed in medical faculties for many years and is bringing a unity to the Medical Faculty, medical instruction, and medical research that could not be accomplished in any other way.

The other point to which special attention may be called is the wide field of research activities of the various departments. A number of very important fields of medicine are being investigated and a number of contributions of scientific and public interest are likely to come from these endeavors. A number of these investigations have been supported by funds and financial aid from outside the University. Some of these outside sources of support have been reduced during the year owing to the financial and industrial depression and there is some apprehension that several important pieces of work may have to be discontinued unless other financial aid can be obtained either from the University or other outside groups that may be interested in and are willing to support these studies. A number of our investigations are conducted on temporary funds and it would be highly desirable if it were possible to stabilize the budget of some of the departments.

Conditions of medical service are undergoing significant changes,

partly influenced by social and economic factors and partly because of factors within the profession itself. There is a growing appreciation that medicine is as much a social as it is a biological science and many of the most difficult problems of the profession in the near future are likely to be those associated with the adaptation of modern medical knowledge and in the organization and support of trained personnel to meet the health needs of the community. Efforts to solve these problems are multiplying in many sections of the country and in recent years there has been a marked increase in industrial medicine, student health services, salaried medical work, insurance medicine, and group practice, as illustrations. These are the broad problems of medical economics to which the University should give some attention. We have an unusual opportunity to study some of these problems and have a responsibility to our students, the medical profession, and the community to inquire into the basic principles involved. It is hoped that we may develop a program of study in this field.

DEPARTMENT OF ANATOMY

With the addition of Dr. Singer, formerly of the University of Zurich, the Anatomy staff now consists of twelve full-time members who are devoting their entire time to teaching and research. Fourteen part-time instructors have given valuable assistance in the teaching duties of the Department.

The courses offered in the Department with the enrollment in each are listed as follows:

<i>Courses</i>	<i>Students</i>			
	<i>Medical</i>	<i>Dental</i>	<i>Graduate</i>	<i>Special</i>
Gross anatomy	114	56	4	2
Microscopic anatomy	115	56	6	1
Topographic anatomy	40			
Embryology	35			
Special dissection . . . . .	...	..	..	29
Surgical anatomy	61			
Special courses . . . . .	...	..	7	

Dr. Dudley J. Morton has prepared a statement of the teaching of gross anatomy for the first year, a few of the important points of which may be outlined briefly:

1. Replacing with a graded course of instruction, the older system which is essentially a schedule of work to be covered and is uniformly difficult throughout.
2. The use of two dissections during the course; the first, to enable the students to gain familiarity with all the grosser structures and organs; the second, essentially for dissection of the vascular and nervous systems, with a review of the larger structures.
3. Placing reliance upon the mental receptivity of the students instead of upon the didactic efforts of the teachers. Anatomy is a subject to be learned rather than taught.
4. Coördination of lectures and laboratory work, instead of giving lectures in a systemic sequence, and dissection in a regional sequence.
5. Using laboratory material instead of books as the chief basis of study.

The course in gross anatomy in the Dental School has been very satisfactorily carried out by Dr. Rogers with the help of Dr. Gallaudet. The course in surgical anatomy, which was initiated by Dr. Weeks and given for the first time this past year by Drs. Weeks and Mueller to third year students, has been most enthusiastically attended and enjoyed. The courses in microscopic and gross anatomy are constantly being strengthened by the introduction of new material and improved methods of presentation. The range of graduate instruction has been increased by the addition of two courses: viz., physiology of reproduction, given by Dr. Engle, and cytology, offered by Drs. Severinghaus and Goss.

The African Anatomical Expedition, which was sent out in May, 1929 under the auspices of Columbia University and the American Museum of Natural History, was officially terminated early this year with the return of Mr. Henry C. Raven, leader of the Expedition. The gorilla specimens brought back are the first specimens of these animals that have been brought to this country. Plans are under way for effective study of the collected specimens to be undertaken by qualified specialists in different fields. Some phases of the work will be completed during the coming year.

Research

Five members of the Department, two graduate students, and one medical student are continuing their work in experimental morphology. Dr. Detwiler is continuing experiments in embryonic spinal cord grafting between animals of different species and also other embryonic tissue grafting experiments, directed towards a better understanding of the factors involved in the proliferation and the differentiation of nerve cells. Mr. Glick, working under Dr. Detwiler's direction, has published the results of an investigation dealing with the induction of supernumerary limbs in salamander embryos.

Dr. Copenhaver is continuing studies on problems of growth rates of embryonic hearts and livers when grafted between animals of two different species. Dr. Severinghaus is engaged in a number of studies in cellular embryology bearing upon the problem of cellular proliferation in developing spinal cords.

Dr. Rogers is continuing his experiments upon the hyperinnervation of developing skeletal muscles by means of grafting supernumerary spinal cords. He has also been coöperating with Dr. Pappenheimer and Dr. Goettsch of the Department of Pathology in studying the nerve terminations in experimentally produced nutritional muscle dystrophy. Dr. Carpenter is continuing his experiments upon the development of spinal ganglia by means of limb grafting. He is studying also the problem of limb reduplication and growth regulation of limbs grafted at different stages of larval life.

Dr. Goss has continued his study of living human white blood cells. Dr. Severinghaus is engaged in a number of cytological problems concerned with the pituitary gland in connection with the program of experimental endocrinology conducted by Dr. Smith.

Through the coöperation of the Department of Nursing of the Presbyterian Hospital, Dr. Morton has continued his studies on the bio-mechanics of the human foot in relation to foot disorders. This investigation has included foot examinations of all incoming student nurses with a subsequent clinical follow-up during their period of training. In connection with the program of foot studies, Dr. Engle has made some valuable observations upon foot conditions among African natives of the Belgian Congo as part of the work undertaken by the African Expedition.

Dr. Engle has continued his studies of problems in prepubertal and pubertal development. In collaboration with Dr. Jungeblut of the Department of Bacteriology, Dr. Engle has been engaged also in a study of endocrine and other somatic factors involved in immunity and susceptibility to poliomyelitis.

Dr. Smith has continued with his program of experimental work upon the hypophysis. With Dr. E. C. MacDowell, the studies in hereditary dwarfism in mice have been continued. Dr. Schockaert, working under Dr. Smith's direction, has inducted a high grade hypertrophy of the adrenal cortex in rats and of the thyroids in ducks by the injection of a saline suspension of fresh ox hypophysis. Dr. Zwemer is working on extracts of the adrenal cortex and their effect on a variety of bodily conditions. In coöperation with Dr. Ruth C. Sullivan, of the Department of Diseases of Children, the effect of the extracts on blood changes have been studied in cats, rabbits, and dogs. The extracts have been used in the treatment of intestinal intoxication in babies with promising results through coöperation with Dr. A. B. MacLean, of the Babies' Hospital, and Dr. Ruth C. Sullivan. Under Dr. Zwemer's direction, Mr. C. J. Leslie is continuing his studies on physiological leucocytosis.

Dr. Shapiro and Dr. Rogers are studying bone degeneration and repair in the mandible of the cat. Dr. Singer is engaged in a study of living cells *in situ* by the method of fluorescent microscopy. Dr. Singer has constructed a microscope for this work and has examined a number of chemical compounds for their fluorescence and other peculiarities.

DEPARTMENT OF BACTERIOLOGY

Dr. Richard Linton, Assistant Professor in charge of dental instruction and becoming favorably known for his work in protozoölogy, has resigned to accept

the position of Bacteriologist to the Indian Research Laboratories in Calcutta. Dr. Thompson, Instructor, who has worked with us in teaching and in research for five years is being transferred to the School of Tropical Medicine for special research in the problem of immunization against tuberculosis.

No notable change has taken place in the method of instruction. Progress is being made on a text designed for medical and advanced students on the *Agents of Disease*. It is a coöperative departmental effort covering the wider field of general disease etiology rather than pathogenic bacteriology alone.

Graduate Instruction

Opportunities are offered as heretofore to graduate students in the University at large as well as to those who are candidates for the M.D. degree. There have been five students who are candidates for the A.M. degree and there are thirteen who are candidates for the Ph.D. degree. The advanced student group furnishes the majority of our research workers apart from the staff members and experience shows that they usually gravitate into university positions here and elsewhere, thus continuing in some degree a productive career. Three graduate physicians and one graduate dentist have pursued research in the Department during the past year.

The departmental seminar has grown in interest and attendance. An attractive weekly program based largely on discussion of research in progress or accomplished in the department has been offered.

Research

Active research is made possible by a generous University budget, supplemented by outside research donations. These outside donations could have been increased if the Department had been willing to undertake investigations in which no member of the staff was interested. The problem is to secure sufficient funds for the purposes which seem most important and which a staff with widely differentiated interests is most competent to undertake.

Four converging lines of current research in the Department point to nutritional and endocrine disturbances as having important and unexpected influences on infection. Some forty papers have been published in the Department in the past five years bearing on the filtrable viruses. The work on which these contributions is based has been made possible by the Wood Fund, the Matheson Fund, and the Milbank Fund and by a fellowship of the National Research Council. Two of these sources of support will be discontinued in another year and yet the work should be increased rather than diminished.

The four major fields of investigation may be summarized:

A. Extensive studies have been going on for several years on viruses, particularly on the neurotropic viruses and are being continued along the following lines:

1. The virus of tobacco mosaic disease. The work is carried out in conjunction with facilities offered by the Boyce Thompson Institute for Plant Research in Yonkers.
2. Vaccine virus. This study has a direct bearing on the world

problem of post-vaccinal encephalitis which Dr. Thompson has recently reviewed.

3. The herpes-encephalitis problem. Studies supported by the Wood and Matheson Funds are being continued by Dr. Gay assisted by Miss Holden and Miss Moolten.
4. Experimental poliomyelitis.

B. Tissue immunity.

C. Dental caries. Work is in course by Drs. Rosebury and Thompson under a grant from the Commonwealth Fund to the School of Dentistry.

D. Oxidation-reduction studies in bacterial growth.

A wide variety of other investigations is being conducted on immunological, anaphylactic, metabolic, endocrine, and other aspects of bacterial problems by members of the Department and in coöperation with other departments of the School.

DEPARTMENT OF BIOLOGICAL CHEMISTRY

As indicated in last year's report, very little change has been necessary in the physical equipment of the Department. The Department has continued to receive the annual grant of \$20,000 for research from the Chemical Foundation, to whose generosity is due the possibility of carrying on research work at all. As in previous years, an appreciable proportion of this fund has been devoted to the purchase of sets of chemical journals and as a result, a really substantial chemical library is now available for the general use of the School.

Instruction in biochemistry has been given to 114 first year students of medicine, to 56 students of dentistry, and to 27 graduate students, of whom 10 are candidates for the degree of Doctor of Philosophy. The Department has also provided facilities in its laboratory to 10 special workers.

Close relations exist between the Department and the chemical sections of the various units of the Medical Center, such as those in the Babies' Hospital, Sloane Hospital, and the Psychiatric Institute. The director of the chemical department of the last-mentioned institution, Mr. Erwin Brand, has recently been appointed to an associate professorship in biological chemistry in the University. In view of the organization of the research project financed by the Commonwealth Foundation in the School of Dental and Oral Surgery, Dr. Krasnow, Instructor in Biological Chemistry, has been assigned to assist Professor Karshan in the instruction of dental students as well as in the prosecution of the above research.

Professor Gies has continued in charge of the Carnegie Foundation's study of dental education and has continued his active interest in every phase of dental education by serving on various dental boards, committees, and journals. During the year, he has delivered addresses on educational, scientific, and dental subjects before a number of professional organizations, most of which have been published or are in press.

Dr. Clarke has served as the associate editor of the *Journal of the American Chemical Society*, and on the editorial committees of *Organic Syntheses* and the *Journal of Biological Chemistry*. Dr. Wintersteiner is a member of the editorial group of *Mikrochemie*.

Research

Dr. Gies is continuing his investigations on the proteins and enzymes in dental enamel and teeth in general, and on ionization in the treatment of dental infection.

Dr. Clarke, in collaboration with Dr. Inouye, has continued his study of the alkaline decomposition of cystine and certain of its derivatives. He is also conducting investigations on the distribution of the sulfur-containing substance in egg albumen, on the chemistry of guanidine and its derivatives, on the action of acetic acid upon carbohydrates, on the action of formaldehyde and formic acid upon amines and amino acids, on a new method for determining the position of the free amino groups in proteins and peptides, on the distribution of bromides in the animal organism, and on the chemistry of mercapturic acids.

Dr. Miller is continuing his investigations of the staining reactions of mucin and nucleoproteins, of the hydrogen ion activity of the contents of the intestinal tract, and, in collaboration with Dr. Kurzrok, of the biochemical aspects of mammalian fertilization. He is also directing a study of the chemical nature of the Wassermann antigen.

Dr. Foster has developed a quantitative method for isolation and estimation of thyroxin in thyroid tissue and is directing the application of this method to a study of the thyroxin content of normal and pathological thyroids. In coöperation with the members of the Department of Anatomy, he is also supervising a research on the physiologically active constituent of the adrenal cortex.

Dr. Wintersteiner is continuing his investigations of insulin with especial reference to its sulfur content. He is also investigating the pharmacologically active constituent of the African quinine tree. Dr. Failey has undertaken physico-chemical studies of the solubility relations of edestin and the effect of amino acids upon the solubility of thallos chloride. Dr. Karshan and Dr. Krasnow are investigating the biochemical aspects of caries, involving chemical studies of the blood, saliva, and dental enamel of individuals known to be susceptible or immune to this disease, and of the relation of hydrogen ion activity and lipid content of teeth to carious attack.

Dr. Goetsch is continuing, in collaboration with Dr. Pappenheimer, the investigation of a new type of general muscular dystrophy induced by dietetic means in guinea pigs and rabbits. Dr. Kurzrok has continued his studies on the isolation of the ovarian hormone and has succeeded in producing this substance in crystalline form. He has also supervised the performance of a large number of Asheim-Zondek tests for pregnancy on behalf of various clinical units in the Center.

Mrs. H. Rivkin Benjamin has continued her study of the diffusibility of calcium in relation to rickets. The William J. Gies Fellowship has been held throughout the year by Dr. Victor Ross who has continued his study of oral immunization against pneumococcus. The Department is continuing its coöperation with the Department of Gynecology and Obstetrics on the biochemical investigation of gynecological problems, following the appointment of Dr. Graff to the chemical service of the Sloane Hospital. Facilities and personnel have been provided by the Department for the routine analysis of clinical samples for the various hospitals and clinics of the Medical Center. It is hoped that arrangements can be made to relieve it of the financial burden of this service.

The Department has suffered the loss, through death in November, 1930, of Dr. Frederick G. Goodridge, Associate in Biological Chemistry since 1915.

DEPARTMENT OF DERMATOLOGY

The appearance of Dr. Andrews' new book, *Diseases of the Skin*, has been the outstanding event of the year in the Department. The book represents the cumulative work of a number of years and is based largely on cases studied in the clinic here. It is the first of the larger American textbooks to attempt classification of skin diseases according to etiology and has been of great aid in systematizing teaching because it has the point of view which should be presented to the students. It also presents for the first time in a general textbook a comprehensive discussion of the various forms of physical therapy which have attained such an important place in dermatology.

Through coöperation with the Department of Diseases of Children, the care of congenital syphilis patients, previously divided between that department and Dermatology, has been consolidated in the latter department. A special morning clinic, which has been in charge of Drs. Husik and Laszlo, has been established for these children. The familial and social problems involved in these cases are of the greatest importance and Mrs. Gertrude Dougherty, who was in charge of this work at the old Vanderbilt Clinic, has again taken up the organization of the social service for the clinic for congenital and prenatal cases.

The hospital facilities opened to the Department last year through the generosity of the Department of Medicine have proven of great value. The hospital patients have been in charge of Drs. Feit, Gross, and Robinson acting in rotation as attending physicians and Dr. Kesten in the capacity of resident. This has made possible more careful observations on the effect of diet and environment on allergic skin conditions.

Drs. Cannon, Myers, Karelitz, and Maechling have continued their studies on arsenic intoxication. Dr. Andrews and Dr. McNitt are engaged in a study of the relationship of physical measurements to the biological effects of X-ray. Dr. Weise has reported strikingly favorable results in the treatment of furunculosis by staphylococcus toxin.

The special clinic for the study of allergic skin diseases has continued to prove its value in the field of dermatology and is attracting increased interest. The clinic is now organized with a nurse to make skin tests, a mycologist to make cultures and study the patients' reactions to them, and a dietitian to aid the patients in carrying out prescribed diets. A special study has been made by Dr. Kesten and Dr. Laszlo of a series of cases of urticaria. Mrs. Ramsdell has carried on the study of the relationship of heterophilic antibodies to clinical allergy and on the toxic properties of serum from allergic cases.

Work in the mycological laboratory has developed rapidly and during the year it has been possible to observe cases of the three major deep fungus infections, sporotrichosis, blastomycosis, and actinomycosis. The laboratory has coöperated with the New York Botanical Gardens in the preparation of a permanent exhibit for public education in regard to fungus infections. Dr. Emmons has been studying the life cycle of some of the more important skin fungi. Miss

Benham has developed a satisfactory method of identifying and classifying the yeastlike organisms occurring in skin lesions. In her work on sporotrichoses she has succeeded in producing this disease in carnations by inoculation of a strain obtained from a human case. This seems to represent the first instance of the experimental transmission of a human disease to a plant. Dr. Andrews has made a survey of the prevalence of fungus infections of the foot at the instance of the Committee on Public Health of the New York Academy of Medicine.

The Department was represented at the International Congress of Dermatology and Syphilology at Copenhagen held in August, 1930, by four members. Drs. Hopkins, Cannon, Feit, and Kesten presented papers dealing with their work. At the International Botanical Congress held in Cambridge, Dr. Dodge presented his work on hybridization and segregation of characters in *Monilia sitophila*.

DE LAMAR INSTITUTE OF PUBLIC HEALTH

The only changes in personnel have been the resignation of three employees of the Department of Sanitary Science, on the discontinuance of laboratory research in milk when the fund granted by the Milk Conference Board was exhausted.

The course for fourth year medical and dental students was well attended and is apparently producing constructive results in the thinking and formation of judgments on matters of preventive medicine and sanitation.

Three courses were offered at Teachers College in the Winter and one in the Summer Session. The courses for school physicians were offered in June and July to a class of twenty, the largest so far registered. The extension course for the laity in public health was not given because of the limited registration. The graduate students, candidates for the degree of Master of Science in Public Health, numbered twelve. Professor Phelps organized and directed a short course for sewage-work operators, held in Schenectady, for twenty-three students under the auspices of the New York State Department of Health and the New York Sewage Works Association. Professor Phelps participated in a similar course offered at Rutgers College by the New Jersey Department of Health.

A number of research problems are being investigated in sanitary science, industrial hygiene, industrial medicine, epidemiology, and public health administration, the results of which will be published and listed in the bibliography of the Department later.

The Department acknowledges the following gifts and grants for research:

- \$5,000 from Miss Louise N. Grace of Great Neck for unrestricted research.
- \$3,000 from the Standard Cap and Seal Corporation for milk pollution studies.
- \$250 from the American Medical Association for studies of viosterol in lead poisoning.
- \$500 from Mr. Irving Chase (expended through the Department of Physiology) for research in industrial physiology.

Since 1922 the University has spent \$221,120 on maintenance of the Institute and \$100,015 has been received in gifts up to May 1, 1931.

The proposal of the officers of the Institute that an affiliation with the New York City Department of Health be entered into for the purposes of study, demonstration, and teaching of public health practice in the population of the Washington Heights District, through a District Health Center building, has been approved in principle by the Faculty and by President Butler and measures are now under consideration to convert the proposal to a definite educational and administrative project.

DEPARTMENT OF DISEASES OF CHILDREN

The past ten years have seen rapid changes in the development of pediatrics. The Department has emerged from one consisting of a group of clinicians in active practice giving what instruction they could by lecture and clinic, with limited hospital facilities widely separated and not under departmental control, to the present organization consisting of full-time staffs in pathology, chemistry, and bacteriology and full-time instructors in a University hospital adequately equipped for teaching and research.

The early beginnings of the program in 1922 under Dr. John D. Lyttle gave immediate promise of improved care of children as well as teaching. In 1925 through funds provided by friends of the Department, a metabolism ward was established at Bellevue Hospital. The advent of the Babies' Hospital in 1925 greatly increased the available facilities of the Department and assured an adequate University hospital for the future.

The past three years have seen a partial fulfillment of the aim to provide an adequate staff on a University basis. Pathology and bacteriology now function under the full-time direction of Dr. Wollstein and Dr. Paige; chemistry under Professor Sperry and Drs. Lyttle and Sullivan; roentgenology under Dr. Caffey; undergraduate teaching under Dr. Caffey and Dr. McCune. The addition next year of Drs. McIntosh and Weech will raise the full-time staff to eight. It is with great satisfaction that the Department now enters upon a period of extended usefulness under full-time direction and with an increased staff trained in scientific medicine and free to apply their entire time to its advancement.

Great credit is due to Dr. Wilcox for the steady and gratifying development of the Department toward a University basis. For the past ten years, he has directed the aim of the Department toward attracting desirable men from other clinics. The plan was gradually to place the Department on an academic basis with a staff consisting of full-time clinical research workers, supplemented by a part-time group of teachers and hospital physicians. All of Dr. Wilcox's associates and friends in the profession and hospital join in paying tribute to his vision, his untiring energy, and his achievement in placing the Department on a high level of University organization.

Perhaps the greatest problem has been in the out-patient department. It was instituted before the hospital moved from its old location. The demands on the staff, because of rapidly increasing numbers of patients, have been very great. The service rendered by Drs. Craig and Langmann in the establishment and organization during these first years has been greater than is generally appreciated. It has become evident that there should be one full-time man in charge

of the out-patient department. This has been impossible both because no one on the staff has been in a position to give the necessary time and because a salary for the position has not been available. For the present, at least, the problem of the afternoon clinics has been met by the appointment of Dr. Charles A. Lang who is to give his attention to the out-patients exclusively. It is expected that before long a similar arrangement will be made to cover the morning special clinics.

Few changes have occurred in the plan of teaching during the past year. That of the third year has been improved by a further division of the class into smaller quiz sections so that a more personal contact may be provided between instructor and student. The work of the sections assigned to the wards has been better coördinated through the establishment of a system by which each student follows all of the patients given him during his entire period on the wards.

The third year lectures and clinics have been more closely coördinated and an attempt has been made to keep them more clinical and less didactic in type. The small amount of time allotted to fourth year instruction is still a matter of much regret, as it is difficult to maintain the interest of the class or to keep fresh the information gained during the third year.

Elective work has been carried on at the Babies' Hospital and St. Luke's Hospital, in the latter institution under Dr. Johnson and his staff. Next year Dr. Byard will offer an elective course in general pediatrics at St. Mary's Hospital.

DEPARTMENT OF NEUROLOGY

The new and more intimate associations of the Department with the other units of the Medical Center have been highly advantageous and satisfactory. They have created better opportunities for teaching and research, facilitated collaboration with other departments of the University, stimulated the professional staff, and brought financial support from many generous donors.

The coöperation of the Department of Neurology with the Neurological Institute has been eminently successful. It has provided adequate bedside teaching for medical students as well as out-patient instruction in the Neurological Division of the Vanderbilt Clinic. It also affords clinical and research opportunities for a large medical staff. The administrative officers of the Institute have spared no effort to make this coöperation most effective. They have entered into all phases of the work with enthusiasm. The associations with the Psychiatric Institute, especially in postgraduate teaching, have resulted in a well-organized group of courses for physicians desiring further instruction in psychiatry and neurology.

Investigations are being conducted either in direct collaboration with or assisted by the Departments of Obstetrics and Gynecology, Pediatrics, Medicine, Physiology, Anatomy, and Psychiatry. Investigators from the Department are engaged in research in the Sloane Hospital for Women, in the Babies' Hospital, and in the Psychiatric and Neurological Institutes.

The outstanding development of the past year was the establishment of the Committee of Research and Publication. This Committee has joint representation from the Board of Trustees of the Neurological Institute and the Medical

Board. In formulating a plan for the organization of neurological research in the Medical Center, the farsightedness of the Board of Trustees of the Institute has been fully demonstrated by the creation of this committee. Through the generosity of several Trustees and other friends of the Institute financial support of the research has become assured.

The research funds thus made available have permitted the initiation of new research programs in seven major fields of neurological study and the stimulation and enlargement of others which were already under way. The results which will accrue from these activities promise to be of such volume and range as to warrant the creation of a special journal, the *Bulletin of the Neurological Institute of New York*. It is the first periodical publication which has thus far appeared to represent the research activities of the Medical Center and has a distribution larger than any neurological journal published in the English language.

The administration of the Department of Neurology is in the hands of a Neurological Council which holds regular monthly meetings to consider departmental teaching policies, curriculum arrangements, research regulations, and the appropriation of laboratory funds. The Council consists of twenty members, all of professorial rank, with representatives from the Departments of Psychology and Psychiatry. Dr. J. Ramsay Hunt is chairman of the Council and Dr. Casamajor, its executive officer, represents the Neurological Department on the Committee on Administration of the School of Medicine. The personnel of the Council forms an interlocking directorate with the Medical Board of the Neurological Institute.

Pursuant to the policy in force for the past sixteen years, the teaching of neurology for medical students is conducted throughout the four years of the medical course. This policy aims to keep the clinical objective of the medical student continuously in view and to make all of his courses in neurology bear directly upon his training as a practitioner. Clinical contacts are made at the beginning of the first year and continued with increasing emphasis in each of the three succeeding years.

In the first year, a course in neuroanatomy is provided and patients are introduced to illustrate the functional significance of the different segments of the nervous system and to indicate the clinical importance of anatomical knowledge in the various portions of the nervous system. In the second year, methods of neurological examination are taught, partly by motion pictures.

In the third year, sections of the class receive instruction in neuropathology and bedside neurology. The more common varieties of nervous diseases are presented from the Vanderbilt Clinic. In addition to these demonstrations, each student of the class has bedside experience in the examination and diagnosis of cases in the neurological wards of the Montefiore Hospital. This instruction is given to groups of two or three under the personal supervision of an instructor who is an attending physician in the hospital.

In the fourth year, the class is divided into sections of twenty and each section assigned to one of the five senior attending neurologists for stated periods. The students are called upon to participate in the examination of all patients and the discussion of diagnosis and treatment. Special emphasis is laid upon therapy and all means of treatment including surgical, physiotherapeutic, psychothera-

peutic, mechanical, and medicinal are demonstrated. The point of view maintained throughout this course is that the student will soon be a practicing physician and should approach all cases exactly as if they were his own patients.

A large corps of instructors is needed to carry these neurological courses through the four undergraduate years and the Department of Neurology is therefore credited with a larger teaching force than in other institutions which assign much of the preliminary neurological instruction to non-clinical departments. It is the firm belief of the Department that the present system which emphasizes the clinical objective from the start and brings the student immediately under the guidance of trained clinicians is much better adapted to the needs of developing practitioners than any other.

The need of short postgraduate courses in neurology has long been appreciated by the Department and for a number of years attempts have been made to offer suitable opportunities of this kind. In the past the facilities have been inadequate and not until coöperation between the Neurological and Psychiatric Institutes became effective in the Medical Center was it practical to undertake this type of instruction in a serious way. Two years ago combined courses were offered by the staffs of the two institutes and a number of postgraduate students availed themselves of the opportunity. With some modifications, these courses were again offered at the beginning of the present academic year with considerable increase in the number of registrants. The Department also offers a postgraduate course in neuroanatomy and histology which has been given for a number of years by Dr. Elwyn and has a large attendance. A similar course is given in the Summer Session by Dr. Strong.

The proposal for a three-years' residence course given by the Neurological and Psychiatric Institutes has been approved by the Administrative Board on Post-Graduate Studies in Medicine. In this course it is expected to accept two resident Fellows each year, one in neurology and one in psychiatry. If the applicant desires to specialize in neurology, two years will be spent in the Neurological Institute and one in the Psychiatric Institute. The time apportionment will be reversed if the desire is to specialize in psychiatry. The mornings will be devoted to clinical assignment in the wards, the afternoons to the out-patient departments and laboratories.

The Department desires to make grateful acknowledgment to many generous donors for their liberal support of research work, especially to Miss Ruth Twombly, Mr. Felix M. Warburg, Mr. Harrison Williams, Dr. M. Allen Starr, and also to the Commonwealth Fund, the Josiah T. Macy, Jr. Foundation, the New York Foundation, and to the estate of Mrs. Ottman for her generous bequest of \$50,000.

The increased responsibilities imposed upon the Department by the extensive research program, the direction of postgraduate studies, the publication of the *Bulletin* and the proper coördination of the teaching program make the present organization inadequate to meet the demands of the situation. The further development of neurology in the University requires a more intensive and concentrated effort than can be expected of the staff in its present status. The work of the Department is, for the most part, carried on by part-time professorial workers whose clinical duties are already large and will, in all probability, increase.

Our obligations to the community, to the profession, and to the University demand a staff which will be able to devote itself more fully to the many responsibilities of the Department. It is the desire of the Department of Neurology that it be reorganized and placed upon the same full-time basis as several other clinical departments in the School of Medicine. Such a proposal envisages a full-time director of the Department with the necessary full-time staff of associates and assistants. It retains, however, those part-time workers who are needed to carry the clinical responsibilities and to meet the obligations to the public. This conclusion has been reached after long deliberation and has been forced upon the group by the increasing demands made upon the time of the staff as a result of the rapid developments particularly of the past two years.

DEPARTMENT OF OBSTETRICS AND GYNECOLOGY

No change has been made in the methods of instruction during the year. Full use is being made of the clinical material in the Sloane Hospital for Women and in the Sloane Department of the Vanderbilt Clinic. The division of the fourth year class into four, instead of into three, sections gives smaller groups to teach. The benefit to the individual student more than compensates for the added burden to the staff of having to cover the ground four, instead of three, times during the year. An attempt is being made to take moving pictures of various clinical phenomena and operative procedures in the hope that these may prove of value for teaching purposes. To date the results are promising.

During the year two postgraduate students have worked in the Department, both of them being sent by the Rockefeller Foundation, one from Hungary and one from Siam. In addition to the regular clinical work both have engaged in investigative work.

Several members of the staff have taken part in postgraduate courses organized by the county medical societies of New Jersey. Four centers have been visited: Newark, Jersey City, Newton, and Hackensack and a total of twenty-three lecture demonstrations have been given. This type of postgraduate teaching, while not ideal, serves a useful purpose in keeping the practitioner who is out of reach of a teaching centre in touch with recent developments and in stimulating in him a desire for further knowledge.

In the laboratories of the Department a larger volume of routine work has been done than ever before. This is the result of a larger number of patients in the hospital and to the fact that the percentage of autopsies obtained in fatal cases is higher than in any previous year. The advantages to staff and students of these routine pathological investigations are obvious.

Research

During the past year Dr. Samuel Graff has engaged in biochemical investigations on the toxemias and anemias of pregnancy. The expenses of this work have been met by a grant from the Chemical Foundation. Dr. Graff, with Dr. D'Esopo and Dr. Tillman, has continued his work on blood volume in pregnancy.

Dr. Raphael Kurzrok, in conjunction with Professor Clarke and his associates in the Department of Biochemistry, has made further studies on the ovarian

and pituitary hormones and on sterility. Dr. Kurzrok is investigating the problem from the clinical side and is studying various abnormalities in the menstrual function.

Dr. W. E. Caldwell has completed a study of puerperal sepsis, the results of which are embodied in a report to the White House Conference on Child Health and Protection. Dr. W. E. Studdiford reported to the same conference on "Fetal Mortality in Breech Presentations." Dr. Coler has continued his studies on congenital pneumonia and on pneumonia in the new born. He has also investigated the subject of congenital syphilis from the standpoint of laboratory diagnosis and has made an evaluation of the efficacy of preventive treatment in the antenatal period. Dr. Draper has made further laboratory and clinical studies on vaginitis. Dr. W. W. Herrick, with Dr. Jean Corwin, Dr. D'Esopo, and Dr. Tillman, is accumulating data on various aspects of the problem of anemias in pregnancy. This work has now been extended over several years and should yield valuable information.

DEPARTMENT OF OPHTHALMOLOGY

The increase in the number of lecture hours has made the didactic instruction of students more comprehensive. The teaching of ophthalmoscopy on the medical wards has enabled the student to realize the practical value of the ophthalmoscope. The visits to the eye department of the Neurological Institute have given students the opportunity to examine many interesting neuro-ophthalmological cases. The increase in the number of patients in the eye clinic has afforded greater clinical material for demonstration. Ward rounds and attendance at operations have also continued to be a part of their course of instruction.

Dr. Kirby has continued his research into the origin, nature, and causes of cataract. Clinical studies have also been made in coöperation with the Department of Metabolism of the incidence and nature of the incipient lens changes in diabetes.

Dr. Johnson, a DuBois Fellow in Ophthalmology, is continuing his investigation on the ocular signs and symptoms of brain tumor. Dr. Morgan has started an experimental study on detachment of the retina. Each member of the Department has recently selected a clinical problem for scientific investigation so it is to be hoped that in the near future several contributions will be forthcoming from the Department.

Everyone in the Department is looking forward eagerly to the facilities that will be made available in the new eye hospital and the new laboratories which will permit considerable extension of the research and teaching opportunities of the Department.

DEPARTMENT OF OTO-LARYNGOLOGY

In order that a closer affiliation might be established between the clinic and the ward work, the post-operative follow-up clinic was established. This clinic was held on Friday afternoons before regular clinic hour. This work has been particularly of advantage to the staff in that it has been able to follow the results of mastoid and tonsil surgery for a consecutive number of visits. Also a separate

clinic has been established for the study of the labyrinth in collaboration with the Department of Neurology.

In the teaching of the medical students a new departure was made in the early part of the school year of 1930. A regular medical history form was instituted by which the students are to follow in the cases assigned to them in the clinic. Also included in this form is a list of the more important oto-laryngological conditions which the students are expected to see during their time in the clinic and which are checked daily by the instructor listing the conditions seen during each session. It is believed that this procedure is making the work in oto-laryngology more interesting and helpful to the student.

PATHOLOGY

Dr. von Glahn returned from his leave of absence at the opening of the school year and in February was assigned to duty at the School of Tropical Medicine, San Juan, Porto Rico. During his stay there he has had a most active service and has introduced many changes in the conduct of the laboratory which will be of permanent value to that department.

No changes of significance were made in the conduct or content of the course given to the second year students. A number of lectures were given by specialists in different fields of work: Dr. O'Connor on tropical diseases, Dr. R. A. Lambert on leprosy, Dr. Hopkins on syphilis and fungus diseases, Dr. Hess on vitamin deficiencies, Dr. Woglom on experimental cancer, and Dr. Marine on the pathology of endocrine disorders.

The routine pathological work of the Sloane Hospital for Women has been carried out as in past years under the supervision of Drs. E. S. Coler and W. E. Studdiford, working under the direction of Dr. Alwin M. Pappenheimer.

The fourth year course in obstetrical and gynecological pathology was given, as previously, by Drs. E. S. Coler and W. E. Studdiford. The course has been maintained practically unchanged as it was carried on last year. The teaching has been improved during the year by the addition of many gross specimens which have been painstakingly mounted and prepared by Dr. Parks.

Pathological reports of interesting cases have been presented at the bi-monthly staff conferences. Preparation and presentation of these cases have been in the hands of Dr. Parks.

Beginning July, 1930, one of the rooms assigned to Sloane Hospital Department of Pathology was given over to Dr. Samuel Graff for the purpose of making further biochemical investigation of the toxemias and anemias of pregnancy. Miss Ada Maculla assists Dr. Graff in this work. The clinical phase of the study is under Drs. D. Anthony D'Esopo and Alvin Tillman.

Under the auspices of the Rockefeller Foundation, Dr. Ete Berg of Hungary worked in gynecological and obstetrical pathology for four months. He was especially interested in some embryological studies and during this time he made a series of clay models of developmental processes. These models will be of great value to the Department for teaching purposes. Dr. Maiprom Srisvasti of Bangkok, Siam, is at present working in the Department. He also was sent to us by the Rockefeller Foundation to gain further experience in obstetrical and gynecological pathology prior to his return to Bangkok.

The numbers of deaths and necropsies are given in the following table:—

	<i>Deaths</i>	<i>Necropsies</i>	<i>Percentage</i>
Presbyterian Hospital			
Medical	248	119	47.9
Surgical	146	58	39.7
Urological Clinic	43	11	25.5
<i>Total</i>	<i>437</i>	<i>188</i>	<i>43.1</i>
Sloane Hospital			
Adults	24	8	33.3
Infants (Including stillbirths)	108	98	85.0
Vanderbilt Clinic	11	3	27.2
Neurological Institute	126	44	34.9

Research

Dr. Andersen has completed the problem begun last year upon the effect of thymectomy in young rats. He has also made a study of the weights and histological appearance of the endocrine organs at different phases of reproductive life in the two sexes.

Dr. Berg has continued his studies upon the physiology of the islands of Langerhans in the pancreas of the living white mouse. He has also been studying the response of the arterioles to vasodilator drugs in high dilution. In collaboration with Dr. Zucker and Mrs. Newburger, he has completed a study of the flow of pancreatic juice in dogs with pancreatic fistulae.

Dr. E. P. Fowler, whose work is being financed by the Department of Otolaryngology and by the New York League for the Hard of Hearing, has continued his pathological studies upon the ear. Dr. Hess continued his studies on the action of irradiated ergosterol, being assisted by Miss Weinstock, Mrs. Benjamin, Mr. Gross, and Miss Berliner.

The members of the mycology department under Dr. J. G. Hopkins have continued their work on the pathogenic fungi. Dr. C. W. Emmons is engaged in a study of the life cycle of trichophyton gypseum and other forms. He is also investigating the enzyme action of achoreon gypseum and the effect of anti-septics on the growth of trichophyton. Miss R. W. Benham has been concerned with the classification of the monilia group, and has continued experimental work on sporotrichosis and blastomycosis.

Dr. Jobling has collaborated with Dr. Sittenfeld and Miss Johnson in experiments with the Rous chicken sarcoma. The work on fungus polysaccharides has been extended by Dr. Kesten with the collaboration of Dr. Ethel Mott Morgan. Mrs. Newburger, with the surgical assistance of Dr. Berg, has made a study of the pancreatic diastases in the blood and urine of dogs.

Dr. Pappenheimer and Dr. Marianne Goettsch of the Department of Biological Chemistry have continued their coöperative study of two interesting dietary

diseases which they have called nutritional encephalomalacia in chicks, and nutritional muscular dystrophy in guinea pigs and rabbits.

Dr. Richter has continued his work on mouse leukemia, in collaboration with Dr. MacDowell of the Carnegie Institution. Dr. Smetana is working on coccidiosis of the liver in rabbits. Dr. Victor is engaged in a study of radium and X-rays on the metabolism of the cardiac muscle. He is also studying the metabolism of various types of neoplasms of the central nervous system. Dr. von Glahn is continuing his studies in association with Dr. Flinn of the Department of Physiology on the toxicity of copper and its relation to hemachromatosis. Mrs. Weld, with the assistance of Miss Gunther, has been studying certain toxic properties of staphylococcus filtrates.

Dr. Wilens has been working with Dr. Richter and Dr. MacDowell in their experiments on mouse leukemia. Dr. Wolf, with Dr. Pike of the Department of Neurology, has been investigating cerebral anaphylaxis and localization in the hypothalamus. Dr. Zucker, in collaboration with Mrs. Newburger and Dr. Berg, has studied the mineral metabolism in dogs with pancreatic fistulae.

Assistance towards the research work of the Department has been received from the following sources, to which we wish to make grateful acknowledgment: Corporation of University Patents, Mr. A. S. Rosenthal, Mead Johnson and Company, Research Fund of Columbia University, the Chemical Foundation, the Carnegie Corporation, and the Department of Oto-laryngology.

DEPARTMENT OF PHARMACOLOGY

A change in the teaching program of the current year was made possible by an increase of thirty hours for second year instruction. The laboratory periods now begin in the second trimester, instead of in the third, as heretofore. The additional ten laboratory periods have made possible the introduction of several new exercises and demonstrations and five periods are devoted to pharmacy.

Dr. Kurzrok of the Department of Biological Chemistry, Dr. Brown of the Department of Medicine, and Dr. Conrad and Mr. Buchbinder of the Department of Bacteriology are carrying out pharmacological investigations in connection with their researches in their respective departments.

A wide range of problems is under investigation in the Department and will be reported on later.

DEPARTMENT OF PHYSIOLOGY

Dr. F. S. Lee is continuing work on his monograph on the subject of fatigue. Dr. E. L. Scott and his collaborators, Louis B. Dotti, James F. B. Zweighaft, Eugene L. Fisher, Alexander S. Chaikelis, and Miss W. W. Smith are actively engaged in investigating various problems associated with the blood-sugar levels in rabbits and rats and the relation between insulin dosage and the change in blood-sugar level in the rabbit. Dr. Pike has continued his investigations on convulsive states. This work has been carried on in the Department of Neurology in collaboration with a number of investigators.

Dr. F. B. Flinn in conjunction with Dr. von Glahn, of the Department of Pathology, has continued studies of the relationship between liver pigmentation

and diet. He has studied the pathology of radium poisoning, especially the action of radium on the skeleton. The action of parathormone and of ergosterol irradiated with ultra-violet light in facilitating the elimination of radioactive material and in promoting regeneration of injured bone has been investigated.

By courtesy of Dr. Alexis Carrel, of the Rockefeller Institute, Miss MacDonald received training in his laboratory in the methods of tissue culture. These methods are now being employed by Dr. Flinn and Miss MacDonald in this laboratory for study of the effect of minute quantities of radium on cells. Through a gift from Mr. Irving Chase, the purchase of special apparatus for these studies has been made possible.

Under a grant from the American Medical Association, Dr. Flinn and Dr. Ross Smith are studying the effect of irradiated ergosterol in lead poisoning. Dr. K. S. Cole is conducting investigations of the fundamental properties of living cells. He has also calibrated the X-ray therapy equipment of the Presbyterian Hospital at regular intervals and is developing methods for measurement of the energy and spectral distribution of the X-ray radiation.

During this year Dr. Cole has conducted a seminar on the subject of "Physics Fundamental to Living Systems." He exchanged lectures with Dr. H. A. Abramson of Harvard University. Dr. Aleita Hopping has continued studies of cell metabolism. Dr. F. H. Howard has in progress a study on measurement of the strength of the abdominal wall in relation to the problem of vixceroptosis. With Dr. Allen O. Whipple, of the Department of Surgery, he is developing a clinical method for measurement of intra-abdominal pressure.

Dr. Israel Weinstein has completed a quantitative study of effects of ultra-violet light which has been published. Mr. Barry G. King has been carrying on an intensive study of the cardiac reactions in electric shock and is also making a statistical study of the blood-picture following electric shock.

Dr. H. B. Williams has continued to direct the general investigation of electric shock begun several years ago in collaboration with the American Telephone and Telegraph Company. With the assistance of Mr. Bruce Hogg and Miss Elizabeth Patterson, Mr. Spence and Mr. King have carried out a very large number of experiments on the effects of shock under various conditions, including the testing of protective devices and investigation of post-shock remedial measures.

Madame Marianne Gagarine is assisting in the haematological studies and in preparing tissues of shocked animals for pathological examination. Drs. Sidney Gladstone and Abner Wolf, of the Department of Pathology, have collaborated in a study of the pathology of electric shock.

DEPARTMENT OF PRACTICE OF MEDICINE

The course in physical diagnosis, admirably conducted the past ten years by Dr. Herrick, has been given by Dr. Loeb this year. Until this year the work of the second year has been confined to Vanderbilt Clinic and Presbyterian Hospital, and has been handicapped because of insufficient clinical material. The effort has been made this year to improve conditions by utilizing opportunities at Bellevue, Willard Parker, and Montefiore Hospitals. The results are most

encouraging. By arranging for the course to be given in the last trimester of the second year, the work in medicine, physical diagnosis, clinical microscopy, and introductory medicine is now correlated much more satisfactorily. A further advantage is the easier travel for the student and more leisure on the part of the instructors engaged in practice during the spring months.

Another change in the instruction in medicine is believed to be an improvement. Under the supervision of Dr. Lamb, the several subjects presented to the classes as a whole in formal exercises have been systematically arranged with the view to enlarging the field of medicine presented and to avoid needless duplication.

In response to the demand on the part of the students, an optional course in differential diagnosis is to be offered next year in the form of clinical pathological conferences. These exercises are very popular with the students and are stimulating to the staff members. They bring out the difficulties encountered in clinical medicine and serve as an excellent example of the value of intellectual honesty in approaching medical problems.

The Department is handicapped in the instruction through lack of availability of the medical histories for student studies. At an early date provision by the College of a record room staff member whose first duty it is to care for student requirements should be made.

Most of the students in their third and fourth year select medicine in their elective quarter. Fortunately the fourth year students elect the work at Bellevue Hospital where the facilities and instructors are admirable. Drs. Norrie and Miller extend every effort to make the work interesting and instructive. Opportunity for a few students to pursue special subjects uninterruptedly and for longer periods than is now possible would seem desirable.

The elective courses in tuberculosis offered to fourth year students by the tuberculosis service at Bellevue Hospital have been well attended. Several periods are given over to special subjects such as the pathology of chronic pulmonary diseases, artificial pneumothorax, and surgical treatment of pulmonary tuberculosis. To make the course more complete and to illustrate some of the sociological situations, several afternoons are spent by the students in the Bellevue out-patient clinic and in the clinic of the Bellevue-Yorkville Health Demonstration. A week-end is also spent in studying sanatorium treatment at Loomis Sanatorium. An elective course in physical diagnosis of thoracic diseases was also conducted during the year for third year students.

The special research laboratory conducted in connection with the tuberculosis service now contains considerable valuable pathological material to be used for teaching purposes.

During the year 1930 almost 2,700 patients were treated on the wards of the tuberculosis service. While the large number of patients is a disadvantage so far as rendering thorough and efficient medical service is concerned, the opportunities available for teaching are large.

Research

Drs. Dochez and Kneeland and Miss Mills have continued their investigation of the etiology of the common cold and have made several important contribu-

tions to this important problem. Additional observations on the rôle of secondary invaders in upper respiratory disease have been made by Dr. Kneeland, who, through the courtesy of Dr. Alfred F. Hess, has continued his studies at the Home for Hebrew infants.

Dr. O'Connor has made distinct progress in his studies of filariasis. With Dr. Golden, his studies on the X-ray diagnosis of filariasis have progressed with promising results. Experimental studies are in progress on the value of X-ray deep therapy in the treatment of filariasis. Over sixty cases of infection with *Entamoeba histolytica* have been treated with anayodin.

Drs. Atchley, Loeb, and Richards and Miss Benedict have coöperated, with the assistance of several chemists, in a study of the total electrolyte metabolism in a variety of conditions. The chemical studies of liver extract in reference to producing remissions in pernicious anemia have progressed very satisfactorily in the hands of Drs. West and Dakin and Miss Howe.

Dr. Richards has studied Dr. Barach's cases in the high oxygen atmosphere in reference to the effect on the blood flow, carbon dioxide, and oxygen dissociation curves. Similar studies have been made on the effects of artificial phenothorax.

Drs. Levy and Ellis in their study of the potency of certain proprietary preparations of digitalis find a marked discrepancy. Their work should be of distinct value to practicing physicians. Dr. Levy in association with Dr. Turner has continued his study on cardiac pain. Dr. Turner is engaged in the study of the pathogenesis of arteriosclerosis and has continued his work on a form of thyroid hyperplasia produced in chickens by ultra-violet light deficiency.

Dr. Heidelberger in association with Dr. Kendall has succeeded in isolating from the scarlatinal streptococcus two proteins with differing serological specificity. Through aid from the National Tuberculosis Association, working with Dr. Menzel, he has been engaged in a study of the polysaccharides of the tubercle bacillus.

Dr. Gutman has been studying methods for the determination of organic iodine in the blood and is engaged also in a quantitative estimation of thyroxine in normal and pathological glands. Dr. Webster has carried on his work with the goitrogenic factors found in cabbage. In association with Dr. Swingle of Princeton, he has studied the effect of basal metabolism on adrenalectomy and the potent extract of adrenal cortex obtained by Dr. Swingle. Dr. Conrad has made a study of the psychiatric features which may be operative in Graves' disease.

Dr. Thompson has been engaged in the investigation of blood diseases and with Dr. Whipple is studying the effects of splenectomy in attempting the possibility of reproducing certain features of splenic anemia in animals. Dr. McAlpin continues his work in the leukemias and the study of the value of radiotherapy in small doses at frequent intervals. He is also observing the effects of phenylhydrazine on the blood-picture of patients suffering from polycythemia vera.

A number of studies in rheumatic fever have been carried on by Dr. Coburn, including clinical and bacteriological observations of rheumatic fever subjects with special reference to environmental factors.

Dr. Hanger has been studying experimental leukemia in animals and the factors concerned in localization of infectious processes and phagocytic properties of capillary endothelium. Drs. Boots and Dawson and Mrs. Lippman continue their studies on the etiology of rheumatoid arthritis.

Dr. Seegal is continuing his study of the phenomena of local organ hypersensitiveness. In association with Drs. Dochez, Loeb, and Lyttle, Dr. David Seegal has been investigating the rôle of hypersensitivity in streptococcus hemolyticus in patients with glomerular nephritis. He has been working with Dr. Beatrice Carrier Seegal of the Department of Bacteriology in a major part of this work.

Dr. Barach is investigating the possible therapeutic value of using convalescent serum from pneumonia patients. He has continued his investigations with the therapeutic effect of oxygen on congestive heart failure, coronary arteriosclerosis, pulmonary tuberculosis, and advanced pulmonary fibrosis. Dr. Barach has developed a new portable oxygen chamber.

Dr. Stevens has been studying hypersensitiveness in patients suffering from asthma, hay fever, rhinitis, migraine, and certain gastro-intestinal diseases.

Work in the constitution clinic has been carried on by Dr. Draper. Intensive study of the psychological panel in reference to gastric ulcer cases and migraine have occupied his particular attention during the past year.

At Bellevue Hospital, Dr. Grethmann has completed a study of the architecture of the finer bronchial endings of the human lung and has also devised a method of studying the cytology of effusions from the serous cavities. An investigation of the occurrence of living tubercle bacilli in the blood stream of tuberculous patients is now under way.

DEPARTMENT OF PSYCHIATRY

The teaching and research activities of the Department have been expanded and better coördinated during the year through the more complete utilization of the clinical and laboratory facilities of the Psychiatric Institute and Hospital which opened for the reception of patients in January, 1930. These facilities, together with those available in the Vanderbilt Clinic and the opportunity which we have of studying cases with psychiatric problems on the wards of the Presbyterian Hospital, the Babies' Hospital, the Neurological Institute and other units of the Medical Center, make it possible to bring the student into close personal contact with psychiatric problems of all types and degrees of severity.

The enlargement of the psychiatric staff during the past three years, the development of postgraduate courses, the increasing interest in research work and the penetration of psychiatric activities into various other units of the medical center have led to the necessity of coördinating better the work of the Department. With this object in view a Psychiatric Council was organized during the year, composed of the teaching and research staff of the Department.

Instruction of medical students begins in the second year with an introductory course in psychopathology. During the past year some illustrative case material has been introduced into this course for the first time. It is felt that this course will become more effective as it is gradually made less didactic and theoretical and more clinical in character. One difficulty is due to the fact that this course is given to both medical and dental students and the combined classes make up a very large and unwieldy group.

In the third year active clinical work begins and is so conducted that most of the teaching is done in small sections and by clinical clerking. The clinical

clerks devote four mornings a week in the wards of the Psychiatric Institute or in the Vanderbilt Clinic. At the end of the clerkship each student must submit two complete case records. From among the cases worked up by the students certain ones are selected for presentation and discussion at a final clinical conference with each group of students.

Throughout the third year the students' attention is directed especially to psychiatric problems of the kind encountered in general practice, particularly the borderland and incipient cases, the psychoneurotic types, and functional nervous disorders, including the tremendous number of patients with abnormal emotional reactions and personality maladjustments associated with acute and chronic physical illness.

Through cooperation with the Department of Medicine, a plan was instituted during the year in which a psychiatrist holds conferences with the third year students on cases which they examine during their clerkship in medicine. The need of treating the emotional problem as a part of the medical problem is especially emphasized. During the fourth year a course serves to bring the student into contact with a series of cases especially selected to illustrate problems of individual treatment in hospital and general practice, community resources for the care of psychiatric patients and the social implications of mental disorder, delinquency, medico-legal problems, etc. Finally an outline of the general principles of mental hygiene is presented.

Approximately one-third of the patients admitted to the psychiatric out-patient clinics are children below the age of sixteen. During the year the work in this field has expanded and additional medical and clerical personnel have been added. Contacts with the Department of Pediatrics have been enlarged and psychiatric service is now being provided on a number of the wards of the Babies' Hospital.

The teaching program in the children's clinic as it relates to medical students is being reorganized and enlarged. A clinical conference is held once a week to which the staffs of other departments are invited. This year a number of student social service workers have been given an opportunity to work in the clinic.

Gratifying progress was made during the year in the development of graduate instruction in psychiatry. The Department of Psychiatry, in collaboration with the Department of Neurology, the Psychiatric Institute and Hospital, and the Neurological Institute, offered courses in neurology and psychiatry of two or four months' duration. The number of students registering for the courses was 36, of whom 23 took the four-months' course.

Another opportunity for graduate students is planned through the establishment of resident fellowships in neurology and psychiatry. Students qualifying for these courses will divide their time between clinical and laboratory work in the Neurological and Psychiatric Institutes and will be in residence in the Institutes during the period of their study. It is believed that such fellowships will mark the first attempt in this country to give under University auspices systematic and comprehensive training to those who desire to specialize in neurology and psychiatry. It is also thought that such a plan will do much to stimulate research in these fields.

Special studies and research work by members of the staff have shown a notable

increase over former years. A wide range of problems in psychiatry is being investigated by the staff, a number of which are being studied in coöperation with other departments of the Medical Center.

DEPARTMENT OF SURGERY

The decrease in the total hours assigned to surgery in the curriculum changes in the last two years has been felt particularly in the third year. It has been necessary to curtail the time devoted to the lesions requiring immediate surgical therapy to a greater degree than those of a borderline nature in which medical and conservative therapy are considered. The latter are covered, however, to a large measure in the weekly combined clinic with the Department of Medicine.

It was thought that the acute surgical lesions of the abdomen and chest could be taught adequately in the wards during the third year clerkship, but it has been found that the instruction is unequal in the various sections because of the irregular admission of patients having these conditions. It is planned to remedy this fault by revising the schedule of subjects discussed in the combined clinic.

The elective course in the fourth year at Bellevue Hospital has corrected the above fault to a certain degree. At Bellevue Hospital the emergency service admits many acute surgical patients with such conditions as gunshot and stab wounds of the chest and abdomen, which we rarely see at the Presbyterian Hospital. The fourth year students, during their elective quarter at Bellevue Hospital see these patients and are given the opportunity of observing the treatment.

The two-year trial of the third year clinical clerkship has brought out interesting observations by both instructor and student. The head of the Department is convinced that the case instruction in history and physical examination given by the senior and more experienced clinicians has been carried on far more effectively in the instruction room than it had been when the teaching was done in the ward proper. The instruction thus given has borne fruit in the better trained fourth year student, as he takes up the study of less obvious and earlier forms of disease in the clinic.

The organization of the work of the fourth year clinical clerks is always more difficult than that of the third year. For the well-grounded student, the greater freedom of the fourth year is of great value but for the student accustomed to and dependent upon didactic instruction, the result is disappointing. It has been felt necessary, because of State Board requirements, to give instruction in such subjects as anaesthesia, minor surgical procedures, and dressings. In the time allotted for the clerkship, however, it is difficult to cover these subjects adequately, and also have the student visit the other special clinics. It is felt that with the facilities of Bard Hall available next year, the surgical clerks can see more of our emergency night work and have more of the functions of real externs.

The teaching of the fundamental principles in wound healing, repair of tissues and injuries as given in the second year has progressed satisfactorily as a result of an adequate, well-organized teaching staff under the direction of Drs. Stout and Frantz.

It is hoped that during the coming year it may be possible to use the abundant clinical material of the out-patient and ward services to develop an optional

clinic for first and second year students. It is believed that by presenting patients having obvious or demonstrable anatomical lesions as in fractures, obstructions of normal tracts, demonstrations of lymphatic spread as seen in acute infections and neoplasms, a stimulus for the study of anatomy could be provided.

The surgical laboratory is realizing more and more the function for which it was designed. Not only is it used by members of the surgical staff but as will be seen in the statement following, other departments are using the facilities either independently or in coöperation with members of the Surgical Department.

Research

Dr. G. F. Laidlaw has continued his studies on the use of silver in staining reticulin and nerve fibers and has commenced an investigation of pigmented moles and melanomas. He has completed a study of the embryology of the chick cornea.

Dr. Laidlaw and the technical department are coöperating with Drs. Lieb and Blackberg and Miss Wanger of the Department of Pharmacology in their study of the occurrence and distribution of melanin in the human body. Dr. Blakemore is engaged in the experimental production of aneurysms in dogs in order to study their treatment by electrocoagulation. Dr. R. L. Moore with Dr. Cochran has completed a study which has demonstrated the inefficacy of the colonic administration of oxygen in experimental anoxemia in dogs. They are now engaged in a study of the relationship between pulmonary blood flow in dogs. Dr. Hirshfield is attempting to learn the fate of sea sponges placed between the ribs and pleura in dogs.

The facilities of the animal operating room, under the direction of Miss Mapes, have been used freely by a number of investigators from other departments. Members of the Department of Oto-Laryngology have also used the operating room to gain experience in the technique of bronchoscopy. The laboratory force is coöperating with Dr. Dingwall, who is working in Professor Beans' laboratory in the Department of Chemistry of the University, in attempts to estimate the metallic content of cancerous tissues by special spectroscopic methods.

Dr. Schroff of the School of Dentistry is engaged in a study of giant cell tumors of the gums. During the year he completed and published his study of the incisor canal cysts. During the past year Dr. Cunningham completed his studies on the effect of partial gastric exclusion on the mucous membrane of the stomach of dogs.

Drs. Lenz and Frantz have begun an investigation of the effect of radium on the structures of the normal eyes of rabbits. Dr. Cochran has been engaged in an attempt to produce chronic lymphedema in dogs along the lines suggested by Dr. Homans of Boston. Drs. Stanley-Brown and Lester have also become interested in this subject and have undertaken to produce chronic lymphedema by methods which differ somewhat from those of Dr. Cochran.

Dr. Stanley-Brown is continuing the investigations begun over two years ago with Dr. Bancroft on the prevention of postoperative thrombosis and embolism. Dr. Hibbard has been attempting to produce goitre in rats by variations in the iodine and calcium chloride content of the diet. He has also undertaken,

with Dr. Swenson of the X-ray department, an X-ray study of fluid level formation in intestinal obstruction in dogs. Dr. Bauman and his associates, Dr. Spanner and Miss Pickens of the chemical laboratory have undertaken promising studies of the cause of gallstones. Drs. Colp and Mage with Dr. Kasabach of the X-ray department have been studying the effect of periarterial sympathectomy upon the repair of fractures. Dr. Clay Ray Murray has continued his studies of the factors involved in bone formation and the healing of fractures. With Dr. Preston, he is investigating the rigidity of fixation and character of metal used as factors in the healing of plated fractures. With Dr. Margaret Murray, he is using tissue cultures to study the mechanism of calcium deposition in adult animal tissue forming extra-skeletal bone.

Dr. F. M. Smith has been engaged in an effort to determine the causes of delay between the time of discovery of breast cancer and its adequate treatment. He has also been studying certain phases of chronic cystic mastitis, and the incidence of carcinoma in cases of cystic mastitis. Dr. Kingsley and Dr. Margaret Murray have been attempting to obtain pure cultures of cancer cells in order to use them in immunization experiments in animals. Dr. Webster has been studying the late effects of the transplantation of tissues preserved in alcohol for various periods. During the past year Miss Spofford and he have succeeded in developing a material for making moulages and ninety-eight of these have been made, painted and mounted on wood. Dr. B. C. Smith has commenced the study of arterial diseases by means of vascular injections, X-rays and the microscopic study of entire cross sections of amputated extremities at different levels.

Drs. Meleney and Harvey are studying the local immunity of the peritoneum with bacterial vaccines and filtrates; Drs. Meleney and Finlay are investigating the symbiotic relationships of intestinal bacteria; Dr. Zaytzeff-Jern is studying the protective value of convalescent human serum, immune horse serum, and bacteriophage; Dr. Harvey is engaged in a bacterial study of experimental peritonitis in dogs; Dr. Finlay is investigating the persistence of bacteria in drainage tracts in cases of peritonitis.

Dr. Hunt is engaged in a study of anaesthesia induced by the combined administration of avertin and ether by rectum in white rats, rabbits, and dogs. Under the direction of Dr. M. L. Isaacs, investigations are being carried out to determine the thermal death characteristics of *B. coli*; the effect of hydrogen-ion concentration in chlorine sterilization of milk bottles; and, with the aid of Mr. Seiber, a study of the comparative sanitary conditions of single and double capped milk bottles. Drs. Whipple, Rousselot, and Thompson are attempting to reproduce experimentally in animals some of the features of enlarged spleen and splenic anemia.

The Department of Ophthalmology is continuing in the surgical laboratories its research into the nature and causes of cataract. Dr. D. B. Kirby, with the assistance of Mrs. Estey, Miss Kibbe, and Dr. R. Weiner, is studying the reactions to carbohydrates of the epithelial cells of the crystalline lens. Dr. Stout has been interested in the application of Laidlaw's silver reticulin stain to the study of the cellular origin of tumors.

In the Orthopedic Department, a course of ten clinical lectures was given last year to the fourth year class. Throughout the year the class, in sections, has

received instruction in the Orthopedic Hospital four mornings a week, so that each student has had about twenty-two hours of work.

Work in Bellevue Hospital during the past year has been much more difficult as a result of prevailing economic conditions. Overcrowding has been a persistent and serious problem, the wards since the first of October having always had more patients than beds, the division's census running from 120 to 160 per cent of its normal capacity. This overcrowding has increased the work of the visiting and especially of the house staff to a marked degree and has operated to make formal instruction of students at times rather disjointed. On the other hand, the increase in the number of cases has correspondingly increased the amount of material available for teaching purposes. Forty-one members of the senior class have elected surgery at the hospital.

The new out-patient building was opened in January, greatly improving the facilities as well as the responsibilities of the staff. Overcrowding in some clinics has already become a serious problem. At the present time appointments are being made by the ear, nose, and throat service eighteen days in advance, a very unsatisfactory situation.

The sub-clinics as carried out in the out-patient department have steadily increased in value. The thyroid clinic under Dr. Grace and Dr. Weeks is unearthing a surprising amount of material. Dr. Weeks and Dr. Mueller have in press a most comprehensive report of their varicose veins clinic. Dr. Berry has started a sub-clinic for rectal conditions which should be of much interest and value, although it is still too early to speak of its results in detail. Combined medical and surgical studies of gastro-intestinal diseases have been continued by Dr. Know and Dr. Kresch.

There has been a distinct increase in the amount of pulmonary surgery done during the past year, a natural result of the increased number of cases which have come to Dr. Miller's clinic. It is hoped that it may be possible to develop separate wards for these cases apart from the general service, the danger of cross infection in the present overcrowded condition being a very real one.

DEPARTMENT OF UROLOGY

The teaching of urology is carried out in the wards of the Squier Urological Clinic and in the out-patient department located in the Vanderbilt Clinic. Third year students are divided into groups of seven and are given a maximum time of sixty hours. This increased number of hours which has been allotted has given an opportunity for a better systematized and more personal course than in the past. The students are given the opportunity to follow the patient's course through the diagnostic period, the operative procedure, and the anteoperative and postoperative care. They come into contact with each member of the teaching staff and an effort is made to instruct each man as an individual.

The material for teaching has been adequate during the past year, there having been over seven thousand patients examined and treated in the out-patient department and over twelve hundred patients hospitalized. Approximately two thousand cystoscopic examinations were made during the year. There has always been a large number of unusual kidney and bladder lesions to demonstrate.

The urological laboratory being in close proximity to the wards has given an added opportunity to demonstrate urological laboratory procedure. The students have shown great interest in the course and every effort is being made to give them sound basic instruction in this specialty.

THE SCHOOL OF TROPICAL MEDICINE

This year represents the fifth year for the School and the second year's activity for the University Hospital which opened in September, 1929. The acquisition of the University Hospital has increased nearly one hundred per cent the physical plant under the administration of the School and has also increased greatly the opportunities of the staff.

Besides expansion in personnel, in funds, in physical plan and equipment, there has been a marked development in the scientific program of the institution. About one hundred and fifty scientific papers have been published by the members of the staff and the scope of research has widened with the addition of personnel and facilities. Since the beginning the School has performed certain routine services for the hospitals and the medical profession in Porto Rico. These services have increased a hundred per cent in some instances. Such services have been rendered gratis and so provide no income and the facilities of the institution have been taxed seriously at times to meet these increasing demands.

All the members of the staff of the School and Hospital are highly appreciative of the generous support and interest of members of the Special Board of Trustees. Without this whole-hearted support and interest the general policies of the institution could not have been furthered in such a gratifying manner. We are deeply indebted also for the interest and generosity of several other agencies such as the Rockefeller Foundation, the Carnegie Corporation, the Matheson Foundation, the Ella Sachs Plotz Foundation, and several private individuals for grants in aid and fellowships which have furthered the research program of the institution and assisted materially in building up a well-trained professional staff. The continued sympathetic interest and coöperation of the Government of Porto Rico and of Governor Roosevelt and his staff in the work of the School and Hospital have been enormously important and highly appreciated. The continued coöperation of the Department of Health of Porto Rico has made possible the study of several problems concerning tropical medicine in the Island.

The honorary staff has continued to serve without compensation. The staff has suffered the loss of only one member during the past year. Dr. Pedro N. Ortiz has left Porto Rico to take up general practice in New York City. Additions to the staff include Dr. Joseph H. Axtmayer, Dr. Rodriguez Molina, Mr. Cintrón, and Miss Luz Dalmau. Dr. Axtmayer has been transferred to the Faculty from the University of Porto Rico to collaborate on a nutrition project financed in part by the Rockefeller Foundation and he will become a permanent member of this faculty in 1933. Dr. Thompson and Dr. Simonet join the staff on July first of this year through an arrangement with the Insular Department of Health to carry on certain studies in connection with tuberculosis.

Dr. Enrique Koppisch returned to the staff last July after a year of study in pathology at Columbia University. During the present year Dr. P. Morales

Otero is on fellowship with the Rockefeller Foundation and is working with Dr. Gay at the Medical Center. The Rockefeller Foundation has granted a fellowship to Dr. Arturo Carrión to work with Dr. Hopkins. During the present academic year, through a fellowship granted by the Carnegie Corporation, Miss Magdalena Lopez is studying library methods at Columbia University on a University scholarship and will return on July 1 to take charge of the School Library.

During the first semester of the 1930-1931 school year there have been nine graduate students. During the summer of 1930 four students were received from Johns Hopkins University for special work on various phases of tropical medicine. These students originally came from Siam, India, the Philippines, and Haiti.

The University Hospital, as an integral part of the School of Tropical Medicine, has aided materially in the teaching of the clinical branches of medicine. The out-patient clinic established at this hospital has proved of distinct benefit in this regard. Other hospitals such as the Presbyterian Hospital, the Municipal Hospital of San Juan, and hospitals in other parts of the Island have been of material aid in supplying clinical and pathological material for study, as in the past.

The School has continued the policy of inviting outstanding scientists in medical subjects to come to San Juan to give lectures and short courses. The official lecturers and visiting professors for the present year are as follows: Dr. Theobald Smith, Past Director of the Rockefeller Institute, Princeton; Dr. Walter W. Palmer, Bard Professor of Medicine, Columbia University; Dr. Malcolm H. Soule, Associate Professor in Bacteriology, University of Michigan, Ann Arbor; Dr. Ernest Carroll Faust, Professor of Parasitology, Tulane Medical School, New Orleans; Dr. James W. Jobling, Professor of Pathology, Columbia University.

Dr. Francis W. O'Connor, of the Department of Practice of Medicine, Columbia University, spent nearly three months in residence during the fall of 1930, making a further study of filariasis and elephantiasis, a subject which has occupied his attention during previous visits to Porto Rico. Dr. Ross Golden, chief of the X-ray department, Presbyterian Hospital, New York, also spent six weeks at the school last fall collaborating with Dr. O'Connor in this study.

The various departments of the School have continued to render routine laboratory services to the hospitals and medical profession in the Island and in nearby islands. The pathology service has increased markedly. During the present year the surgical specimens examined will total around 1,100 and the autopsies will number 125.

The School has continued its affiliation with the Presbyterian Hospital in Santurce. The coöperation of the Municipal Hospital in Santurce has continued with profit to both the School and the Hospital.

With the opening of the University Hospital in 1929 a small school for nurses was started. This was necessary because of the shortage of well-trained nurses in Porto Rico. During the present year there are nine student nurses enrolled. All have had a high school education and they receive instruction in the fundamental sciences in the School and in the clinical branches in the hospital.

The following fellowships and research grants have been received during the past year:

- (1) Fellowship in bacteriology from the Rockefeller Foundation.
- (2) Fellowship in library methods from the Carnegie Corporation.
- (3) Fellowship in dermatology and mycology for 1931-1932 from the Rockefeller Foundation.
- (4) Research grant of \$36,000 from the Rockefeller Foundation through the Department of Chemistry, Columbia University, to be spent over a period of four years for nutritional research in Porto Rico.
- (5) Research grant of \$200 from the Ella Sachs Plotz Foundation, to augment a balance left over from the previous year for the study of fungus diseases in Porto Rico.
- (6) Research grant of \$2500 from the Matheson Foundation, to provide for a salary of an assistant and for supplies for the study of encephalitis.
- (7) Scholarship for library study from Columbia University.

In addition to the above the income from investment of the Bailey K. Ashford Fund (\$10,000) has been used to support a young Porto Rican fellow during the summer of 1930 to study at this School the question of amoebic infection in Porto Rico.

Research

As in the past, the problems of such diseases as filariasis, sprue and so-called tropical anemia, leprosy, diseases of the skin, undulant fever, tuberculosis, hookworm and ascaris infections, and malaria have received particular attention. The work on general nutrition in Porto Rico has continued to occupy the department of chemistry which is coöperating with the social service group of the Insular Department of Education and the Home Economics Department of the University of Porto Rico. The filterable virus field and experimental fungus infection and immunity have been dealt with in the Department of Bacteriology. The Department of Medical Zoölogy has established a field station on the Livingston Dorado Estate and has been conducting a comprehensive study on parasitic infections in the rural population.

During the past year the Department of Chemistry has studied the toxicity of malanga, a root which forms part of the diet of the people in parts of the Island. The study of the vitamin content of annato or chiote has been continued. The group interested in nutrition has also been carrying on a detailed study of the dietaries of some Porto Rican farm laborers and in particular is coöperating with the Department of Medical Zoölogy on the general study in progress at the Livingston Estate at Dorado where conditions are excellent for controlled work. The work on the calcium-phosphorus content of Porto Rican food materials has continued. Studies on the pancreatic juice in sprue and the actinic value of ultra-violet rays of the sun have been made.

The study of schistosomiasis mansoni has continued. A method of estimating numbers of cercariae in water has been devised; work on the preparation of a snail liver-free antigen of cercariae is in progress. Di-hydranol as a parasiticide in various infections is being studied as well as carbon tetrachloride as a taenia-

cide. In the field of entomology the collection of mosquitoes has been continued and eventually a monograph will be prepared on the mosquitoes in Porto Rico. Other work in this field includes the biological and taxonomic studies of biting midges, studies on *rhizopertha dominicana* as a library pest, observations on host plant tendencies among the Halticidae, and studies of anopheline and culicine control at Sardinera (Dorado).

At the field station of this department, reinfestation with hookworm subsequent to treatment is being studied. Epidemiological studies of *A. lumbricoides* in the same area are being made as well as studies (partly in collaboration with the Department of Bacteriology and the Department of Health) on bored-hole latrines and soil contamination. Special work has also been in progress on allergic reactions of hookworm and ascaris, studies on serum therapy and attempts to standardize precipitin tests in trichiniasis, research on the immunity of birds in relation to muscle trichina, and the serology of filaria.

The work on undulant fever has been continued. The dissociation of the *B. abortus* group of microorganisms is under study at the present time. Studies on various filterable viruses as well as the bacteriophage have been made during the past year. Special attention has been given to neurotropic viruses with the appearance of poliomyelitis and encephalitis in Porto Rico. Experimental infection of monkeys with leprosy has been studied.

Through a grant from the Ella Sachs Plotz Foundation the study of experimental fungus infection (partly in collaboration with the Department of Pathology) and immunity to fungus infections has been continued. This study has been made in connection with cases largely selected by Drs. O'Connor and Golden who have reported the presence of calcified worms in the tissues as demonstrated by the X-ray.

Even with the heavy burden of routine the pathology department has been able to carry on a study of acute rheumatic fever. It is engaged at present in collaboration with the Department of Bacteriology in a study of the resistance of animals under vitamin A deficiency to certain fungus infections, in collaboration with the Department of Medical Zoölogy on a study of the route followed by cercariae of *schistosoma mansoni* in reaching their final destination, and with the Department of Mycology on the pathogenesis of monilia psilosis.

The work in mycology on the reversal of pleomorphic cultures of various fungi to their fructifying forms has been continued. During the past year Dr. Ashford has reported further studies on the anemias of sprue. Several new species of fungus infections have been described. Experimental fungus infection in monkeys has been reported in collaboration with the bacteriology department and certain improved technique for mycological work have been recorded.

Studies on blood pressure under tropical conditions and on hemolytic staphylococcus infections have been carried on at Presbyterian Hospital. A large series of cases of lobar pneumonia have been studied at the Municipal Hospital by Dr. Suarez. Cases of acute filarial lymphangitis have been studied by Drs. O'Connor and McKinley and also by Drs. Suarez and McKinley. More recently Drs. O'Connor, Golden, and Ruiz Cestero have studied over two hundred cases of filariasis with the X-ray. Drs. Ashford and Pons have studied a series of cases of anemia of the pernicious type complicating tropical sprue by the use of dessi-

cated stomach extract. Studies on the blood chemistry and the gastric and duodenal contents have also been in progress on cases of sprue. Skin sensitization tests for various intestinal parasites were made by Dr. Taliaferro. Dr. Jordan, during a period of investigation here, studied the incidence of monilia psilosis in cases of sprue.

At the present time Drs. del Toro and Torgerson are performing the new Auchincloss operation on cases of filarial elephantiasis and Dr. Ruiz Cestero is studying the tissues removed at operation by X-ray. Similar cases are being operated by Dr. Galbreath at the Presbyterian Hospital.

The School of Tropical Medicine and the Insular Department of Health have continued to enjoy close coöperation. The Health Department is coöperating in the public health aspects of the studies being carried on by the Department of Medical Zoölogy at its field station at Dorado and with the Department of Bacteriology in its study of leprosy. Certain phases of the tuberculosis problem in Porto Rico have been of joint interest and a major project of importance in connection with this disease is soon to be undertaken. The Department of Health has continued to offer field studies to various students who have come to the School and certain of these studies have resulted in important data which are either in press or are soon to be published.

Malaria and hookworm control continue as major activities of the Department of Health and these are being carried on in coöperation with local representatives of the International Health Division of the Rockefeller Foundation.

May I take this occasion, Mr. President, to express to you my deep appreciation of the friendly coöperation of the Faculty and the great help and consideration you and your colleagues in the University administration have given me since I took office.

Respectfully submitted,

WILLARD C. RAPPLEYE,

Dean

June 30, 1931

APPOINTMENTS

Rustin McIntosh	Professor of Diseases of Children
Samuel T. Orton	Professor of Neurology and Neuropathology
Erwin Brand	Associate Professor of Biological Chemistry
Isidor Greenwald	Associate Professor of Biological Chemistry
Edward J. Donovan	Assistant Professor of Clinical Diseases of Children
Crawford F. Failey	Assistant Professor of Biological Chemistry
Alexander Ashley Weech	Assistant Professor of Diseases of Children
John Caffey	Assistant Clinical Professor of Diseases of Children
Moses Keschner	Assistant Clinical Professor of Neurology
John D. Lyttle	Assistant Clinical Professor of Diseases of Children

PROMOTIONS

Leland H. Hinsie	Professor of Clinical Psychiatry
Robert B. McGraw	Professor of Clinical Psychiatry
Howard W. Potter	Professor of Clinical Psychiatry
Henry A. Riley	Professor of Neurology
George E. Daniels	Clinical Professor of Psychiatry
F. Elmer Johnson	Clinical Professor of Diseases of Children
Howard H. Mason	Clinical Professor of Diseases of Children
Stafford McLean	Clinical Professor of Diseases of Children
Michael Osnato	Clinical Professor of Neurology
Dana W. Atchley	Associate Professor of Medicine
George F. Cahill	Associate Professor of Urology
Leon H. Cornwall	Associate Professor of Neurology
Maxwell Karshan	Associate Professor of Biological Chemistry
Robert L. Levy	Associate Professor of Clinical Medicine
Robert F. Loeb	Associate Professor of Medicine
Byron Stookey	Associate Professor of Neurological Surgery
Randolph West	Associate Professor of Medicine
George E. Daniels	Assistant Professor of Clinical Psychiatry
Martin H. Dawson	Assistant Professor of Medicine
Edward J. Donovan	Assistant Professor of Clinical Surgery
John H. Dunnington	Assistant Professor of Ophthalmology
George Winthrop Fish	Assistant Professor of Urology
Charles M. Goss	Assistant Professor of Anatomy
Frederick V. Grace	Assistant Professor of Clinical Surgery
John M. Hanford	Assistant Professor of Clinical Surgery
Aleita Hopping	Assistant Professor of Physiology
Homer D. Kesten	Assistant Professor of Pathology
John Levy	Assistant Professor of Clinical Psychiatry
Kenneth R. McAlpin	Assistant Professor of Clinical Medicine
Constantine J. MacGuire, Jr.	Assistant Professor of Clinical Surgery
Irving H. Pardee	Assistant Professor of Neurology
Dickinson W. Richards, Jr.	Assistant Professor of Medicine

William M. Rogers	Assistant Professor of Anatomy
Beatrice C. Seegal	Assistant Professor of Bacteriology
Aura E. Severinghaus . . .	Assistant Professor of Anatomy
Paul H. Sheldon	Assistant Professor of Clinical Medicine
Raymond L. Zwemer . . .	Assistant Professor of Anatomy

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SCHOOL OF ENGINEERING

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

The academic year just closed, for which I have the honor to submit this report, has been a period of orientation, coöperative study, wholesome analysis, and self-criticism for staff, students, and Dean alike. We have endeavored to investigate the work from a fresh viewpoint and to lay plans for our future progress toward that ideal which has ever been the goal of the School of Engineering—the adequate training of our future engineers.

It is highly desirable that we should continually keep our pedagogical methods flexible to meet the changes in conditions which arise. Particularly is this true at the present time when our Western civilization is approaching one of the most important crossroads in history—a crossroad where it is to come into more or less violent conflict with another civilization rising in the East and founded upon a radically different thesis. In our Western civilization, industry in the past has devoted its entire energy to the partial solution of the problem of releasing mankind from the unremitting toil of hand labor, through the application of machinery and power to even more complicated tasks. This tendency is by no means at an end, nor should it be, but we are confronted with a world economic crisis of major importance which will probably shift part of the industrial emphasis to problems of the human aspect, unemployment, production control, and general economic stability. Our future industrial leaders, who are today the students in our engineering schools, must be trained to appreciate that there are greater problems to be solved than the merely technical ones, but we must attempt to maintain a proper balance never forgetting that only through technical progress will the means become available to attack the other problems. Such training must be broad and must not fail to appreciate the points of strength and weakness in the opposing system as well as in our own development.

On the other hand, we must not change so rapidly that we have only an inadequate basis upon which to judge the merits or demerits of any given combination of pedagogical methods. For this purpose we have re-formed the Committee on Instruction of our Faculty to include the Executive Officers of the engineering departments and have stabilized the curriculum for a period. Such stabilization will give the Committee opportunity to discuss the broader principles of administration and pedagogy for which the outstanding capabilities of our leading professors are highly desirable. At the same time, the introduction of the Master of Science degree without specified curriculum, which was approved by the Faculty of Engineering at the April meeting, will permit the Dean and the Executive Officer of the department of major interest for the student to arrange a program of study particularly designed for the individual postgraduate student who does not desire to work toward the engineering degree. It will also facilitate the admission to the School of Engineering for postgraduate work of those students who have pursued their engineering work to the Bachelor's degree at other technical schools or universities.

At the present time a minority of our engineering students come to the School from collegiate institutions other than Columbia College. An ever present problem under such conditions is caused by the necessity for credit evaluation upon transfer. We must maintain the high academic scholarship requirements for transfer men without insisting too rigidly on exact equivalence of basic work pursued. No two colleges have exactly the same curriculum requirements but basically they all treat the same general subject matter. The entrance requirements for a professional school, which is not to depend entirely on the undergraduate college of the University for its students, must remain flexible and be administered with firmness and sympathetic understanding of the transfer student problem. We have attacked this problem and believe we have found an adequate solution. Registration this fall will give us a check on our method. Visits of the Dean to other institutions will, it is hoped, tend to cause the desirable type of postgraduate student to gravitate here where the outstanding professional caliber of our staff will permit them to receive their professional training.

One of the greatest problems facing our schools today is the proper treatment of the intellectually gifted student. We take

elaborate admission precautions attempting to prevent the entrance to our University of improperly prepared or intellectually dull students, all of which is very proper. But what are we doing for the intellectually gifted student? In general, the classroom and lecture-hall programs are based on the ability of the *average* student to absorb the information dosage, all of which is again proper. But what of those definitely above the average in mental speed? Are we to be content to hold them down to the average? Are we, by this method, to encourage habits of mental laziness? Are we efficiently utilizing the mental abilities of our students? In our attempts to take some care of the mentally fast students are we making the pace too fast for the average students? Do our term examinations adequately test engineering ability? These and a host more of such questions are occupying the minds of a subcommittee under the chairmanship of the Assistant to the Dean, Professor Harrington, and much discussion will arise in the full Committee. These problems cannot be studied in a year nor can adequate action be taken for several years to come. Experimentation will be necessary but any attack on the problem is better than indifference.

Of the students coming to the School of Engineering from Columbia College or other institutions of collegiate grade there are some who undoubtedly reach a saturation point in their professional training with the satisfactory completion of the first two years of engineering study marked with the award of the Bachelor of Science degree. Such men have, with credit to themselves, carried their engineering programs by dint of the hardest mental efforts but they are not of a type which can profitably proceed toward the completion of the higher phases of the engineering studies in our third professional year. They should be encouraged to enter industrial work at that time. The capital charges already incurred in their educational processes are as high as their abilities will permit them to assume. We are working on the problem of determining some sifting method which does not stigmatize such men with failure but encourages them to be satisfied, for the time being, with the academic honors which they have rightfully gained.

Another subcommittee is studying the problem of closer coördination of the work in mathematics and physics with the engineering subjects. We shall have to appoint such a committee at

frequent intervals for it is one of the penalties of our organizational system of college and separate professional school that coördination of work in the two separate units becomes difficult. That some coördinational problems arise is not an argument for changing the system which has other obvious advantages far outweighing the few penalties. We, however, continually recognize and deal with these difficulties and we must maintain cordial coöperation with the College Faculty, encouraging them to recognize our problems. The wholehearted spirit of friendly coöperation, with which all our efforts along such lines have been greeted, has been a delightful omen of success.

The greatest need of the School of Engineering is the efficient utilization and expansion of the teaching laboratories of the various engineering departments. These are now inadequately housed in space designed over thirty-five years ago and have grown with time into whatever nooks and corners could be found. A rather complete and sweeping re-allotment of space is imperatively necessary and can only be accomplished by some new building program, which must be capable of future expansion without requiring too large expenditures at the present time. Such a program, not requiring partially completed structures above ground, has been worked out, and some very minor changes in existing structures in accordance with the general plan have been made. This problem of the teaching laboratories is one on which action must be taken if progress is to continue and is entirely separate from the problem of research laboratories.

It is evident that an engineering school of a university should remain in the closest physical contact with the associated professional schools and service departments if it is to capitalize the many advantages of the university system. On the other hand, many of our research laboratories need adequate ground area and flexible building construction if they are to be successful in producing the fundamental engineering research of which industry is so sadly in need. The head of one of our largest industrial research laboratories has said that part of the blame for the present industrial depression may be ascribed to the fact that industrial research has largely caught up with fundamental research. It would be convenient, but is not absolutely necessary, to have such university engineering research laboratories in immediate con-

tiguity with the balance of the Engineering School and University. As we look forward to the proper development of the School of Engineering, we must plan to care adequately for our research laboratories. A very flexible basic project for such an experiment station has been sketched out as a goal toward which to work as funds and ground space become available. Without such research facilities instruction becomes deadened into the rut of present practice.

In connection with all these projects, your Dean has had the privilege this past summer of visiting and studying the facilities and methods in use in the best foreign engineering schools. Being called upon to represent the University at the Seventy-fifth Anniversary Convention of the German Engineering Society (Verein Deutsche Ingenieure) in Cologne, Germany, at the History of Science and Technology Congress in London, at the International Congress on Illumination in England, at the Commission Internationale d'Eclairage in Cambridge, England, of which he is a member of the United States National Committee, at the Faraday Centenary of the Royal Institution of Great Britain, and at the Centenary of the British Association for the Advancement of Science, both in London, he utilized the entire summer for visits to technical schools and universities in Germany, France, Switzerland, and England. The authorities of these many schools cordially coöperated by discussing their problems of laboratories, research, engineering connections of professors, pedagogical methods, etc. which will be of great advantage to our School in planning for our future progress. The many contacts made in this way will facilitate future detailed studies by our professors on sabbatical leave or those who may be sent abroad on fellowships.

An engineering school located in the very heart of one of our greatest industrial and engineering areas, such as is the case with us, has wonderful possibilities of being of incalculable good to the profession. Of necessity during a formal educational process in engineering schools, too great specialization on the part of the student should be discouraged, primarily because the student cannot in general know exactly the type of special engineering work for which he is fitted; and secondarily because circumstances may force him in his early years of engineering work into a particular field of specialization not of his own choice. Many calls come to us

from such young engineers who find it highly desirable to continue formal postgraduate instruction in their specialty in hours outside of their regular employment. In the closest coöperation with the Director of University Extension, we have embarked upon several such courses this past year and have taken steps looking toward the establishment of others as rapidly as circumstances shall permit. The point upon which we must insist is that such courses shall be of definitely postgraduate caliber and shall be conducted by the very best of our Faculty members if credit toward a University degree is to be granted. There is, of course, the additional very important field of public service which our engineering Extension courses can and have filled—that of elementary engineering training for the young man who has been prevented by force of circumstances from attendance at college or technical school and who earnestly desires to further his educational training.

The problem of Camp Columbia at Litchfield, Connecticut, becomes more and more pressing. Extensive repairs and reconstruction of some of the wooden structures, built from twenty to thirty years ago, are very necessary and yet the total facilities existing there could care for many more students than actually use them, now that the summer camp is required only for the civil and mining engineering students. Such summer field instruction is an absolute necessity for their proper training and safe, sanitary facilities must be provided. Many plans for the more efficient utilization of this property have been suggested but none of them seem to solve the problem adequately. In coöperation with the Director of the summer camp and the Executive Officer of the Civil Engineering Department, we are striving to find an efficient and economical answer to the problem. Funds will have to be expended on this property during the coming year.

The ever present problem of determining the most advantageous proportion of class and laboratory instruction to outside engineering consulting practice for the members of our staff was raised by one of the members during the past year. The Statutes of the University are very clear on this point and they have been the subject of a very definite letter of instructions which you sent to all members of the staff. Your plan leaves the necessary flexibility in the hands of the Executive Officer of each department and the Dean to prevent any injustices to individuals. We do

not look with favor on the very rigid systems set up in some of our sister institutions to attempt to answer this problem.

The departmental reports contain many very important points, some of which are abstracted below. The suggestions therein will be referred to the Committee on Instruction for report to our Faculty for action.

Department of Chemical Engineering. We have not increased in regular students looking toward the degree of Chemical Engineer. The College acts as the neck of a bottle through which only a certain amount can flow. We should get a considerable addition each year coming from other institutions into the first, second, and third years of our chemical engineering course but the transfer has been made too difficult in the past and only the very persistent students are able to make the grade. The prerequisites may not be the same prerequisites which we demand of our regular student. There should be greater flexibility for substitutions in this respect.

The yearly increases which the Department maintains come in our Masters' and Doctors' groups where the courses required for continuance are much more flexible and where also in the latter part of the course, research is of prime importance. These men are attracted here on account of the postgraduate courses which we give and which we were able to install on account of the establishment of the six-year course in chemical engineering. The curriculum is also greatly strengthened by the strong graduate courses given in the Departments of Chemistry and Physics. In addition to this we are listing a number of new postgraduate courses, to be given in the summer or in Extension, which will accommodate those not able to attend the regular day courses. This will enable graduate students to obtain, over a period of time, the requisite points toward a Master of Science degree by taking summer and Extension courses. As higher degrees are gradually being provided for in the other engineering departments, we shall be greatly assisted in a more extended choice of curriculum.

Our facilities for graduate and research work have been extended during the year. Five new research laboratories built in the west wing of Havemeyer Hall have recently been completely equipped and are occupied with students working for the doctorate. We are now installing a low temperature room in the basement of the building for important research in this connection.

Department of Civil Engineering. Reference to past annual reports will confirm the fact that we have repeatedly called attention to our need for a resistance of materials testing laboratory accessible for delivery of test specimens by truck. Plans and estimated cost of the revision of certain parts of the present Engineering Building, which, if made, will provide fairly suitable quarters for a modern strength of materials laboratory, were submitted by the Department to the Dean of Engineering in February, 1931. These plans provide room for installation of a Universal testing machine of about three million pounds capacity.

Department of Electrical Engineering. Very extensive changes have been made in our subjects included in the stabilized curriculum. First, the rearrange-

ment of courses recommended by the Committee on Instruction, with which you are already familiar; and second, a considerable rearrangement of the contents of several courses with the object of putting into the earlier courses a wider range of material, for instance: covering the whole field of alternating currents in an elementary way and putting the more special material, i.e., advanced work in direct currents, into the later courses so that a man who stops with the B.S. degree will have had a general survey of the whole field of electrical engineering and a reasonable amount of work in alternating currents. Thus the work in the last year for the E.E. degree will be advanced work in all subjects.

Department of Geology and Mineralogy. The ordinary needs of this Department are fully cared for unless changes come to us that we do not anticipate. There is, however, one special need that has been developed to a more critical point than ever before by the present business depression. We need funds that can be administered by the Department for scholarships and a revolving loan. A number of our best students cannot return without some form of partial assistance. If we had ten thousand dollars that could be used in this manner I would establish ten five-hundred-dollar scholarships and ten five-hundred-dollar loans to tide things over. One of the finest things that could come to the Department at the present time would be permanent resources that could be administered in this manner. I do not believe in removing the care wholly from the shoulders of people, but partial relief and enough support to register material encouragement are surely allowable in these times. We would have our pick of men scattered over the whole country if we could control allowances of this kind even on a very moderate scale. Without some such help a good many men of the finest promise will have to forego further training.

I have made rather strenuous effort to interest outside persons of means in the proposition, and although each one approached on the matter has shown interest and has assured me that it is a most worthy cause, not a single dollar of support has been forthcoming. I still have two or three possibilities and will follow them up. The times, however, are not propitious. Under ordinary circumstances the money could be raised, but under ordinary circumstances we would not need it so badly and it would not go so far or accomplish so much. Despite the discouraging outlook the matter seems to me to be so important that I am going to continue until the last possible chance is covered.

Plans that have been developing for several years have reached their culmination in establishing a regular course in geophysics. Mr. M. King Hubbert was appointed to an instructorship a year ago and was given leave of absence through the first semester of this year to continue the investigations on which he was then engaged.

This is the initiation of a line of work that appears to be of growing importance in geologic science. It is not the purpose of the Department to develop great laboratories for elaborate experimental or demonstration service in the practice of applied geophysics, but we do intend to establish instruction in the elements and principles of the subject, hoping that it will give a better understanding of the behavior of the earth and its subsurface and internal condition. It is believed that this course will give our men the required background for entrance

upon practical work in this field if they show special fitness for it, but it is not our intention to compete with the expensive establishments now supported under certain of the large petroleum companies.

Department of Industrial Engineering. In order that the Department of Industrial Engineering may present properly its subjects of instruction, there is need of considerable equipment, consisting of standard instruments for accurate measurement in the making of tools, jigs, fixtures, and gauges, and in inspection of the products of manufacture. Modern manufacture of metal products in quantity is based on very accurate systems of measurement. The Department is seriously handicapped in giving instruction in the principles of manufacture because it lacks the proper equipment.

The issuance of a bulletin on industrial engineering, descriptive of the laboratory and classroom instruction given in this course, is very much needed. The sending of this bulletin to colleges and preparatory schools will stimulate a productive interest in the minds of young men looking forward to a useful career, and will assist materially in increasing the attendance at the School of Engineering.

A closer coöperation with the School of Business and the Department of Economics is much needed in order that the members of the Department be given an opportunity to participate in the selection and the direction of research work in those problems in economics and business which have a bearing on industrial projects. Among such problems are the following:

1. Tendencies in wealth distribution as affecting purchasing power and industrial expansion.
2. The economic characteristics of specific industries and of separate units in these industries.
3. The measurement of material wants and productive capacities in units other than money.
4. The philosophy of management.
5. The principles of organization in diverse functional groups.
6. The economic security of wage earners.
7. Economic trends in merchandising groups of commodities and services.
8. General economic consequences of the mechanization of industry.
9. The time element in the conversion of material resources into commodities as a function of overhead costs in production and distribution.

Department of Mechanical Engineering. Changes in the personnel include both gains and losses. The Department reports the loss of Professor Edward D. Thurston, Jr. by resignation, and regards this as the most serious loss in many years. No better man ever served the University as Professor of Mechanical Engineering.

It is felt that as matter of policy additional junior officers should be made available in sufficient numbers to understudy each of the senior officers as assistants in their courses, to take classes in emergencies, and to relieve the seniors of details so that constant improvements may be developed in major matters.

Finally, among personnel matters the Department reports partly with regret and partly with satisfaction, the change of status of Professor Karelitz, just arranged for the coming year. His work along lines of applied mechanics, con-

cerned with mathematical treatment of motions and forces in machines, loading of bearings and machine members and stresses in loaded members, has brought to a successful start a program which we have had in mind for several years in the strengthening of our work. The Westinghouse Electric and Manufacturing Company, his former employer with whom he retained a consulting connection, has some new plans which require nearly full time. Pleased with this practical proof of his value as a mechanical engineer, and reluctant to lose him as a professor, an arrangement has been made whereby he will give us one day per week (Saturdays, when the works are closed) to present his subject to the Navy group, and in addition he will supervise the work of his successor, Professor H. L. Mason.

The initiation of the plan of presenting its general introductory course on power for all students to pre-engineering students of Columbia College resulted in a class of about one hundred and fifty students, the largest number handled since the graduate basis was adopted. While it is too soon to adopt a conclusion on the idea of presenting engineering subjects to pre-engineers, the experience to date with this class is favorable. The students are clearly interested and are working well. In fact we have had to warn them not to neglect other subjects to satisfy their interest in this new one.

The more important of the changes in subject matter of courses is concerned with the strengthening of the mathematical treatments of such of our subjects as can be benefited by such treatment. This has been the subject of a special report to which reference is made. Three divisions along this line are contemplated, the first of which may be called the mechanics of solids and has been the special care of Professor Karelitz. The second, concerned with mechanics of fluids, relative motion between fluids or fluids and solids, we are not yet able to handle, and for it we have recommended the appointment of a new man, former Professor Bakhmeteff of St. Petersburg. The third would be concerned with heat and matter, would support engineering thermodynamics, and for it there is no one available. These three would, with their subdivisions, constitute a nucleus of a group which we have termed applied mechanics and with it a research program is to be associated, all under the name of the Institute of Applied Mechanics.

The Department is badly in need of adequate physical plant and equipment for both teaching and research. We have no real home being temporarily quartered in rooms on parts of three different floors in the Physics Building, designed for other purposes. Our major teaching laboratory is in a bad location in the West Vault, a dark and highly humidified general highway space with a leaky roof. Our teaching equipment is mainly antiquated and some of it badly worn and not worth repairing. We have no machine tool equipment at all to aid in teaching shop work. Research facilities are almost entirely lacking.

Department of Mining and Metallurgy. Atmospheric conditions in the Mines Building have been a serious problem for years. Much work is done that necessarily liberates dust and chemical fumes, both of which adversely affect metallographic specimens and samples and fine instruments. The dust, besides being a nuisance, increases the janitorial work and the difficulty of keeping the place

tidy. This matter will be more serious when and if the Engineering Library is housed in the Mines Building. The ventilation problem should be carefully studied and some action taken.

Department of Physics. More should be done in this Department on experimental physics. Calls come continually for measurement tests and investigations from persons who cannot secure the information elsewhere. A university physics laboratory should not be encumbered with having to attend to answering purely commercial inquiries, made for private gain. There is, however, a large range of problems in applied physics which require wholly scientific study and which for many reasons are desirable to have under investigation by those who are instructing engineering students in physics, and, so far as possible, where the students can see what is going on or can assist in the work. The best single test of whether a piece of work of this kind is worth while for the University is whether or not it leads to publication of the results for the benefit of all interested. Support from industries for work in applied physics that is to be published is highly desirable.

To develop this opportunity in applied physics we need a man on the staff who will devote himself mainly to this end and who will gradually organize equipment and personnel for experimental applied physics—though “applied physics” is a poor term, in some ways—in those directions that prove most promising.

We have suffered some very grievous losses in our staff during the past year. The sudden death of Dr. Ellwood Hendrick, Curator of the Chandler Museum of Chemistry and Chemical Engineering, took from our midst a dearly beloved colleague, a wonderful comrade, and a cherished inspiration to our students in chemistry and chemical engineering. His full place will be impossible to fill. The decision of Professor Edward D. Thurston, Jr., to resign in order to give his entire time to personal affairs leaves the Department of Mechanical Engineering without the valued services of one of its senior professors. As the Executive Officer of the Department says in his report, “The Department regards this as the most serious loss in many years. No better man ever served the University as Professor of Mechanical Engineering.” Professor George B. Karelitz, who joined the Department of Mechanical Engineering last year from the Westinghouse Electric and Manufacturing Company, has requested to be placed on part time to permit him to carry out some important work for the Westinghouse Company. He will continue to give instruction to our Navy mechanical group and will closely supervise the work of a younger member of the staff who has been added to

carry on his work. It is a pleasure to have this practical proof of the value of our staff to the engineering profession.

In the Department of Electrical Engineering, Professor J. H. Morecroft has requested that he be placed on half time for the next three years at the expiration of which he plans to resign and retire from teaching. His long years of association with the School of Engineering and his well-known abilities in the radio field will make it difficult to fill his place, but fortunately he will be able to train his successor personally. In our School of Mines the very sudden death of Professor E. J. Hall during this summer has shocked us all. Taken in the very prime of his life and usefulness and as we were looking forward to many years of pleasant coöperation, the loss is doubly hard. During his term as Executive Officer of the School of Mines he had loyally coöperated in carrying on the difficult administrative features and his mature advice helped the new Dean over many difficulties. In the grades of instructor and assistant we have had the normal and desirable turnover.

The School of Engineering has been fortunate in securing the services of the following distinguished men whom we welcome to seats on the Faculty—Professor Boris A. Bakhmeteff in the Department of Civil Engineering as Professor of Hydraulics, who comes new to us from the profession; and Professor Henry L. Mason from Rutgers University, who is taking over Professor Karelitz's work. Professors L. P. Hammett, C. H. Schumann, Jr., and L. P. Sicheloff, having been appointed to our Faculty as additional representatives from the Departments of Chemistry, Engineering Drafting, and Mathematics respectively, and Professors Theodore Baumeister, Jr., and J. Arthur Balmford, having been promoted from instructorships to assistant professorships in recognition of their very effective teaching capabilities, are also welcomed to seats on the Faculty.

An outstanding honor came to Professor M. I. Pupin on the occasion of the Faraday Centenary meeting of the Royal Institution of Great Britain when he was made an honorary member of that famous and ancient institution in company with such men as Max Bodenstein, Kasimir Fajans, Aimé Cotton, J. Cabannes, Luigi Lombardi, Quirino Majorana, Willem de Sitter, Arnold F. Holleman, Hantaro Nagaoka, Paul Scherrer, Hans von Euler-

Chelpin, Jean Timmermanns, Jarl Axel Wasastjerna, Elihu Thomson, Howard McClenahan, and Robert W. Wood. We take great pride in this recognition of the services rendered to science and mankind by a well-beloved member of our Faculty.

Respectfully submitted,

J. W. BARKER,

Dean

September 30, 1931

FACULTIES OF POLITICAL SCIENCE,
PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

As Dean of the Faculties of Political Science, Philosophy, and Pure Science, I submit the following report for the academic year ending June 30, 1931.

The year was marked by a number of events of interest and importance to the Graduate Faculties. Scarcely was it under way when the University celebrated with appropriate dignity and simplicity the Fiftieth Anniversary of the Founding of the Faculty of Political Science. The details of this celebration, having been elsewhere recorded in print, need not be repeated here. The presence on that occasion of the venerable founder of the Faculty, Emeritus Professor John William Burgess, still in vigor of mind and of personality, gave it peculiarly interesting and dramatic focus. It was a fortunate circumstance that this expression of the University's homage and debt to him was given at that time. Only a few months thereafter, deservedly honored and mourned, he passed from the earthly scene.

As a permanently useful memento of this celebration there was published a *Bibliography of the Faculty of Political Science* containing the list of the several thousand books and important articles written by its members as well as the titles of the nearly seven hundred doctoral dissertations that have been prepared and published under its guidance. Important to our University life as the integrity and unity of this Faculty is both historically and presently, it is regrettable that because of this fact this *Bibliography* falls far short of including the total of our contributions to the field of the social sciences. A complete bibliography of our publications in this wide field would have included numerous books and articles by members of other faculties, notably the Faculties of Business and of Law.

But while the Faculty of Political Science momentarily paused on the threshold of the year to celebrate its semicentenary, to look back upon its achievements and modestly to rejoice in its traditions, its spirit was in 1930, as in 1880, the spirit of youth. Professor Burgess himself was only thirty-five when he fathered the Faculty. And of the early famous small group whom he called to aid him in his high adventure in scholarship Professors Mayo Smith and Munroe Smith were only twenty-six, and Professors Goodnow and Seligman twenty-four. Even among later arrivals Professor John Bassett Moore was only thirty-one, Professor Dunning thirty-two, Professor Osgood thirty-five, and Professor Giddings thirty-seven, when they joined the Faculty. It was a youthful company courageously and energetically facing the future.

And so this Faculty continues. It was the Department of Economics that was especially called upon this year to take thought of tomorrow. It had suffered severe losses. Professor Henry L. Moore retired in the spring of 1930. Professor Seager died in August of the same year. Professor Seligman retired at the end of the year. Inevitably the School of Business and the Department of Economics have been developing along many related lines of teaching and research. It would have been calamitous had they developed at cross purposes or in ungenerous rivalry. Happily no such misfortune befell. From the inception of the School of Business these two units have been held to common purpose by ties of common sense and of that fine spirit of loyalty and of friendship that is so much a part of the Columbia spirit. But the breach in the ranks of the Department of Economics seemed an appropriate occasion for welding these separate units, at least in so far as graduate work is concerned, into closer organic integration. Everybody recognizes that under our more or less arbitrary, but certainly unavoidable, scheme of departmentalization there are subjects and interests appropriate to a professional school of business that might not properly be included under a graduate department of economics. Conversely, there are manifestly subjects and interests that not only may be, but also should be, included under both. We severed the knot of this difficult problem of University organization by asking five members of the Faculty of the School of Business to become members of the Department of Economics and accept seats in the Faculty of Political Science. These were Pro-

fessors Bonbright, Haig, McCrea, Mills, and Willis. This is no mere paper arrangement; it means a vital amalgamation of intellectual forces working toward common ends.

In recognition of the growing *rapprochement* between law and the social sciences it seemed fitting also that two members of the Faculty of Law, whose fields of interest are considerably economic, should be invited into this enlarged departmental membership. Professors Llewellyn and Berle were in consequence drawn into the unit. This was in line with the historic dual relationship that has so long prevailed with profitable results to teaching and scholarship between the Department of Public Law and the School of Law.

In addition to these internal realignments several new members were added to the Department of Economics. These are: Leo Wolman, eminent economist and practitioner in the field of labor problems; Carter Goodrich, whose special field for development will be American economic history; and Harold Hotelling, a distinguished mathematician turned economist. Arthur R. Burns, Lecturer in Economics in Barnard College, will henceforth devote himself to graduate instruction and research upon problems of industrial and business organization. Michael Florinsky, working upon recent economic developments in Europe, and Joseph Dorfman upon the development of American economic thought, have been made Associates in the Department. The remolding of this important Department at a moment of unprecedentedly swift change in the economic world augurs for the years ahead rich results in scholarship and in service.

In the closely related Department of Social Science the appointment of Robert S. Lynd, distinguished sociological investigator and for some years past Secretary of the Social Science Research Council, is likewise an omen of certain promise. It can scarcely fail to quicken, expand, and deepen the activities of our sociologists in this great laboratory of society in which we live, the city of New York.

While I am on the subject of new appointments to the Graduate Faculties I record also with satisfaction two appointments in the Department of Romance Languages. Professor Louis Cons, a distinguished teacher and eminent scholar, comes to us as Professor of French Literature and Director of the Maison Française. The

esteem in which he is held by scholars in this field is revealed, if by nothing else, by his successive calls in relatively recent years from Bryn Mawr to Princeton, to the University of Illinois, to Swarthmore College. Arrangements have also been made by which Professor Paul Hazard of the Collège de France, widely known and profound student of French literature, will be with us during the Winter Sessions for at least three successive years beginning with the autumn of 1932.

For fifteen years or more the University, especially through the Department of Public Law, has worked in close coöperation with the National Institute of Public Administration, formerly the New York Bureau for Municipal Research. This organization was in America the pioneer privately supported agency for making non-partisan and scientific inquiries into the conduct of government and offering helpful suggestions for the betterment of public business. Originally confined to the government of the city of New York, its activities have in the course of time expanded to many other cities and states and from its inspiration and example have sprung numerous organizations of similar character and purpose throughout the country. In addition to its surveys and researches the Institute has been and is an important training center for research students in the field of public administration. In the spring of 1931, the Institute having secured adequate endowment to insure its permanency, the University entered into close affiliation with it under an Administrative Board jointly named by the Trustees of the University and the Trustees of the Institute. The Director of the Institute, Luther Gulick, was appointed to the Eaton Professorship of Municipal Science and Administration in the Department of Public Law. As soon as housing facilities can be provided the Institute should be transferred to Morningside Heights to the common benefit of its students and staff and the faculties of the University.

Another event of importance which fell near the close of the year was the agreement reached between the Trustees of the University and the Board of Supervising Trustees under the will of the late Edwin B. Parker for the establishment in the University of an Institute or School of International Affairs. In the words of Judge Parker's testament: "This School shall be devoted to teaching high-minded young men, of proven character and ability,

subjects calculated thoroughly to equip them to render practical service of a high order to the government of the United States in its foreign relations or to financial or industrial institutions engaged in foreign trade or commerce whose activities indirectly affect international relations." Tentative plans for the organization of this new unit within the University were prepared by Professor Huger W. Jervey in coöperation with many members of the faculties that are interested and affected. As all the world knows, Columbia is already carrying forward many activities of teaching and scholarship that fall within the designation "international affairs." This institute arrives to enrich and to supplement, not to duplicate nor to absorb that which long has been and still is under way. There remains for the immediate future the task of fitting it snugly and appropriately into our University organization—the kind of task for which we at Columbia have, I like to think, something of special gift.

Reference to our newly established relations with the Institute of Public Administration and the establishment of this new Institute of International Affairs brings me to mention parenthetically but none the less emphatically, our large need for a building devoted to the uses of the social sciences. The University cannot, if it would, resist the pressure that increases with every passing year for expansion in these fields. Our Medical Center is a realized dream. Our social science center must also speedily reach realization. The Faculty of Political Science is most uncomfortably lodged in Fayerweather Hall. If it could be moved to more satisfactory quarters Fayerweather could be usefully employed to receive the pressing overflow from adjacent Philosophy Hall and to provide better accommodations for the fine arts. I should like to see erected on the plot at 114th Street and Broadway a building for the social sciences that would in architectural scheme balance John Jay Hall and be in immediate and complete underground connection with the new Library now in course of erection. To no group of disciplines in the University is the main Library of greater importance than to the social sciences, while ready access to means of urban transportation is likewise of importance to many of those who labor in these fields. In such a building, none too large for its purposes, could be gathered not only the Faculty of Political Science but also the two new Institutes, the Academy of Political Science, the

Political Science Quarterly, the *Social Science Abstracts*, the *Encyclopaedia of the Social Sciences*, and other similar organizations which from time to time knock at our doors for and should be admitted to our hospitality and fellowship.

For many years Columbia University has had an active Department of Chinese and an excellent Chinese library. Naturally a number of other departments have developed interests in affairs oriental. During the past year initial steps have been taken toward the establishment of an Institute of Japanese Studies that will serve to stimulate and give direction to the Japanese interests of various departments. In 1928 the Japanese Culture Center was organized in Tokyo to foster an interest in Japanese culture among the American people to the end of promoting cordial relationships, intellectual and cultural, between the United States and Japan. This organization, under the chairmanship of Baron Koyata Iwasaki, has devoted itself to building up a collection of books, manuscripts, and other cultural materials representing the best in Japanese history, literature, arts, and civilization. In February, 1931, the Japanese Culture Center of America, now known as the Society for the Promotion of Japanese Studies, decided to turn this collection over to the University Library where it had for a year or two been temporarily housed. This continually growing collection consists already of about ten thousand volumes mainly in the fields of literature, history, bibliography, art, archaeology, and religion. It is estimated by its sponsors that some forty thousand volumes will be required to complete the collection as originally planned.

Affiliation with the University was welcomed not only by the University but also by the Japanese and American organizations. The prime object of these organizations is the promotion of American understanding and appreciation of Japanese civilization, but popular education and appreciation must be informed and inspired by first-rate scholarship. It is clearly the University's obligation to provide this scholarship though the obligation, due in large part to the difficulties that inhere in the Japanese language, is far from simple.

Our expanding interest in foreign cultures found expression also in the opening in December of the Casa de las Españas. This house, operated by the University in coöperation with the Insti-

tuto de las Españas, will become the center of activities looking to the promotion of interest in the Spanish language, literature, and civilization and the cultivation of closer intellectual relations between the United States and Spanish-speaking countries.

In January, affiliation was effected between the University and the New York Post-Graduate Medical School and Hospital under the terms of which the Trustees of the University established an Administrative Board of Post-Graduate Studies in Medicine. This Board, under the chairmanship of the Dean of the College of Physicians and Surgeons, has before it a very considerable undertaking involving problems both of organization and of purpose which will require study and probably some experimentation over a number of years. Even at the outset, however, it is relatively easy to envisage large possibilities for usefulness in the training of medical specialists and in the improvement of hospital practices in respect of internships. While the province of this Board lies largely beyond the realm of the Faculty of Pure Science, it may nevertheless be necessary to coördinate its activities with the work of that Faculty, at least in so far as arrangements may involve the award of the non-professional degree of Doctor of Philosophy.

As usual, a number of visiting professors made valued contributions to the intellectual life of the year. Professor Edmond Faral of the Collège de France was Visiting Professor of French during the Winter Session, and Professor Fortunat Strowski of the University de Paris for a second time came to us as Visiting Professor of French, remaining throughout the year. Professor Jan Julius Lodewijk Duyvendak of the University of Leyden was likewise welcomed a second time as Visiting Professor of Chinese. Professor Sten Bodvar Liljegren of the University of Griefswald was Visiting Professor of Comparative Literature throughout the year. Professor Paul Merker of the University of Breslau was Visiting Professor of German during the Spring Session.

I express the deep grief of the University over the death in August, 1930, of Henry Rogers Seager, Professor of Political Economy, and in June, 1931, of Franklin Henry Giddings, Professor Emeritus in Residence of Sociology and the History of Civilization. For a quarter of a century or more here at Columbia, Professor Seager studied with and expounded to his students the problems of labor in a changing industrial society and the economic problems of

corporations and trusts. Scholar, teacher, writer, humanitarian, active participant in welfare movements and organizations, he died at the age of sixty, depriving us of many years of companionship and service upon which we had never thought not to count. Beloved of both students and colleagues, his deep personal interest in and influence upon the former will not be easily supplied by another. His loss to the latter is irreparable.

Professor Giddings' death brought to its close a long, rich life of labor, of profound reflection, and of purposeful achievement. Trail blazer in an almost unexplored and unstaked field of social inquiry he more than any other American gave meaning to the term sociology and direction to its course. His numerous writings attest the catholicity of his interests, the depth of his penetrating scholarship, and the clarity of his thinking on social problems and developments. Scholars the world over acclaimed him, while the large company of his students and the small company of his immediate colleagues held him in the affectionate regard which his rich humanity and his fineness of spirit inspired and compelled.

The end of the academic year brought with it the retirement from active service to the University of Edwin R. A. Seligman, McVickar Professor of Political Economy, and of Edward Delavan Perry, Jay Professor of Greek. Professor Seligman's enormous and varied contributions to modern economic thought, especially in the field of public finance, as well as his numerous public and quasi-public services are so widely and so favorably known that it seems quite as useless as it is impossible summarily to estimate them here. His name is known and his views are valued wherever informed men in almost any land discuss problems of finance, and many are the important laws embodying fiscal policies of city, state, and nation that bear in their contours the impress of his studious acumen and practical genius. A scholar in affairs he was and continues to be. Happily he tarries with us in residence as active and as interested as ever. For him relief from classroom instruction can but mean an increase of productive scholarship and of public activity, if such a thing be conceivable.

Trained to labor in the fenceless field of comparative philology at a time when classical studies were close neighbors to Sanskrit, Professor Perry, fifty-one years ago, began to teach Sanskrit and Greek at Columbia. In 1891 he became Professor of Sanskrit but

four years later, upon his elevation to the Jay Professorship, he migrated, so to say, from India to Greece, sealing his devotion to the classical cause by membership in the managing committee of the American School of Classical Studies at Athens, which membership continues unbroken. His earlier studies in the oriental field were later followed by special studies in the Greek epic and lyric. His wide knowledge of universities led him to write *The American University* in 1900 and to translate Friedrich Paulsen's *The German Universities, Their Character and Historical Development*, in 1895. Among classicists he has been known through nearly two generations for his accurate scholarship, his critical appreciation, and his never failing good taste. In a more intimate circle he is known for his rare gift of epigrammatic expression in Greek verse and the equally rare quality of his friendship.

I regret that despite my active effort to discover suitable candidates for the Cutting Traveling Fellowships I was this year able to locate only one who I thought was qualified by reason of training, experience, and the purpose for which he sought the award. These fellowships should not, in my judgment, be used for subsidizing either mediocrity or immaturity. I nominated and the Trustees appointed Edward Hodnett, A.B., Columbia, 1922, Instructor in English, University Extension, 1923-1931, who plans to make a complete study of book illustration in England between 1480 and 1535, together with a bibliography of all English illustrated books during that period, and a catalogue of woodcuts used and of the books in which such woodcuts were later reprinted. I append hereto a report on the work of Charles Kenneth Eves, Howard R. Marraro, Maxwell A. Savelle, and Horace Taylor, who held Cutting Fellowships during the last academic year.

I append also a report on the work of those who received allotments from the Special Fund for Research. One of the difficulties connected with the administration of this Fund is that members of the Graduate Faculties who have received assistance from it for a number of years tend to feel that they have a prescriptive right to renewal. The feeling is natural for their need for assistance is continuing. But the Fund was never intended to supply permanent year-in-year-out assistance to any member of any faculty. Its purpose is rather to furnish aid toward the completion of specific research problems susceptible of reasonably definite projection

and terminable within a reasonably foreseeable time. That many, perhaps most, investigations cannot be compressed between the time walls of an academic year is too clear to be said; but that some of them appear to become indefinitely continuing is no less manifest. There are dangers in prematurely ending highly promising inquiries by discontinuing needed allotments for assistance; but assuredly the ultimate significance of projects that continue from year to year should be demonstrable beyond cavil or doubt. The problem involved is not one of easy solution.

The Special Fund for Research has been allotted for research assistants, purchase or construction of special apparatus, purchase and care of animals and plants for experimental purposes, analyses of materials, travel in the interest of locating sources, photostatic reproductions, purchase and transcription of manuscripts, copying of letters in private collections and libraries, editorial work and publication, and purchase of books. Publications growing out of these researches include three books, thirty-eight articles in journals and eight in press, and, in addition, introductory chapters and reports covering investigations.

In my last report I commented upon an address that was directed a year or two ago to graduate schools in the country by the Association of American Colleges in the interest of securing better prepared college teachers. I noted the fact that Dean Hawkes, Dean Russell, and myself had called into informal conference a small group of our colleagues whom we regarded as highly competent to consider the problems involved and to make profitable suggestions. That committee, consisting of Professors Coss (Chairman), Benner, Evenden, Farwell, O'Rear, Steeves, and Wood, gave unstinted time and thought to the study of the situation. Its important report I append hereto in the hope that certain of its recommendations may be followed by those departments which find it possible to do so. The proposed general elective course on collegiate education in America remains yet to be developed.

Registration under the Faculties of Political Science, Philosophy, and Pure Science for the academic year 1930-1931, including the Summer Session of 1930 and a few students who were registered primarily under other faculties, was 4,222, as compared with 4,130 for the preceding year. The registration for the Winter and Spring Sessions alone was 3,275 as compared with 3,247. The number

of new students was 1,481 as compared with 1,432. The number of degrees conferred was as follows: Master of Arts, 640 as compared with 684; Doctor of Philosophy, 193 as compared with 184.

Criticism is often heard among members of the Faculty of the number of graduate students who, being only in part-time residence, are unable to devote themselves unremittingly to study or to do the best work of which they are capable. There is also some criticism of the student who, whether in part-time residence or not, dawdles toward a degree over an unconscionable number of years. For the body of graduate students as a whole I have no adequate information on these points, but at my behest the Registrar compiled some figures concerning those who received the degrees of Doctor of Philosophy and Master of Arts in the academic years 1929-1930 and 1930-1931. The figures are strikingly similar for the two years, suggesting that they are typical. They shed some light, though by no means complete light, on the facts. I offer a few summaries from those of 1930-1931 for such information and interest as they may hold.

Of the 193 students who in 1930-1931 received the degree of Doctor of Philosophy, 78 (40 per cent) came to Columbia University with some graduate credit from other universities. The residence of these students at such other universities is included in the following percentages. Slightly less than 5 per cent of them completed their graduate residence in two years, which were not, however, in all cases consecutive; 27 per cent completed their residence in from two to three years; 32 per cent in from three to four years; 19 per cent in from four to five years; and 11 per cent in from five to six years. This makes a total of 88 per cent who were in residence as graduate students from two to six years. From these figures the conclusion appears clear that a very considerable percentage of those who receive the Doctor's degree are in part-time attendance during the whole or a part of their graduate residence. For it is not to be presumed that many students are carrying a full load of classroom work, in terms of which we measure residence, over a period of four, five, or six years. This conclusion must be modified, however, by the unknown percentage of students who, while registered for one or only a few courses, are devoting their full time otherwise to the preparation of doctoral dissertations.

As noted above, the period of residence does not necessarily

consist of consecutive years. Concerning the time that elapses between the beginning of graduate work and the attainment of the degree I offer the following. Of these 193 students it is not surprising that only one of them filed his first registration as a graduate student as recently as September, 1929. Two others dated from September, 1928, one from July, 1928, and one from February, 1928. Slightly more than 8 per cent began in September, 1927 and 7 per cent in September, 1926. That is to say, only 18 per cent of these students set out for the degree and completed the requirements leading to it within the five-year period immediately preceding the award. An additional 20 per cent started on their way between September, 1924, and September, 1926; another 20 per cent, between 1922 and 1924; and 13 per cent between 1920 and 1922. Thus a total of 71 per cent completed the requirements in periods of from two to eleven years preceding the year of award, 1931. The other 29 per cent straggle back over varying stretches of time ranging from twelve to twenty-four years. There was only one, however, who required a near quarter-century to satisfy an ambition first cherished, if we may judge by registration, in the year 1907.

Perhaps it is worth remarking in passing that no recipient of the Doctor's degree either last year or the year preceding completed his residence by attendance only in Summer Sessions. On the other hand, 67 per cent of these students attended one or more Summer Sessions.

Of the 640 students who in 1930-1931 received the Master of Arts degree under the three Graduate Faculties, which excludes the Master of Arts in Teachers College, 40 per cent were enrolled on the books of the University for only one year, though not in every instance was this a consecutive year. It seems reasonable to suppose that most of these were full-time students. An additional 37 per cent were so enrolled from one to two years. Only 23 per cent of these Masters of Arts, therefore, were of the class who spread their work over a number of years by pursuing only one or two courses at a time. Of these 640 students 26 per cent registered for the first time in September, 1930, and an additional 39 per cent entered upon graduate work not earlier than the Summer Session of 1929. This makes a total of 65 per cent who were in residence not over two years immediately preceding the award of

the degree. Another 28 per cent dated their first registration as graduate students not earlier than 1926. It appears, therefore, that an insignificant number, about 5 per cent, date their beginnings beyond this five-year date. Of these 640 students 60 per cent had no Summer Session residence, 23 per cent attended one Summer Session, and less than 5 per cent completed their residence by attendance only at Summer Sessions.

The length of this report prompts me to omit references to the numerous important activities of members of the Graduate Faculties during the past year. Many of these, however, are continuing and can be appropriately recaptured for the record at a later time.

Respectfully submitted,

HOWARD LEE MCBAIN,

Dean

June 30, 1931

SPECIAL FUND FOR RESEARCH

REPORT OF THE CHAIRMAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit the following report on the researches for which allotments were made from the Special Fund for Research during the academic year ending June 30, 1931:

Professor Frederick Barry's study of calorimetry.

The investigation has two aspects:

(a) Methodical. This involves a theoretical examination of current methods and devices in precise calorimetry, particularly with respect to the critical evaluation of our chosen techniques in comparison with those of European laboratories; and the design and construction, with reference to findings, of a thermoelectric calorimeter of highest precision and widest possible applicability.

(b) Thermochemical. When the installation is complete, an analysis will be undertaken of the sucrose inversion, a reaction which has served heretofore as a test process in methodical work, and which promises to yield, upon calorimetric analysis, data of significant theoretical value in physical chemistry.

Dr. Jörn Lange of the University of Würzburg, who came to study American methods of calorimetry under a subsidy from the Rockefeller Foundation, worked on the critical aspects of this research. Professor Barry's research assistant was engaged in the actual construction of the standard calorimeter.

The purpose of the research in calorimetry, on which Professor Barry has been working since 1920, is to achieve precise adiabatic control of protracted physical and chemical processes and thus to extend the range of the exact measurement of energy to cover a multitude of diverse natural processes which, before this work was undertaken, were quite inaccessible of direct determination.

Successive researches have been concerned with sucrose inversion, the continuous standardization of thermometers, the thermal measurement of rates of liquid diffusion, the heat of adsorption of vapor on metal and with purely methodical investigations of a general character.

So far as separate collections of data can justify inductively the general conclusion, it is evident that in the calorimetry of protracted process of the most varied types a precision of measurement is attainable which is comparable to that of the measurement of swift reactions; that the duration of a physicochemical process now offers no obstacle to its precise energetic determination; and that an extensive new field of calorimetric research has thus been opened up; and

that the standard of precision for all calorimetric practice has, by this work, been significantly improved.

Barry, F. and Barrett, E. V. "The Calorimetric Control of Gaseous Systems." In preparation for *Journal of the American Chemical Society*, 1931.

"The Heat of Adsorption of Water Vapor on Massive Gold." In preparation for *Journal of the American Chemical Society*, 1931.

Barry, F. and Rowe, A. W. "Possibilities of the Mercury Thermometer in Calorimetry." In preparation for *Journal of the American Chemical Society*.

Barry, F. and Webb, H. W. "Adiabatic Calorimetry between Fixed Temperatures." In preparation for *Journal of American Chemical Society*, 1931.

Webb, H. W., Barry, F., and Smith, A. K. "A Method for the Continuous Calibration of Thermometers." In preparation for *Journal of the American Chemical Society*, 1931.

Professor Charles P. Berkey's geological studies.

Activities pursued with the research assistance provided may be classified under three heads: (a) studies in applied geology; (b) studies in interpretation; and (c) exploratory investigation.

(a) Service on various boards and commissions in some cases give special advantages for study of unusual conditions. Exploratory investigations connected with engineering projects offer opportunity for checking criteria and observations on ground behavior during construction furnish data not produced under any other conditions. One such project, the Wachusett-Ware Tunnel in Central Massachusetts, came to completion this year. The Metropolitan District Water Supply Commission of the Commonwealth of Massachusetts was charged with the duty of recording geological data to be made available by the project. A final report on the geology of this piece of work, including about seventy record drawings of underground geologic data on fifteen miles of tunnel, has been prepared. The manuscript will go to press during the summer.

(b) In coöperation with Professor Colony, Professor Berkey has assembled material for the publication of a study on the interpretation of the features of rocks in terms of their life history. This study is the foundation of the "new petrology" and will serve as a useful contribution to laboratories teaching the subject and to investigators interested in unraveling the physical history of rock formations.

(c) Work covering the itinerary or route reconnaissance of the last field trip in Central Asia has gone forward and the text and drawings for Volume III, entitled *Geologic Studies in Mongolia*, are nearing completion. Volume IV, *The Permian of Mongolia*, with an introductory chapter by Berkey and Morris, was published in February, 1931. Volume V of the final reports on the natural history of Central Asia, entitled *Maps of the Central Asiatic Expeditions*, is now being assembled. In addition to the drawing of maps, Professor Berkey is writing the introductory chapter. The volume will probably go to the editor in June.

Professor M. T. Bogert's study of the chemistry of terpenes.

The problems undertaken concern both theoretical and industrial chemistry and are chiefly synthetic and phytochemical. The phytochemical phase of the work has to do with the determination of the chemical changes caused by light of different wave lengths in the formation, rearrangement, and polymerization of terpenes, particularly of those present in our conifers. The synthetic work has involved the preparation of the pure terpenes necessary as well as of many of their derivatives, and has extended to the synthesis of hitherto unknown retene compounds. An important discovery has been made in the retene group which concerns the final synthesis of abietic acid or an isomer thereof. The constitution of this acid may throw light on the origin of resins in general.

Bogert, M. T. and Hasselström, T. "The Action of Ultraviolet Light on Terpenes. I. The Action on Citronellal," *Journal of the American Chemical Society*, 52, 4093-98, October, 1930.

Hasselström, T. "Studies on Pi-Camphor Derivatives. II. The Identity of Dihydroteresantalic Acid with 7-Pi-Apocamphan-Carboxylic Acid," *Journal of the American Chemical Society*, 53, 1097-1103, March, 1931.

Professor Philip B. Bucky's laboratory study of mining problems.

Mining engineers and teachers are beginning to believe that problems of the mining industry can be brought to the laboratory for solution. The results obtained in the laboratory have exceeded expectations. Oral presentations of the theory and the results of laboratory work were presented before meetings of the Society of Sigma Xi, the American Institute of Mining and Metallurgical Engineers, and the American Society of Mechanical Engineers. Favorable comments on the theory have appeared in various scientific journals.

Bucky, P. B. *The Use of Models for the Study of Mining Problems*. To be published by the American Institute of Mining and Metallurgical Engineers, August, 1931.

Professor Henry E. Crampton's biological studies in the islands of the Pacific.

Progress has been made in continuing investigations of the variation, distribution, and evolution of the species of *Partula* inhabiting the Society Islands and other areas of the Pacific Ocean. In addition, studies on the genetics of freshwater pulmonates have been prosecuted with satisfactory results which supplement the work on *Partula*. During the year the biometric analysis of the species inhabiting Raiatea has been brought nearly to completion. The work on the single form occurring in the island of Borabora has been finished. About four-fifths of the ten thousand specimens of the species from Tahaa have been analyzed and the calculations completed to a corresponding degree.

A volume on the *Partula* of Moorea, comprising a detailed analysis of all the species inhabiting the island, is in press. A descriptive volume is now being prepared on *Partula* from the Samoan Islands in the collection of the Bishop Museum of Honolulu.

A second group of researches has been concerned with the genetics of spirality and of other characters of fresh-water pulmonates, and tentative experiments have been made with terrestrial species of the Hawaiian Islands.

Cook, C. Montague, Jr. and Crampton, H. E. "New Species of Partula," *Occasional Papers*, Bernice P. Bishop Museum, Vol. IX, No. 11. Honolulu, December, 1930.

Professor L. C. Dunn's study of inheritance factors and animal pigments.

A colony of some 4,500 mice and rabbits has been maintained for controlled breeding experiments. An analysis of certain factors influencing spotting patterns, which was begun two years ago, has been brought to completion and new work was undertaken in an attempt to analyze by quantitative chemical methods the operation of hereditary factors. The problem is to determine whether genes give rise to new forms by quantitative alterations which can be measured in terms of the end products to which they lead. Two sets of genes influencing the pigments of mice have been chosen as providing good material for this investigation.

Preliminary work has involved: (a) The preparation of stocks of mice with known combinations of genes affecting black and yellow color. Over half of the forty-five stocks necessary have now been bred and the skins prepared for chemical analysis. (b) Experiments on methods for the extraction of pigments from the hair and measurement of black and yellow pigments by weight. This has involved trials of solvents, methods of cleaning and treating hairs, etc. Methods for measuring these extracted pigments by the spectrophotometer have been tested.

Professor Austin P. Evan's work on the translations from the Penitentials.

The allotment has been used for traveling expenses, photostats, and clerical assistance in connection with the preparation of a volume of translations with critical commentary from the Penitentials. Work on the volume is going forward steadily and will probably be completed during the coming year.

Professor Austin P. Evan's work on the "Records of Civilization."

Editorial assistance for the "Records of Civilization" has been continued. It has consisted in the critical reading of manuscripts, in preparing them for the press, reading proof, and other technical duties. Two volumes have been printed during the past year. In addition, two other manuscripts have been copy read and submitted to the Press and three are nearly ready for submission.

Bell, Clair Hayden. Translation and annotation of *Peasant Life in Old German Epics*. The work on this is complete but it will not be published until October, 1931.

Sanford, Eva M. Translation and annotation of *Salvian: On the Government of God*.

Professor R. H. Fife's edition of the *Letters of Ludwig Tieck*.

This is a continuation of the preparation for publication of the unpublished letters of Ludwig Tieck, work on which was begun two years ago. The photostats are practically all now in hand. The Tieck-Solger correspondence should be ready for the press by October. Professor Zeydel of the University of Cincinnati, who is collaborating with Professor Fife on this edition, is to spend the summer here at work on it and it is hoped that the manuscript may be ready at the end of the academic year 1931-1932.

Professor William Haller's study of the Puritan Revolution in England.

Work has been carried forward which was begun last year in preparation for a study of the history of thought and expression in the Puritan Revolution in England. This year Professor Haller has been engaged on the manuscript of a book which will be called *The Doctrine of Liberty in the Puritan Revolution*, a collection of Puritan tracts with a critical and historical commentary. The manuscript is ready for submission to the editor of the "Records of Civilization" in which the work will be published.

Professor John Hanna's research in security.

As part of a series of studies through which the Columbia Law School is considering the degree to which law can be a clearing house for the social sciences, and more particularly how far non-legal material may be a legitimate part of a law school curriculum, Professor Hanna has directed a study relating to the protection of creditors. He has tried to ascertain in certain fields: (a) what business technique should be a part of the equipment of the business counselor; and (b) how much of that technique may be presented to law school classes. The study has taken up the relation of broker and customer, and banker and broker, in connection with the law of pledge; importing transactions and automobile financing in connection with the law of trust receipts; security devices in the coöperative marketing of agricultural products in connection with the law of pledge; management problems in receivership; credit insurance; and urban real estate financing in connection with the law of mortgages.

The research this year has emphasized the problems of real-estate financing in connection with the law of mortgages.

Hanna, John. *The Law of Coöperating Marketing Associations*. Ronald Press, February, 1931.

"Coöperative Associations and the Public," 29 *Michigan Law Review* 148, December, 1930.

"Protection of the Holder of a Warehouse Receipt," 15 *Minnesota Law Review* 292, February, 1931.

"Credit Insurance," 79 *Pennsylvania Law Review* 521, March, 1931.

"Trust Receipts," 19 *California Law Review* 257, March, 1931.

"The Knickerbocker Trust Company—a Study in Receivership," 5 *Temple Law Quarterly* 319, March, 1931.

"The Aims and Methods of Legal Education," 7 *American Law School Review*, April, 1931.

"Extension of Public Recordation," 31 *Columbia Law Review* 617, April, 1931.

Professor Selig Hecht's investigation of the visual process of insects.

This year a study has been completed of intensity discrimination in *Drosophila*, and a study of its color sense has been begun. The results of this study are in process of preparation for publication.

Professor Selig Hecht's investigation of visual acuity and the color sense in man.

This year's study has dealt with hue discrimination in the normal and in the color-blind eye, and with certain theoretical computations with regard to the nature of the underlying receptor process.

Hecht, Selig. "Die Physikalische Chemie und die Physiologie des Sehaktes," *Ergebnisse der Physiologie*, Vol. 32, pp. 243-390.

"The Interrelations of Various Aspects of Color Vision." To appear in the *Journal of the Optical Society*, now in press.

Professor James Jobling's study of mouse leukemia with Dr. M. N. Richter.

The work on the transmission of mouse leukemia, carried on in collaboration with Dr. E. C. MacDowell of the Genetics Laboratory of the Carnegie Corporation at Cold Spring Harbor, has continued. New leads which have developed this year have entailed an increase in the size of the mouse colony and performance of experiments along new lines, as well as modifications of previous experiments. Further study of spontaneous leukemia justifies the conclusion that all mice of this strain carry an inherited disposition toward the disease. Considerable data has been added in support of the conclusion that the strain known as Storrs-Little does not develop the disease.

Experiments are being conducted with various lines of inoculated leukemia and new aspects of the genetic studies have developed in connection with the genetics of the transmitting agent. So far, positive results are obtained only when a sufficient number of living cells are inoculated. Experiments have been performed in which the cell suspensions have been diluted and experiments have been made with immune sera. During the year the analysis of the genetic control of susceptibility on the part of the host mice has made considerable progress. These studies offer a suggestive approach to a therapy and have led to the discovery of a second susceptible strain with new opportunities for critical experiments.

MacDowell, E. C. and Richter, M. N. "Hereditary Susceptibility to Inoculated Leukemia," *Journal of Cancer Research*, Vol. XIV, No. 3, August, 1930.

Richter, M. N. and MacDowell, E. C. "The Experimental Transmission of Leukemia in Mice," *Journal of Experimental Medicine*, Vol. 51, No. 4, pp. 659-73, April 1, 1930.

Richter, M. N. and MacDowell, E. C. "A Comparison of Four Lines of Leukemia Transmitted by Inoculation," *Journal of Experimental Medicine*, Vol. 52, No. 6, pp. 823-33, December 1, 1930.

Professor D. W. Johnson's peneplane studies.

Substantial progress has been made in the work of profiling the Appalachian Mountain belt. In addition, the geology for much of the area represented was plotted on detailed typographical maps. Studies based on portions of the profiles this year reached the point where it was possible to put into final form a new theory of Appalachian geomorphic evolution which has been the outgrowth of these investigations; and to apply the theory to an extended revision of current ideas regarding the drainage histories of Pennsylvania and New Jersey. The manuscript dealing with these researches has been completed and will be published by the Columbia University Press next fall. The first five chapters were awarded the A. Cressy Morrison Prize in Natural History for 1930 by the New York Academy of Sciences. An account of the work was presented at the Toronto meeting of the Geological Society of America and later before the geological departments of Princeton and Yale.

As a result of studies which Professor Johnson made in South Africa, New Zealand, and New Mexico he has completed an interpretation of desert erosion planes. A first version of this revised theory of lateral corrosion was published in *Science* this spring.

Professor D. W. Johnson's studies of sea-level changes.

Professor Johnson was requested to make an inspection of supposed uplifted marine terraces along the Atlantic and Gulf coasts of the United States under the auspices of the American Geographical Society, the Carnegie Institute, and Columbia University. The field study was made this spring with the coöperation of Professor Frank Leverett of the University of Michigan and Professor F. J. Wright of Denison University, and of several members of the United States Geological Survey. It is expected that a report on the work done will be presented at the International Geographical Congress in Paris next September.

During the year progress was made in writing up results of studies of supposed sea-level changes made on Professor Johnson's round-the-world journey and in completing the book on the Appalachian geology.

Johnson, D. W. "Physiography of the Atlantic Coast of North America," *Report of the International Geographical Congress*, July, 1929, pp. 85-100 (1930).

"Sea-Level Changes near New York," *Science*, Vol. LXXII, pp. 1-6, 1930.

"Circling the Earth with a Geographer," *Columbia University Quarterly*, Vol. XXII, pp. 179-94, 1930.

"Geomorphologic Aspects of Rift Valleys," International Geological Congress, Comptes Rendus XV, session on South Africa, Vol. 11, pp. 354-73. Pretoria, 1930 (1931).

"Planes of Lateral Corrasion," *Science*, Vol. LXXII, 174-77, 1931.

Professor Paul F. Kerr's X-ray study of clay.

The work constitutes a continuation of a program of study of the clay minerals in coöperation with the United States Geological Survey and under the auspices of the Committee on Clay Minerals of the National Research Council. The present year has witnessed the X-ray photography of a large number of clay mineral diffraction patterns with the new apparatus recently installed at the University. Study of these patterns has brought out several contributions of value to the field of geology and mineralogy:

(1) The status of the kaolin minerals as determined in work published in 1930 has been more firmly established.

(2) Halloysite, a prominent constituent of ceramic clay, has been restudied, and its position determined in relation to the modern classification of clay minerals.

(3) The so-called bentonite group has been found by X-ray work to consist of four isomorphous minerals. Knowledge of these minerals leads to a better understanding of clays utilized in the purification of petroleum products.

(4) Progress has been made in the study of meta-bentonite. The possibility of utilizing X-ray patterns of meta-bentonite in the stratigraphic correlation of samples from like horizons in widely separated localities has been developed.

Kerr, P. F. "Bentonite from Ventura, California," *Economic Geology*, Vol. 26, April, 1931.

Kerr, P. F. and Ross, C. S. "The Kaolin Group," professional paper, United States Geological Survey, May, 1931.

"A Survey of the Clay Minerals," *Journal of Sedimentary Petrology*, May, 1931.

Professor Victor K. LaMer's studies in molecular activity and acidity in non-aqueous solvents.

The technical assistant was engaged in carrying out what is believed to be a crucial test of the rival theories of complete and incomplete dissociation of electrolytes. For this purpose she conducted measurements of solubility in concentrated salt solutions. As a side-line, she undertook to prepare some long chain organic compounds (alpha, beta, and gamma brom-butyric acids) in order that some of the predictions made in the orientation theory of reaction velocity may be investigated.

La Mer, V. K. and Downes, H. C. "Non-Aqueous Solutions—Electrometric and Conductimetric Acid-Base Titrations in Benzene," *Journal of the American Chemical Society*, 53, 888-93, March, 1931.

La Mer, V. K. and Friedman, H. B. "Activity Coefficients of Electrolytes V. The Principle of Specific Interaction in Cadmium and Magnesium Sulfate and Chloride Solvents," *Journal of the American Chemical Society*, 53, 103-105, January, 1931.

La Mer, V. K. and Goldman, F. H. "Solubility of Thallous Iodate in Ethyl Alcohol-Water Mixtures," *Journal of the American Chemical Society*, 53, 473-76, February, 1931.

La Mer, V. K. and Kamner, Mildred. "Chemical Kinetics II. The Influence of Relative Position of Electric Charge and Reacting Group on the Velocity of the Brompropionate-Thiosulfate Reaction." MS submitted to the *Journal of the American Chemical Society*, April, 1931.

Chapter I, "Solutions," of *Annual Survey of American Chemistry for 1930*. Published in book form by National Research Council.

Professor D. E. Lancefield's chromosome studies.

Using several methods, cytological preparations have been made of both races of *Drosophila obscura* and of the hybrids produced by reciprocal crosses and back crosses. The results of the study confirm the difference existing in the y-chromosome of the two races.

The evolutionary relationship of the two races as well as the related problem of the nature of evolutionary change between *Drosophila obscura* and the other species of *Drosophila*, has been followed up by means of a genetic study of new mutants and their relative locations in the chromosome maps. A series of five mutants in *Drosophila obscura* have been found to be similar to five in *Drosophila melanogaster* and to have the same sequence and spacing in the x-chromosomes. The conclusion from these studies is that the two portions of the x-chromosomes have maintained a high degree of identity even while the two species were differentiating from each other.

Two very interesting sex mosaics have been found which throw light on the manner of the origin of these gynandromorphs.

Several papers are in process of preparation for publication.

Professor Roger S. Loomis' study of the iconography of Arthurian Romance.

The allotment was used for the purchase of photographs to be used in the preparation of a book on the iconography of Arthurian Romance. A prospectus of the work was laid before the Mediaeval Academy and received favorable consideration. The rotographs have been used in an article shortly to appear in *Romanische Forschungen* and in an allied article to be published in a *Festschrift* for Professor Kastner of the University of Manchester.

Professor J. L. R. Morgan's study of electrochemistry.

During the year data have been completed for a number of papers on the research problem in electrochemistry which Professor Morgan has been carrying on in coöperation with Professor O. M. Lammert of Vassar College. In addition to the papers listed below, data are almost complete for a fourth and possibly a fifth paper on the same subject. Professor Morgan is also preparing a review of all his work on the quinhydrone electrode at the request of the editor of the *Transactions of the American Electrochemical Society*. This will appear during the summer.

Morgan, J. L. R. and Lammert, O. M. "The Quinhydrone Electrode III," *Journal of the American Chemical Society*, 53, June, 1931.

Morgan, J. L. R., Lammert, O. M., and Campbell, M. A. "The Quinhydrone Electrode I," *Journal of the American Chemical Society*, 53, 454, February, 1931.

Morgan, J. L. R. and Lammert, O. M. "The Quinhydrone Electrode II," *Journal of the American Chemical Society*, 53, 597, February, 1931.

Professor H. F. Muller's definitive edition of the *Geste des Loherains*.

Various manuscripts have been transcribed. After applying tests to certain of these it was decided to adopt the manuscript of Bern as the basis of the definitive edition. Several research students are working on transcriptions and drawing up variants of certain lines in the different manuscripts. The manuscript of Montpellier was procured this spring with the allotment from the Special Research Fund.

The gigantic proportions of the *Geste des Loherains* and the extremely complicated and technical details concerning the working out of the variants have delayed completion of the edition. After the four parts, Garin, Girbert, Anseis, and Yon (Hervis has already been edited) have been published, the Introduction, Classification, Notes, Glossary, etc., will be drawn up. Professors Hilka and Faral have assisted in this undertaking.

Professor S. Butler Murray's research material for fine arts.

This is the last of a series of allotments made for the purchase of research material in the fine arts. Among subjects of investigation which have been made possible through this equipment are listed the following:

Interlace on early Hiberno-Saxon monuments.

The sculptures of Moissac.

Romanesque sculptures of Moissac.

Jan Mandijn and the imitators of Hieronymus Bosch.

Rodin's debt to classical antiquity.

Two twelfth-century Limoges enamels.

Puvis de Chavannes.

The Provenance of the Gundohinus Gospels, Autun, MS 3.

Hubert and Jan van Eyck.

Four Carolingian MSS of the Apocalypse.

Pierre Bontemps, sculptor of the French Renaissance.

Cézanne: *catalogue raisonné*.

There have been various requests from other institutions to use these studies and illustrations.

Professor Allan Nevin's publication of letters of Grover Cleveland.

A copyist has been engaged for work in the Library of Congress on the Cleveland, Lamont, Manning, and Olney Papers. In four weeks, one hundred and

twenty-seven letters were copied. Eleven Cleveland letters have been copied in Boston from the papers of William E. Russell and sixteen letters from the Fairchild papers in the New York Historical Society Library. Other letters are being sought in various collections of papers and a satisfactory amount of new material is certain.

Professor Henry C. Sherman's chemical investigation of amylases and related enzymes.

The work during this year has been directed (1) to a continuation of the study of crystalline preparations of pancreatic amylase which were reported for the first time last year, and (2) to a broadening of the scope of the research to cover the investigation of malt amylase (selected as the typical starch splitting enzyme of green plants) from the point of view of the improved methods developed through study of the purification of pancreate amylase.

(1) Active crystalline material may now be consistently obtained from solutions of highly purified pancreatic amylase, but the crystals are so small and light as to require the development of a meticulous technique. This, together with the need for extreme and time-consuming precautions to prevent the loss of the enzymic activity, make the further study of the chemical nature of this crystalline material slow.

(2) While the pancreatic and malt amylases are alike in the general features of their chemical action upon starch and the protein nature of their apparent constitution, and both are highly labile substances, yet this investigation is disclosing certain characteristics in which they differ. This study yields direct information on the number of physical and chemical properties of the substance and furnishes the basis for a new method of purification of the plant amylase which will make possible a more searching comparative investigation of the typical plant and animal amylases.

Caldwell, M. L. and Tyler, M. G. "A Quantitative Study of the Influence of Acetate and of Phosphate upon the Activity of the Amylase of *Aspergillus Oryzae*." To appear in the *Journal of the American Chemical Society*.

Sherman, H. C. "Enzymes and Vitamins in Present Day Chemistry," *Journal of Chemical Education*, Vol. 8, pp. 652-60, April, 1931.

Sherman, H. C., Caldwell, M. L., and Adams, Mildred. "Enzyme Purification: Further Experiments with Pancreatic Amylase," *Journal of Biological Chemistry*, Vol. 88, pp. 295-304, August, 1930.

Professor V. G. Simkhovitch's *Approaches to History*.

An analytical study of our approaches to history is an effort to reexamine the entire structure of our social sciences. In order to demonstrate to the student of social sciences in general and history in particular that it is not logic but attitude that gives form to thought and organizes the material dealt with, it was necessary to use examples from various types of intellectual endeavor. In the second installment of *Approaches to History*, Professor Simkhovitch used the Darwinian evolutionary approach, the influence of Newton's universal gravitation, and the

effect of the adaptation of the mechanistic approach by social philosophy of the eighteenth century.

In the third chapter of his studies, Professor Simkhovitch deals with the political reasons for the revolt of German post-Kantian philosophy against the Enlightenment and shows how their political and national aims framed their general attitudes and were laying the foundations of our general historical orientation.

To establish the great change from an appeal to reason to an appeal to history required a study of the German romantic and philosophical literature as background for Savigny and others. This study has occupied most of the year. In the chapters now being prepared for publication prevailing attitudes are examined showing their conscious or unconscious purposes—the general appeal to history not only in Germany but in French counter-revolutionary literature.

"Approaches to History II," *Political Science Quarterly*, Vol. XLV, No. 4, December, 1930.

Professor Edmund W. Sinnott's study of fruit shape in *Cucurbita*.

Through a coöperative arrangement with the Department of Genetics of the Carnegie Institution, two acres of land at Cold Spring Harbor, Long Island, were used during the summer of 1930. About 3,000 plants of *Cucurbita Pepo* were grown, including inbred lines, an extensive series of hybrids and back-cross pedigree cultures. An extensive series of pollinations were performed. In September the plants were harvested, each being weighed, traced, and carefully described.

The new greenhouse at Barnard offered excellent facilities for the work on two crops of *Cucurbita* during the winter.

The principle aspect of the problem studied this year has been the interrelation between factors for fruit size and those for fruit shape. Professor Sinnott has shown conclusively that these two characters in *Cucurbita* are entirely independent in their inheritance and that shape is thus due to specific shape factors which in some way control growth correlation. Almost daily measurements were taken of the mature fruits. The developmental aspect is of particular interest to geneticists on account of its bearing on the perplexing question of the actual operation of genetic factors. Professor Sinnott hopes to accumulate a mass of data which will bear on this problem.

The research assistant has cared for the plants in the greenhouse, codified and recorded data from last summer's crop and reduced them to a condition in which they have been easy to analyze.

During the winter, papers dealing with these researches were read by Professor Sinnott at meetings of the American Association for the Advancement of Science, before the Botanical Society of America, and at a meeting of the National Academy of Sciences.

Sinnott, E. W. "The Relation of Size to Shape in the Heredity and Development of Cucurbita Fruits," *Anatomical Record*, Vol. 47, p. 387, December, 1930.

"The Character and Inheritance of Developmental Differences in Fruit Shape," *Science*, Vol. 73, p. 507, May 8, 1931.

"The Independent Inheritance of Factors Controlling Size and Shape in the Fruit of Cucurbita," *Journal of Heredity* (in press).

Professor A. G. H. Spier's translation of Pascal's *On the Equilibrium of Liquids and the Mass of the Atmosphere*.

The manuscript of this translation has been finished and is ready for publication in the scientific section of the "Records of Civilization."

Professor Arthur F. Taggart's study of the Brownian movement of minerals and the flotation process of concentration.

The work on Brownian movements of minerals and the attempt to correlate this with the behavior of ores in the flotation process of concentration has been continued with the result that the problem has increased in complexity. During the year aid was given to an investigation of the Deloro Metallurgical Company in the application of what had already been demonstrated in this research.

Professor Taggart read a paper on the colloidal chemistry of flotation before the Colloid Section of the American Chemical Society in June. This paper will be published either in the *Journal of Physical Chemistry* or one of the journals of the American Chemical Society. Professor T. C. Taylor and Professor Taggart are to present a paper on the physical chemistry of flotation at the September meeting of the American Electrochemical Society. Both papers publish the results of this research project.

Professor Lynn Thorndike's study of the history of magic.

Rotographs of some fifty works or portions of work from about thirty-five manuscripts have been procured in connection with the continuation of Professor Thorndike's *History of Magic and Experimental Science* into the fourteenth and fifteenth centuries. These rotographs are of value in connection with Professor Thorndike's proposal for a corpus of medieval scientific literature in Latin.

Thorndike, Lynn. "A Pest Tractate before the Black Death," *Sudhoffs Archiv für Geschichte der Medizin*, Bd. 23, Heft 4, 1930, pp. 346-56.

"On the Use of the Word, Kardaja," *Isis*, XIV, 420-21.

"Advice from a Physician to His Sons, Latin Text," *Speculum*, VI, 110-14, January, 1931.

"Translation of a Letter from a Physician of Valencia to His Two Sons Studying at Toulouse, 1315 A.D.," *Annals of Medical History*, III, 17-20, January, 1931.

"An Unidentified Work by Giovanni da Fontana, Liber de Omnibus Rebus Naturalibus," *Isis*, XV, 31-46, February, 1931.

Professor Harold C. Urey's study of absorption spectra.

The program of research on the absorption spectra of the hydrides of certain elements of low atomic weight was considerably disarranged during the year because of the fact that the substances with which it was proposed to work decomposed rapidly under the influence of light and no spectra could be obtained.

The particular problem on which the research assistant has worked during the year is the determination of the relative abundance of the isotopes of nitrogen and of oxygen by working on the absorption spectra of nitric oxide. The preliminary results which have been obtained were presented at the June meeting of the Association for the Advancement of Science.

The method which has been developed in this work is much quicker and less laborious than the usual ones employed to detect differences in the relative abundances of isotopes from different sources. This fact is of important application. It is proposed to investigate the oxygen of a number of meteorites. The problem has an interesting bearing on the origin of elements and also the origin of meteors and comets. If these bodies are solar in origin, the isotopic composition of their oxygen should be the same as that of the earth while, if they are not, considerable variation may be expected.

The research assistant has constructed apparatus for use in this work. Professor Urey's laboratory probably has the most intense source of continuous ultra-violet light in the country. Apparatus for measuring the intensity of light has been developed and constructed.

Respectfully submitted,

HOWARD LEE MCBAIN,
Chairman

June 30, 1931

COUNCIL FOR RESEARCH IN THE SOCIAL SCIENCES

REPORT OF THE CHAIRMAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the University Council

GENTLEMEN:

Pursuant to the order adopted by the University Council at its meeting February 17, 1925, I submit herewith for the academic year ending June 30, 1931, the sixth Annual Report of the Council for Research in the Social Sciences.

The only changes in the membership of the Council during the year were the resignation of Dean William Darrach and the appointment of Professor Robert M. MacIver to a permanent seat in the Council. This appointment was made upon the Council's own motion under authorization given by the University Council at the time of its establishment. During the absence of Professor Boas, Dr. Ruth Benedict sat with the Council upon invitation, and during the absence of Professor Bonbright, Mr. Philip M. Hayden acted as Secretary. The Council consists of the following: Deans Howard Lee McBain, William F. Russell, Young B. Smith; Professors Franz Boas, James C. Bonbright, Robert E. Chaddock, John J. Coss, Robert M. Haig, Carlton J. H. Hayes, Robert M. MacIver, Frederick C. Mills, Wesley C. Mitchell, Roswell C. McCrea, Albert T. Poffenberger, and Robert S. Woodworth.

Meetings were held on October 13, 1930, and January 19 and April 25, 1931.

Early in the year two important policies were adopted by the Council which seem worth recording here. The first of these was the adoption of a resolution to the effect that funds allotted by the Council may not be used in support of research work or the publication of the results of such work that is directed toward the satisfaction of requirements for advanced degrees in the University. Recognizing the desirability of the utilization where feasible of graduate students in connection with research projects directed

by members of the staff, the Council was nevertheless of the opinion that too great dangers inhere in the practice of subsidizing students. Under this new policy students, if subsidized, may not present the results of their research activities in the form of dissertations or in any other form leading to academic credit. If not subsidized, however, there is no objection to their making such use of the results of their work.

The other policy having an important relation to the work of the Council was the appointment of a number of permanent, inter-departmental committees, the general functions of which are to stimulate research work within the several scientific fields, to study and give advice to the Council upon new projects, for which allotments are requested, and to supervise the active prosecution of such projects as are sponsored by the Council. Five such committees have been constituted as follows:

(1) Social Science, Anthropology, and Economics, consisting of Professors MacIver, Boas, and Lindsay.

(2) Psychology, consisting of Professors Poffenberger, Hollingworth, Michael, and E. L. Thorndike.

(3) Government and Economics, consisting of Professors Rogers, Jessup, and Bonbright.

(4) Economics and Business, consisting of Professors McCrea, Mitchell, and Clark.

(5) Law, Economics, and Psychology, consisting of Professors Chamberlain, Llewellyn, and Dean Smith.

During the spring these committees examined all new projects that fell within their respective fields, making their advisory reports to the Council. While the Council itself did not abdicate its own obligation of carefully considering every proposal upon its merits, the assistance rendered by these committees was of great utility.

The problem of publication presented questions of some difficulty almost from the inception of the Council's activities. It seems almost impossible to formulate a publication policy that is sufficiently definite and sufficiently elastic to meet the numerous and varied problems that arise. In order, however, to be prepared to meet these publication problems the Council has set aside out of its funds for the current year \$10,000 to be used in whole or in part for purposes of publication and the Rockefeller Foundation has been asked to regard this appropriation as having been spent

during the year even though some portion of it may be reserved at the end of the year for later disbursement.

I reported last year that since the establishment of the Council in 1925 nine projects had been completed (4, 6, 8, 9, 16, 17, 28, 29, 30) and four had been otherwise disposed of (12, 18, 20, 25). During the past year nineteen old projects continued under way and eleven new projects were started. Of this total of thirty, three were completed during the year (7, 21, 36) and one (38) was merged with another (26).

PROJECTS COMPLETED DURING 1930-1931

7. Family resemblances in intelligence, under the direction of Professor Harold E. Jones.

This study was completed with the publication in various journals of the papers listed in my report of last year. It has been decided that these papers shall not be collected and published in a volume.

21. The administration of criminal justice in England, under the direction of Mr. Pendleton Howard.

This study was brought to completion by the publication in the spring of 1931 of Mr. Howard's *Criminal Justice in England*.

36. Study of the teaching of the social sciences in Europe, under the direction of Professor Horace Taylor.

Professor Taylor's studies were carried on chiefly in Germany and Austria during the past year. Although he gathered a considerable amount of valuable data and acquired much knowledge by observation, his studies will probably not result in any publication.

PROJECTS STILL UNDER WAY

1. Research in Latin America, under the direction of Professor Parker T. Moon.

As noted in my last report the first volume of this study, entitled *Mexico and Her Foreign Creditors*, by Edgar Turlington, was published last autumn. I announced that the second volume, *The Legal and Diplomatic Aspects of Investments in Mexico*, by Frederick S. Dunn, was ready for the press. For reasons unknown to the Council this volume has not yet been published. The writing of the third volume, *The Economic and Political Aspects of Foreign Investments in Mexico*, by Herbert Feis, has again been interrupted by reason of Mr. Feis's having accepted an office in the Department of State. No allotment of funds has been made for this study during the last two years.

3. Evaluation of property by the courts, under the direction of Professor James C. Bonbright.

As previously noted, this piece of research has fructified in a large number of articles published in legal and scientific journals and in one book, entitled *Stock Watering* by David L. Dodd. No further periodical publications were made during the year and the final publication plans have been somewhat altered since my last report. It is now proposed to publish separate monographs on each of the following topics of research:

- (1) "Valuation under the Law of Damages."
- (2) "Valuation under the Law of Eminent Domain."
- (3) "Tax Valuation."

(4) A general and theoretical volume on the whole subject of property valuation.

It has not yet been decided whether or not to publish monographs on the other types of valuation that have already been discussed in printed articles. The manuscripts of the first three volumes noted above are nearly completed. That for the final volume will not be ready before the end of the present academic year.

5. Pre-census population in the United States, under the direction of Professor Evarts B. Greene.

The manuscript for the publication of the results of this research is now in the hands of the Columbia University Press and ought to be published at an early date, although information lately received as to certain additional sources for the study may possibly result in further delay. No additional appropriation for this study was made during the year.

10. Industrialization in the Far East, under the direction of Professor John E. Orchard.

Work is still going forward on the second volume of this study, *The Industrialization of India*, the first volume on Japan having been published last year. Though the work on the India volume is nearly completed, no date for its publication has been set. Professor and Mrs. Orchard are now in China on Guggenheim Fellowships making a similar study of that country. This latter study, though not financially supported by the Council, is nevertheless being carried on under its auspices.

11. Social research in France, under the direction of Professor Carlton J. H. Hayes.

One additional volume in this series, *The French Labor Movement*, by David J. Saposs, was published by the Columbia University Press during the year, making a total of five published volumes. The two final volumes, *The Functioning of the French Government*, by Professor Lindsay Rogers, and *French Foreign Policy*, by Professor Parker T. Moon, are not yet completed. This project has received no financial support during the last two academic years.

13. Negro migration, under the direction of Professor Frank A. Ross.

In addition to the published volume and articles that I have previously noted, two volumes were published during the year, *The Negro in Modern Industrial Society*, by Dean Dutcher, and *The Mobility of the Negro*, by Edward B. Lewis. A final volume, *Negro Migration, Its Causes and Results*, by Professor Ross, is now being completed.

14. The New York money market, under the direction of Professor B. Haggott Beckhart.

The first volume of this study, *The New York Money Market, Origins and Development, 1791-1913*, by Margaret Myers, has just been issued by the Columbia University Press. The second volume, *The New York Money Market, under the Federal Reserve System, 1914-1931*, a volume of nearly a thousand pages, by B. Haggott Beckhart, James C. Smith, and William Adams Brown, is already in the hands of the printer. No further allotment for this study will be necessary.

15. Study of the legislative problem and function of the International Labor Office, under the direction of Professor Samuel McCune Lindsay.

Although the Council has made no appropriation for this study since the academic year 1928-1929, Professor Lindsay plans to be in Geneva for at least four months during the present academic year for the final check-up and verification of data and the completion of a volume on *International Labor Relations* which will embody the major results of this project.

19. Researches in American anthropology, under the direction of Professor Franz Boas.

Professor Boas spent the Winter Session of the past academic year among the Kwakiutl Indians in Vancouver Island. He was engaged in checking up his observations of this tribe which extended over the period from 1886 to 1901. Mr. Waldemar Jochelson continued his work on Aleutian ethnology and has already delivered a large part of his manuscript on this subject. Manuscripts left by Mr. James E. Teit on the Thompson Indians of British Columbia have been prepared for publication, Miss Lucy Kramer having checked these manuscripts with published material and Miss Elizabeth Dijour having gone to British Columbia to verify his notes on the language.

22. Study of the administration of labor laws in the United States, under the direction of Professor John B. Andrews.

Final reports in form for publication have been practically completed on the following subjects: first, an introductory and cross-section analysis of labor law administration including its historical background, the organization of labor departments, a consideration of labor laws, and the general problems involved in factory inspection; secondly, detailed studies of factory inspection

in New York, Wisconsin, Massachusetts, Illinois, New Jersey, and Rhode Island; third, a study of administration regulations having the force of labor law; and fourth, the administration of one-day-of-rest-in-seven laws. The special fund allotted for this investigation was exhausted on July 1. The committee in charge hope also to be able to push forward studies of the financing of labor law administration, the influence of workmen's compensation on effective enforcement, and the selection, qualifications, and training of labor law administrators.

23. Legal and economic study of the recent development of business corporations, under the direction of Professor A. A. Berle, Jr.

A volume of legal and economic sources, by Professor Berle, entitled *Cases and Materials in the Law of Corporation Finance*, was published last autumn by the West Publishing Company. The volume which forms the heart of the project was not, however, published during the year and is only now in final form for publication by the Commerce Clearing House as the first of a series of studies in business economics. The report of Professor Berle and Mr. Gardner C. Means on this subject before the American Economic Association was published in the *American Economic Review* of March, 1930. "Diffusion of Stock Ownership," by Mr. Means, was published in the *Quarterly Journal of Economics* for August, 1930. His essay on "The Large Corporation in American Economic Life" was published in the *American Economic Review* for March, 1931. Both of these papers attracted wide attention. A third study by Mr. Means, "Separation of Ownership from Control in American Industry" will be published in the *Quarterly Journal of Economics* for November of this year. Professor Berle's "Corporate Powers as Powers in Trust" appeared in the *Harvard Law Review* for May, 1931, and his "The Liability for Stock Market Manipulation" in the *Columbia Law Review* for February, 1931. The substance of these periodical publications as well as a large amount of additional material appear in the volume that is about to go to press.

26. Racial and social differences in mental ability, under the direction of Professor Franz Boas.

Dr. Otto Klineberg was engaged upon the study of how far the mental differences observed between city and rural populations are due to selective processes. His studies lead to the conclusion that there is little to the common claim that the more intelligent elements are likely to migrate to the city leaving the less intelligent behind. He was also engaged upon investigations on the development of children, particularly at the time of adolescence with results that enable him to separate in considerable part environmental effects from hereditary effects. Both of these investigations are still in progress.

27. The use of the injunction in labor disputes, under the direction of Professor Paul F. Brissenden.

No further publications were made during the year under this study. Though the work is still under way, no allotment of funds has been made during the past two years.

31. Effects of technical changes in the printing industry upon the employment of workers, under the direction of Professor Elizabeth Faulkner Baker.

In addition to the publication of the two articles noted in my last report, Professor Baker has published "Technological Unemployment" in the *Bulletin* of the Taylor Society, December, 1930, and "Machinery versus Skill" in the *Journal of Adult Education*, January, 1931. Her final monograph dealing with the whole subject is nearing completion.

32. Compensation for automobile accidents, under the direction of a committee of which Mr. Arthur A. Ballantine is Chairman and Professor Joseph P. Chamberlain an active member.

The field work, legal studies, and insurance studies in connection with this project have been completed. The final report of about 150 pages, exclusive of statistical appendices, it is hoped will be ready for publication by the end of the calendar year. It will deal with financial responsibility laws, the Massachusetts Compulsory Liability Insurance Law, and a proposed plan of compulsory compensation insurance analogous to workmen's compensation.

33. Political predictions, under the direction of Professor Robert E. Chaddock.

The research under this project will result in a book of eight chapters dealing with the several methods of political prediction. It is expected that the manuscript will be completed by the end of January next and the publication date has been set for June 1, 1932.

34. Factors determining public opinion, under the direction of Professor Gardner Murphy.

Study of the data mentioned in my last report as having been collected is still going forward.

NEW PROJECTS

35. Study of acculturation, under the direction of Professor Ruth Benedict.

Dr. Alexander Lesser spent almost the entire year studying among the Pawnee, an important tribe concerning whom no adequate information has previously been gathered. He is at present putting his material in shape for publication. Dr. Reo Fortune's *Omaha Secret Societies* is about to be published by the Columbia University Press.

37. Research in Indian languages, under the direction of Professor Franz Boas.

Miss Ella Deloria collected a considerable amount of Dakota texts and worked on a revision of the grammar and language of the tribe. Dr. Gene Weltfish

and Dr. Lesser carried on studies on the dialects of the Caddoan languages while the latter also collected important material from the last survivor of the Katsai. Dr. Weltfish also revised an old manuscript written by an educated Pawnee about thirty-five years ago which hitherto could not be used because it had been impossible to verify the material. Dr. Jaime de Angulo completed his studies on the Achumawi tribe in California. Mr. Archie Phinney continued his work on the Nez Percé language while Miss May Mandelbaum visited the Tilamook, a practically extinct tribe in Oregon, to revise and add to certain materials collected by Professor Boas back in 1890.

39. Location and measurement of certain fundamental human traits, under the direction of Professor Henry E. Garrett.

Under this piece of research two papers have already been published: "A Group Factor in Immediate Memory," *Archives of Psychology*, December, 1930, by Anne Anastasi; and "A Study of Factors Measured by the Thorndike Intelligence Examination for High School Graduates," *Archives of Psychology*, May, 1931, by John Gray Peatman. A theoretical paper, "The Tetrad Difference Criterion and the Measurement of Mental Traits," by Professor Garrett and Miss Anastasi, is shortly to be published by the New York Academy of Sciences. Two additional studies are nearing completion.

40. Research in anthropometric and ethnological investigations in North America, under the direction of Professor Franz Boas.

In these studies Professor Boas was assisted by Miss May Mandelbaum who completed a paper on "Local Names of the Kwakiutl" and another on their current beliefs.

41. Administration of governmentally owned enterprises, under the direction of Professor Arthur W. Macmahon.

This study was carried forward by Edna Cers Macmahon and Louise S. Edgar, most of their time during the year being given to an extensive study of the managerial personnel of publicly owned electric light and power plants in the United States, covering such matters as the powers of managers, modes of selection, tenure, and the degree of political interference. A bulletin dealing with this subject is about ready for publication. Work was also carried forward in the collection of information regarding numerous types of governmental enterprises in foreign countries as well as other public undertakings in the United States. During the present year the study will be continued in England and the continent of Europe.

42. Study of motivation in the monkey, under the direction of Professor Carl J. Warden.

This is an experimental study which is naturally time consuming. No adequate report can be made upon it at the present time.

43. A decade of economic and social change in Greenwich Village, 1920-1930, under the direction of Dr. Arthur R. Burns.

The work of this investigation has been organized with the object of making a final report, first sketching the forces which have influenced social and economic conditions in the area prior to 1920; second, a detailed account of the changes in the area during the decade 1920-1930 with reference to such matters as the economic characteristics of the area, neighborhood relationships and social contacts, the family, and the furnishing of social services; and third, an analysis of the causal relations between the changes in the area and between these changes and changes outside the area. On June 30, 1931, at least twenty reports on various aspects of this complicated study had already been completed.

44. Study of the Greek Constitution, under the direction of Professor Lindsay Rogers.

This study is nearing completion. The manuscript of a monograph upon the subject will shortly be ready for publication.

45. Investigation of the survival of African influence, under the direction of Professor Franz Boas.

Dr. Melville Herskovitz went to West Africa in January, 1931, and returned in September. He spent most of his time in Abomé studying ethnological conditions of the country, particularly in reference to the question as to how far elements of African culture survive among American negroes. On a previous expedition to Surinam he had found a marked survival of African customs and was able to locate the provenience of many of these and thus to lay a foundation for the origin of negro beliefs, folk tales, and music. This material is now being prepared for publication.

At a meeting held on April 25, 1931, the Council approved the following new projects:

46. Research expedition to New Guinea, under the direction of Professor Franz Boas.

47. Approaches to history, under the direction of Professor Vladimir G. Simkhovitch.

48. An analysis of American political institutions, under the direction of Professors Macmahon, Moley, McBain, Rogers, and Wallace.

49. Research in security, under the direction of Professor John Hanna.

50. Collected letters of Grover Cleveland, under the direction of Professor Allan Nevins.
51. British policy toward Morocco, under the direction of Dr. Francis Flournoy.
52. Survey of Federal anti-trust laws, under the direction of Professor Milton Handler.
53. Selective migration, under the direction of Dr. Otto Klineberg.
54. The psychological effects of oxygen deprivation, under the direction of Dr. Ross McFarland.
55. The measurement of the influence of certain mental factors upon metabolism, under the direction of Professor A. T. Poffenberger.
56. The family as a business organization in classical Rome, under the direction of Mr. A. Arthur Schiller.
57. Election statistics, under the direction of Professor Arthur W. Macmahon.
58. Financial problems in the administration of municipally owned enterprises, under the direction of Professor Arthur W. Macmahon.
59. Research in international law, under the direction of the Department of Public Law.
60. Researches among the Navajo Indians, under the direction of Dr. Gladys Reichard.
61. Social conditions in a suburban community with special reference to recreation, under the direction of Professor Robert M. MacIver.

Respectfully submitted,

HOWARD LEE MCBAIN,
Chairman

June 30, 1931

COUNCIL ON RESEARCH IN THE HUMANITIES

REPORT OF THE CHAIRMAN FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the University Council

GENTLEMEN:

On behalf of the Research Council in the Humanities, I beg to submit a report of its operations for 1930-1931. The report sets forth various research projects supported by the Council, together with a statement of the individual allotments of funds and a general balance sheet of its receipts and expenditures.

The members of the Council are twelve in number. They are chosen by the University Council and hold office at its pleasure. The membership was the same as in 1929-1930 and is as follows:

W. B. Dinsmoor, Professor of Architecture

A. P. Evans, Associate Professor of History

R. H. Fife, Gebhard Professor of Germanic Languages and Literatures, *Chairman*

J. L. Gerig, Professor of Celtic

L. H. Gray, Professor of Oriental Languages

R. J. H. Gottheil, Professor of Semitic Languages

G. P. Krapp, Professor of English

S. B. Murray, Associate Professor of Fine Arts

N. G. McCrea, Anthon Professor of the Latin Language and Literature, *Secretary*

W. W. Rockwell, Librarian, Union Theological Seminary

H. W. Schneider, Professor of Religion

In the absence of the Chairman on leave during the Spring Session, Professor N. G. McCrea acted as Chairman and Professor H. W. Schneider as Secretary *pro tem*.

The Council held six meetings, October 17 and 24, and November 21 in 1930 and December 19, January 16, and May 1 in 1931.

Of the forty-four projects which have been approved by the Council, ten are complete or practically complete in manuscript form and three are in press. Eight others should be completed

during the present University year. Several of the undertakings, such as the continuation of Olcott's *Dictionary of Latin Inscriptions* under the direction of Professor Keyes, the publication of Columbia papyri on Egypt under the direction of Professor Westermann, the preparation of a critical edition of the *Geste des Loherains*, under the direction of Professor Muller, the etymological dictionary of Sanskrit by Professor Gray, and the study of religion and culture in Mexico under a committee headed by Professor Schneider, will necessarily extend over a period of years. As in previous years, appropriations have been made for research and clerical assistants, for photographic reproductions, and for leave of absence in cases where no sabbatical leave was available. The allotment of funds for all of these items so as to insure a proper and equitable adjustment is not easy, and much of the time of the Council is necessarily given to an investigation and consideration of the special needs of each case. Requests have been referred to the Dean of the Graduate Faculties, who has charge of the University research funds, with recommendations in deserving cases that lie outside the range of the Council's mandate or its resources.

A brief analysis of the projects, with reports of progress, follows below.

NEW PROJECTS FOR RESEARCH

Three new projects were approved for the present University year:

42. The preparation of a philosophical commentary on Dante's *Paradiso*, by Professor Dino Bigongiari.

This involves a study of works and manuscripts in various European, chiefly Italian, libraries.

43. The study and preparation for publication of manuscript fragments from the Cairo Genizah, by Professor Richard J. H. Gottheil.

The writings in question, gathered among rejected material from the synagogue in Cairo, date from the medieval period and deal with the natural sciences, particularly medical science. The manuscripts are to be found in various foreign libraries.

44. A study of the Symbolist movement in Belgium, by Dr. René Taupin.

A leave of absence has been secured for Doctor Taupin in order to collect material in Belgian and French libraries.

PROJECTS FOR RESEARCH

A. Project on which publication has been completed.

2a. The chronology of the archons of Athens, by Professor William B. Dinsmoor.

This study was expanded to include an investigation of the Greek calendar, for which the new dating of the archons yielded additional evidence, and deductions regarding the history of other Hellenic cities and areas. Publication consumed an entire year and was finally concluded in September, 1931. The resulting work is *The Archons of Athens in the Hellenistic Age*. Published for the American School of Classical Studies at Athens, Harvard University Press, Cambridge. Folio. Pp. XVIII and 567.

B. Projects not yet completed.

1. Compilation of a library of American speech records, under the direction of Professor William C. Greet and Professor Harry M. Ayres.

At the Columbia phonetic laboratory dialect records continued to be made throughout the year. The speech of a group of poets was also recorded, including Vachel Lindsay, Sara Teasdale, and J. H. Wheelock, and of a group of public men. A satisfactory field machine was perfected and during the summer of 1931 an expedition was made to Holland, Massachusetts, where specimens of the coastal type of American English were secured. The following articles by W. C. Greet in *American Speech* reported studies of records made in 1929-1930: "Two Notes on Virginia Speech" (December, 1930); "A Phonographic Expedition to Williamsburg, Virginia" (February, 1931); "A Record from Lubec, Maine" (August, 1931).

2b. The architecture of the temple at Bassae, by Professor William B. Dinsmoor.

The completion of the study has been delayed by the difficulty of determining the sequence of the frieze slabs, a part of which were examined at the British Museum in 1930. Both ends of the frieze have now been fixed and a new device is being tested to determine the arrangement of the intervening portions. On the success of this experiment depends the immediate completion of the manuscript, which will be ready for publication during the present year.

2c. Completion of a work on the Propylaea and entrance to the Acropolis, by Professor William B. Dinsmoor.

Some progress has been made in formulating the results of the researches, which are completed.

2d. Publication of the missing sixth book of Serlio's work on architecture (1547), hitherto unpublished, by Professor William B. Dinsmoor.

The preparation of the Columbia MS for issue with an introduction and a commentary, is in progress.

3. A critical study of the life and works of Martin Luther, by Professor Robert Herndon Fife.

Progress was made on the work during the year and it is hoped that the first volume (to 1521) will be completed in 1932. Some results of these studies appear in an article, "German in Luther's Early Lectures," *Germanic Review*, July, 1931.

4. A study of the social and religious aspects of the Revolutionary generation in America, by Professor Evarts B. Greene.

The following topics have been investigated during the year: (a) The social and economic status of the Whig leaders in the Revolution; (b) land ownership in the middle colonies; (c) European correspondents of American merchants; (d) state legislation affecting the loyalists; and bibliographies have been prepared relating to agricultural conditions; slavery and the slave trade, travelers' narratives, immigration and fraternal organizations. An article, "Persistent Problems of Church and State," *American Historical Review*, January, 1931, contains certain results of studies under this project.

5. Public discussion of civil and religious liberty in England, 1640-1660, by Professor William Haller.

The main researches were concluded in the summer of 1930, and the past year has been given to a completion and formulation of them. The manuscript of a work, *The Doctrine of Liberty in the Puritan Revolution*, will be completed for publication within the present month.

6. The continuation of Olcott's *Dictionary of Latin Inscriptions*, under the direction of Professor Clinton W. Keyes.

Two research assistants are occupied with the work, which has gone forward during the past year on the following lines: (a) The opinion of a number of experts in the field of epigraphy was sounded as to method and it was decided as a result to carry on the work with slight modifications according to the plan devised by Professor Olcott. (b) The files of a number of special publications were canvassed for material in the early letters of the alphabet. (c) Specimen articles were prepared in order to normalize style, arrangement, and scope. (d) Progress was made with the preparation of articles for the press. Negotiations are being opened with the firm in Rome which published Professor Olcott's fascicles with a view to further issues as soon as they are ready.

7. Cicero as a Philosopher, by Professor Nelson G. McCrea.

The study of the philosophy of Cicero and its subsequent influence is in manuscript form and will be ready for publication as soon as a few puzzling problems are solved. It is expected that it will be ready for the printer during the present fall. It will appear as a volume in a series "Our Debt to Greece and Rome," published by Longmans, Green & Co.

8. An edition of the *Summulae physicorum* of William of Occam, by Professor Richard McKeon.

The material was collected in Germany in 1929. The preparation of the text, which requires the collation of seven manuscripts, is in progress. Portions of the "Quodlibetal Questions" were published in translation in Professor McKeon's *Selections from Medieval Philosophers*, which appeared in January, 1931.

9a. A history of American poetry, under the direction of Professor Ralph L. Rusk.

With the assistance of a research worker and the members of the seminar in colonial literature, newspapers prior to 1777 have been investigated in Philadelphia, Annapolis, Charleston, New Haven, Hartford, Providence, and Boston. Materials are now being gathered for the Colonial period only and a volume covering that period is planned for completion in 1933. A leave of absence has been provided during the coming Spring Session for speeding up the work.

9b. An edition of the unpublished letters of Ralph Waldo Emerson, by Professor Ralph L. Rusk.

Accessions from a group of letters in possession of the Emerson family and from other sources have brought the total number of new letters to nearly 1,400. Additional material for editing has been supplied by three thousand letters to Emerson which have been placed at the editor's disposal by the family. Work has been carried on at the Harvard Library and at Columbia and it is hoped that the edition in four volumes will begin to appear from the Columbia University Press early next spring.

As a part of this project, an edition of a group of letters to Emma Lazarus from various correspondents, which is in the Columbia Library, is under preparation for early issue.

10. A critical study of the life and works of Arthur Schnitzler, by Dr. Otto P. Schinnerer.

Studies of source material in the Vienna libraries and in Dr. Schnitzler's possession that were begun in the summer of 1929 have been continued in the past summer. The author has also made manuscripts of his unpublished works available for study. Progress is being made on a comprehensive work on Schnitzler's life and art. The following publications contain results of the studies: "The Suppression of Schnitzler's *Der grüne Kakadu* by the Burgtheater," *Germanic Review*, April, 1931; "The History of Schnitzler's *Reigen*," *Proceedings of the Modern Language Association of America*, September, 1931; "Introduction" to *Viennese Novellettes* by A. Schnitzler, New York, Simon & Schuster, 1931, containing a survey of the author's life and works. Further articles are in preparation.

11. Studies of American religious sects, under the direction of Professor Herbert W. Schneider.

With the help of a research assistant further data were collected respecting the Brotherhood of the New Life, a Spiritualist sect. During the coming year

Professor Schneider, who is on leave of absence, will be engaged in gathering supplementary material at Santa Rosa, California, and in writing the report, which should be ready for the press in the summer of 1932.

12. Studies in the history of magic and experimental science in the Middle Ages, by Professor Lynn Thorndike.

Investigation continued during the winter on medieval alchemical treatises in the fourteenth and fifteenth centuries. This was continued during the summer in libraries at Naples, Rome, Florence, Venice, Vienna, Munich, and Paris. At the same time a research assistant was occupied on similar researches at the British Museum and the Bodleian. Much material has been gathered for a three-volume edition of the *History of Magic and Experimental Science in the Fourteenth and Fifteenth Centuries*. It is hoped these may be completed during a sabbatical leave of the present academic year.

Collateral and preparatory studies have been published during the present year, as follows: "Advice from a Physician to His Sons," Latin text, *Speculum*, VI, 110-14; January, 1931; translation of a letter from a physician of Valencia to his two sons studying at Toulouse, 1315 A.D., *Annals of Medical History*, III, 17-20; January, 1931; an unidentified work by Giovanni da' Fontana: *Liber de omnibus rebus naturalibus*, *Isis*, XV, 31-46; February, 1931; "Giovanni Garzoni on Ruling a City," *Political Science Quarterly*, XLVI, No. 2, 277-80; June, 1931; "An Anonymous Treatise in Six Books on Metaphysics and Natural Philosophy," *Philosophical Review*, XL, 4 (Whole No. 238) 317-40; July, 1931; "All the World's a Chess-Board," Latin text, *Speculum*, VI, 3, 461-65; July, 1931. Progress is being made through a committee of the American Historical Association toward the organization of a corpus of medieval science in Latin.

13. A study of the poetry and music of the Pima Indians, under the direction of Professor Franz Boas.

The material was collected in Arizona in 1929-1930 by a research assistant, Mr. George Herzog. The report has not yet been formulated, as Mr. Herzog has been absent during the past year carrying on researches in West Africa on behalf of the Chicago Anthropological Institute.

14. A critical edition of the letters of Pierre Bayle, under the direction of Professor John L. Gerig.

A list of all known letters of Bayle was compiled as a basis for the edition. The annotation is in progress and the contemporary material for this has been collected for the first twenty years of his correspondence. Publication of selected letters will take place in periodicals while the final edition is in preparation. These issues began with "Unpublished Letters of Pierre Bayle—Two Letters to His Mother," *Romanic Review*, 1931.

15. A library of Anglo-Saxon poetry, under the direction of Professor George P. Krapp.

The first volume was published in December, 1930, as *The Junius Manuscript*, "Anglo-Saxon Poetic Records," Vol. 1, Columbia University Press. Manuscripts were examined during the past spring and summer by Professor Krapp at Paris, Munich, Bamberg and also Klosterneuburg and Stift Heiligenkreuz in Austria and by his assistant in England.

17. Completion of a study of the life and works of Cervantes, by Professor Federico de Onís.

The manuscript is practically completed but is being withheld from the press until the appearance of the previous numbers in a series covering the history of Spanish literature. It is hoped that the Cervantes volume may be issued in 1933. Publication will take place in Madrid in the series "Historia de la literatura española" (ed. Menéndez Pidal).

18. Studies in the *gaucho* literature of Argentina, with an edition of the epic *Martin Fierro*, by Professor Federico de Onís.

The text of the epic is ready for the press and studies are in progress covering the linguistic and historical aspects of *gaucho* literature. It is expected that these will be completed in 1932.

19. Completion of studies in contemporary lyrical poetry in Spain and Spanish America, under the direction of Professor Federico de Onís.

These studies have been incorporated in an anthology with a literary-historical and linguistic apparatus, *Antología de la poesía lírica contemporánea española e hispano-americana*. In press at the Centro de Estudios Históricos, Madrid.

20. A study of the development of literary criticism in Italy since the unification, by Professor Peter M. Riccio.

Materials for this project were collected in Italy in 1929-1930 and are now undergoing study, and the report is being organized. It is expected that it will be ready in the fall of 1932.

21. Study and preparation for publication of Greek papyri in Egypt, under the direction of Professor William L. Westermann.

The first volume of *Theadelphia Rolls* is now in press (Columbia University Press), and should appear before the end of the year. The cost of publication will be met from the income of the Dunning Fund for 1930-1931. The next volume, including the Zenon Papyri, is now under preparation and ten documents are ready for copying.

22. Completion of a work on Pericles and his architects, by William B. Dinsmoor.

Owing to Professor Dinsmoor's occupation with other projects (2a and 2b), nothing has been accomplished on this project since the last report. It is expected

that it will be finished during the present year. Its publication is now being discussed with the Metropolitan Museum of Art.

23. A bibliography of translations into English from medieval sources, under the direction of Professor Austin P. Evans and Dr. William W. Rockwell.

It is expected that by spring the assembly of the material will be concluded and that its sifting, evaluation, and organization will then begin. Plans for the classification of the bibliography are already taking shape and it is hoped that the work can be concluded during the coming year.

24. An introduction to Semitic comparative phonology, by Professor Louis H. Gray.

This work was completed at the time of the last report, but a publication of the monograph, *Introduction to Semitic Comparative Linguistics*, has been delayed owing to the financial position of the linguistic series for which it was undertaken. Negotiations are now in progress with the Columbia University Press and it is expected that it will appear during the present academic year.

25. Bibliography of French theatrical parodies, under the direction of Professor Gustave L. van Roosbroeck.

The work is approaching completion. One study has appeared, based on materials gathered under this project: Valleria B. Grannis, *Dramatic Parody in Eighteenth-Century France*, Institute of French Studies, New York, and another is now in press, G. L. van Roosbroeck, *La Comédie des Académistes by Saint-Evremond*, with the same publisher.

26. Studies in the decorative art of the Southwestern Indian tribes, under the direction of Professor Franz Boas.

During 1929-1930 studies were made in nine American museums of prehistoric and modern basketry of the Southwest, by Miss Gene Weltfish. Of modern material, the art styles of the following groups were investigated: Pima and Papago, San Carlos, Mescavero and Jicarilla Apache, Navaho, Navaho-Ute, Hopi, and Zuñi. The results of these studies appeared in part in an article, "Prehistoric American Basketry Techniques and Modern Distributions," *American Anthropologist*, July-September, 1930. Two other articles, "Problems in the Study of Ancient and Modern Basket Makers" and "Notes on Prehistoric Southwestern Basketry," are in press.

27. The preparation of a history of contemporary German literature, by Professor Hugh W. Puckett.

The materials were gathered in German libraries in 1930-1931, and during the past summer. The work of formulating the results is now in progress.

28. Preparation for publication of an unpublished autobiographical manuscript in the Morgan Library, by Professor Frederic G. Hoffherr.

An important manuscript of literary historical interest has been photographed and is now being copied and verified, and certain parts which are in code, deciphered. During 1932-1933 advantage will be taken of a sabbatical leave in France to prepare annotations and an introduction and to complete the work for publication.

29. A definitive edition of the poems forming the Old French Lorraine cycle, under the direction of Professor Henri F. Muller.

With the assistance of Professor Taylor of New York University, variants from sixteen MSS have been drawn up in preparation of the text. The same scholar is continuing the work on the critical edition of *Garin le Loherain*, of which the *manuscrit du base* contains 15,000 lines. It is expected that this part of the *geste* will be ready in two years. Another assistant is working on the three manuscripts of *Anseïs*, another member of the cycle. When these texts are completed, other parts of the group will be undertaken.

30. A translation of Descartes' *Principia philosophiae*, under the direction of Professor Frederick Barry.

It is expected that the entire work will be completed and ready for publication before the end of the present academic year.

31. Reproductions of miniatures and ornaments in early medieval manuscripts in southern France, by Meyer Schapiro.

Materials were collected in France, Belgium, Holland, Italy, Switzerland, Austria, Spain, and England during the past year and descriptions have been completed of all the manuscripts of Cluny, Moissac, Limoges and related regions, the historical groups determined and a style analysis made. The work on the Cluny MSS will be ready early in 1932; that on Moissac, Limoges, etc., in 1933. Plans for publication are now under consideration.

32. Preparation of a Sanskrit etymological dictionary, by Professor Louis H. Gray.

Preliminary work has included the preparation of *indices verborum* of a number of unindexed linguistic works essential for use in making the dictionary. This is now almost completed and the results will be utilized for assembling the Sanskrit etymologies.

33. The preparation of a selective and annotated bibliography of Italian literature and literary criticisms 1902-1931, under the direction of Professor Giuseppe P. Prezzolini.

During the year a careful survey has been made of books and articles on the whole field of Italian literature from 1902 to 1912. This has been done with the

aid of graduate students in a bibliographical course in the Italian Department and it is proposed to cover the decade 1913-1922 during the present year in a similar manner. The work will then be concluded in 1933, when it is hoped that the entire work may be completed for publication in three volumes.

34. A study of the life and works of Gerhart Hauptmann, by Professor Frederick W. J. Heuser.

Further collections of material were made during the past summer, the greater part of which was spent in the private library of the poet at Agnetendorf, examining unpublished manuscripts, diaries and letters. Visits were also made to the collections of relatives and friends of Hauptmann, and a week was spent in daily conference with the poet regarding phases of his life and work. The manuscript is now in preparation and should be completed by the fall of 1932.

35. The preparation of a descriptive and analytical catalogue of the Semitic manuscripts in the Columbia University Library and in the library of Union Theological Seminary, under the direction of Professor Richard J. H. Gottheil.

The work, which has been in progress since the spring of 1930, is now completed and plans for its publication are under consideration.

36. The translation into English of selections from the *Opera mathematica* of François Viète, under the direction of Professor Frederick Barry.

With the aid of a research assistant, the four methodical works on algebra have been translated and work has begun on the five books of the *Zeteticorum*, or problems. When completed, the translation will include the part of Viète's algebraic work that is of primary historical importance. It will be necessary to review the translation and check the accuracy of the actual mathematics, but it is hoped that the manuscript can be completed in another year.

37. A study of August von Kotzebue's influence on the Czech drama, by Dr. Arthur P. Coleman.

The material, which was gathered in the summer of 1930, is now being written up and the monograph should be ready for publication early in 1932. An episode of Kotzebue's life, drawn from the sources examined, was discussed in an article, "The Siberian Exile of Kotzebue," *Germanic Review*, July, 1931.

38. The completion of a work on the art style of Melanesia, by Professor Gladys A. Reichard.

The study was undertaken under a Guggenheim Fellowship and an allotment was made by the Research Council for photographs for illustrations, all of which have now been assembled. The text of the work is complete except for revision.

39. A study of the history of religion and culture in Mexico, under the direction of a committee composed of Professors H. W. Schneider, *Chairman*, Ruth Benedict, *Secretary*, Franz Boas, John J. Coss, Federico de Onís, and William R. Shepherd.

In accordance with plans outlined in the last report, a bibliographical survey is in progress under the supervision of Professor de Onís. Field work has been undertaken for the present year through a research fellowship to Mr. Oliver La Farge, who goes to Guatemala to carry on studies among the Jacateca-speaking tribes of the Cuchumates mountains.

40. Preparation for publication of unpublished manuscripts of the spiritual philosophy of Samuel Taylor Coleridge, by W. E. Gibbs.

Copying of the manuscripts, loaned to the British Museum by the Rev. Gerald Coleridge, is nearly completed, although a number of difficult passages remain to be deciphered. One volume should be ready for publication before the end of 1931.

41. The collection and publication of Southern folk songs, under the direction of Professor Dorothy Scarborough.

Material was collected in the summer of 1930. The music has been transcribed and the manuscript will be ready for the press by the end of 1931.

Respectfully submitted,

ROBERT HERNDON FIFE,

Chairman

October 1, 1931

SCHOOL OF ARCHITECTURE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

As Dean of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1931:

The most insistent expression in architectural design since the Great War is that of function. Much is written of this idea as though it were new and modern. In architecture it is claimed that function is the most important expression and that the logical and necessary result of that expression produces beauty in design.

New values appear to have been created in the modern world, of which power is probably considered the highest value; and function suggests power. There is no doubt that this quality is evident in all good architecture, but the raw exterior statement of its purpose on the outside of a building in no way insures it to be a beautiful one.

When the world was young, before man appeared, gigantic animals lived in the air, water, and on the land, perfectly adapted to their several functions. Were they alive today, they would comport well with some of our architecture and painting; but nature found them out of scale with the modified world which we know and set to work to bring all flora and fauna into a scale which we, of this epoch, find fitting and beautiful. Our buildings should be naturally agreeable to the men who walk the earth today, even as are the natural things we live among and which we find beautiful.

Perhaps we will discover later that we are making our vast business combinations and our buildings and factories too big, and that we will have to change our ideals. Either that, or we must change our ideals of beauty and modify them to enjoy the new forms which do not now appeal to the majority as being agreeable.

The machine and function idea cannot alone create nor guide us to beauty. Whether justly or not, the public gave evidence

of its resentment against austere functional expression recently when it raised a protest against the designs of one of the biggest architectural projects of our age. Perhaps much of this was due to the lack of the layman's ability to understand the models and drawings of this project, but it certainly was sound evidence that the public's idea of beauty is not based upon the theory of functionalism, and this protest sent the architects back to express understandable beauty in these buildings.

We build marvelous machines today to do our physical work, but even if we should learn to crack the atom and extract from it all desired power, it is doubtful if we could achieve beauty of form and culture unless we look beyond the idea of material function and profit. The element of beauty is necessary to us in the full enjoyment of life, and, since architecture is the truest basic expression of what we do and feel, it should be beautiful. We build in accord with our ideals and when our ideal is one of beauty our buildings tend toward beauty; even as nature, which grows everything on an established plan, develops beauty as a result. The idea of beauty does not spring from the brain of genius as an inspiration fully formed and perfectly developed. It is a result of intelligent and painstaking endeavor to achieve beauty. The Greeks built three or four hundred temples of one general type before they achieved the Parthenon.

In the School of Architecture our endeavor is to lead the student to an ideal of beauty, strength, and fitness. Pleasing form, good proportion, expression of purpose, i.e. function, solidity of construction, and good planning in disposing of useful spaces are integral parts of our instruction.

The short time allotted to the teaching of architecture brings high pressure to the work. We must equip each student with facility in drawing, in sound construction, show him the philosophy of the art, furnish his mind with a knowledge of the art of the past, and guide him in the creation of designs, which he pursues concurrently at all times during his course.

Does this process make him an architect? It certainly does start him aright for that exalted vocation, if he brings to us that precious gift of latent power to see and to create beauty. Some students can become great architects, others can be good architects, others can fill the important position of assistants, and yet others

can find their vocation in other useful parts of the world's work related or not to architecture.

* * *

Professor Charles A. Harriman, who had been a zealous teacher for forty years in the School, had to give up his beloved burden because of failing health. His death, December 24, took from us the last of that revered group of teachers who built up the School of Architecture under the scholarly direction of its founder, Professor William R. Ware.

During Professor Hudnut's serious illness in the Spring Session we were fortunate to have Mr. Talbot Hamlin carry his courses in the history of architecture.

Professor Dinsmoor reports that, in the course of the past year he has continued and completed his study of Athenian chronology during the last three centuries B.D., a by-product of an excavation which he made on the Acropolis in 1928. Besides the rearrangement of the lists of Athenian officials for the period in question, it was found necessary to investigate the annual archons at Delphi and Delos, and the reigns of the Ptolemies in Egypt. On the basis of the annual lists as thus reconstructed, all dated Athenian inscriptions have been analyzed and compared with ancient astronomical observations in an effort to trace the development of the Greek calendar. The book has been printed at the Harvard University Press (*The Archons of Athens in the Hellenistic Age*, 567 pp., published September, 1931). A short article supplementing his restoration of the sculptured parapet surrounding the Nike temple at Athens, and a brief architectural note on the controversy regarding the date of the Hermes of Praxiteles, have appeared in the *American Journal of Archaeology*. A book entitled *Bassae: The Temple of Apollo near Phigalia*, of which the manuscript was in fair shape two years ago, has been revised in view of additional material gathered at London in July, 1930. This new material consists in part of hitherto unknown evidence for the rearrangement of the sculptured frieze of the temple (obtained by chipping away the cement inserted by the British Museum authorities a century ago), and in part of unpublished letters and notes of the excavators of the temple in 1812. This manuscript will be ready for publication in a month or two. He was invited to read a paper on the subject before the American Philosophical Association at its annual

meeting at Philadelphia, in April. He is also serving as a member of a sub-committee of planning research in ancient history, appointed by the American Historical Association, and of the new Committee on Mediterranean Antiquities under the American Council of Learned Societies.

Previous to the past school year there has not been on the staff a Professor of Design whose field covered work done in the drafting rooms and absorbed his entire time. The guidance of the work in design in the drafting room was one of the duties of the Director, in collaboration with the part-time critics.

The criticism known as "elbow instruction" was carried out by able practicing architects, who came twice a week to go over the designs with the students, which they did with zeal and enthusiasm.

The students were expected to work assiduously in the interim, to develop studies for criticism. The work did not go forward with the desired interest and power under this system. The American students as a class are too eager to get past the courses and get into practice. They have less thirst for accomplishment in design than for getting a job, and, it must be admitted, they seem to be quite in the spirit of the times.

The system was changed from part-time service for critics to full-time service. The critics are now in attendance each day, the design content of the program has been enlarged, and as a result there is greater accomplishment in quality and quantity of design.

Competition with other schools of architecture in the Beaux-Arts Institute of Design judgments seems to be the basis of opinion of strength among students. The past year we accepted the Beaux-Arts Institute of Design programs for the major problems, and the result was successful: There were submitted to the Beaux-Arts Institute of Design, in the regular competitions in architecture, 279 designs of which 242 were successful, among which were 19 medal awards, and but 37 received no award.

Registration:

<i>Candidates for the Degree:</i>	<i>Winter Session</i>	<i>Spring Session</i>
Bachelor of Architecture	116	116
Master of Science in Architecture	10	9
<i>Total</i>	<u>126</u>	<u>125</u>

This was a substantial increase over the record of the year 1929-1930. Of these, 79 entered with degrees from other institutions and 47, with two years of academic work. In the Extension courses in architecture the registration was 381 for the Winter Session and 328 for the Spring Session.

Eighteen students were graduated with the degree of Bachelor of Architecture, and six with the degree of Master of Science in Architecture. This large registration filled all classes and the staff was taxed heavily to carry on the work.

An idea of the production effected may be grasped by considering the number of designs, drawings, and plates made under supervision and judged for merit. These numbered in graphics, 1,340; freehand drawing and rendering, 5,005; design projects, 1,168; construction, 790; composition, 1,675; history drawings, 2,115; a total of over 12,000 separate complete drawings.

The Perkins Traveling Fellowship and the Boring Traveling Fellowship, as is usual, were combined and were awarded to Leon McMinn. The jury for this award was made up of eminent architects. The school is indebted to Messrs. Archibald Brown, James Gamble Rogers, Robert J. Reiley, James Kellum Smith (of the firm of McKim, Mead, and White) and Ralph T. Walker of the firm of Voorhees, Gmelin, and Walker, for this distinguished service.

The Alumni Medal, awarded annually at Commencement, to the student who has maintained the highest standard in design in the course, was awarded to Howard Bahr. The American Institute of Architects medal, awarded annually at Commencement to the student who has maintained during his entire course the best general standard of scholarship in all departments, was awarded to Howard Bahr, to whom also was awarded the University Graduate Fellowship for study toward the degree of Master of Science in Architecture with a stipend of \$1800.

Two additional scholarships were donated to assist deserving students, one from Mr. Arthur Loomis Harmon, which went to Theodore R. Nelson; the other from Professor Joseph Hudnut which went to Vincent Furno.

Professor Walsh, in addition to his successful direction of Summer Session classes in architecture, organized a course of lectures for the Illuminating Engineering Society of America who collaborate with architects in lighting problems of new buildings. Every day

during the week of September 8 to 15, at the Architectural League there were two lectures followed by luncheon, a short talk by one of the leading architects, and then a bus trip to see and discuss prominent buildings.

Professor Dillenback, in charge of design, brought to the School a spirit of work. Under his able leadership in the drafting rooms, design has made conspicuous advance. His strength and devotion give added power to the School, as shown in quality and production of increased number of designs.

Professor Allen has been a valuable *liaison* worker in bringing the alumni and the School together in interest and fellowship.

On the occasion of Lincoln's birthday a luncheon, in honor of the alumni of the School, brings back to us a large company of our friends.

The election of Mr. Harry C. Pelton, an alumnus of the School to the Board of Trustees, confers great honor upon the School of Architecture.

Mr. Joseph Lauber, who was a faithful teacher of drawing and decorative arts for fifteen years, has retired from active service.

Professor Cecil C. Briggs, Fellow of the American Academy in Rome, and Bachelor of Architecture in Columbia, 1928, has been appointed Assistant Professor to be in charge of all freehand drawing in the School.

The Board of Management and the Committee on Instruction are much gratified by the action of the Trustees, whereby the School is to be conducted by a regularly organized Faculty under the guidance of the President.

Respectfully submitted,

WILLIAM A. BORING,

Dean

June 30, 1931

SCHOOL OF JOURNALISM

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

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

The registration for the year 1930-1931 was as follows:

1930-1931	Candidates for Degrees		Candidates for Certificates		Non- Matriculated	
	Men	Women	Men	Women	Men	Women
First Professional Year . .	36	28	2	....	7	
Second Professional Year .	30	25	2	....	
Graduate Students	8	13				
<i>Totals</i>	74	66	4	....	7	
<i>Grand Total</i>	151					

The first professional year in 1930-1931 included 45 men and 28 women as against 35 men and 36 women in the previous year. Of these, 9 men entered from Columbia College, 5 women from Barnard, 3 women from University Extension, and there was one University Undergraduate—18 in all from the University. The remaining 55 had received their college training in various institutions, including the following: Agnes Scott College, Allegheny College, Alma College, Colgate University, College of the City of Detroit, College of the City of New York, Cornell University, Dartmouth College, Fordham University, Hope College, Hunter College, Keuka College, Long Island University, Missouri State Teachers College (Girardeau), Mount St. Vincent College, New York University, Niagara University, Packer Collegiate Institute,

Rutgers University, St. Thomas College, Sarah Lawrence College, Seton Hall College, Smith College, Trinity College (D.C.), University of Buffalo, University of California, University of Kansas, University of Maryland, University of Toledo, University of Utah, University of Wisconsin, Virginia Military Institute, University of Toronto, Canada.

Of the 73 undergraduates in the first year, 27 reported their home residence as being in New York City. The remaining 46 came from the following states: Alabama, California, Connecticut, Florida, Kansas, Maine, Maryland, Michigan, Missouri, New Jersey, New York, Ohio, Pennsylvania, and Utah.

The figures given above call for no comment except on one point. The steady increase in the number of students and in the number of graduates during the last five years received a check—doubtless due to the prevailing depression. The total number of graduates was 56 in 1927; 65 in 1928, 61 in 1929; 78 in 1930, 64 in 1931. Details are given in the following table:

Year	M.S.		B.Lit.		Certificate		Total	
	Men	Women	Men	Women	Men	Women	Men	Women
1927	7	4	24	17	3	1	34	22
1928	5	8	30	17	4	1	39	26
1929	4	7	22	25	2	1	28	33
1930	5	8	32	31	1	1	38	40
1931	7	7	26	21	3	...	36	28

The trade depression which affected the whole country was particularly acute in the New York newspaper business, and reached its climax in the stoppage of *The World* on February 27. The employment situation was adversely affected to a degree hitherto unknown, and the members of the graduating class had to offer their services to a market which was not merely overstocked but actually drowned out. In face of the facts we thought ourselves fortunate in placing before graduation about one third of the class on various newspapers, including the *New York Herald Tribune* (2), *New York Sun*, *New York Times* (2), *Bergen County Record*, *Brooklyn Eagle*, *Cleveland Plain Dealer*, *Hornell Tribune*, and *Mount Vernon Argus* (3).

The disappearance of *The World* gave occasion for the acquisition by the School of some valuable relics, through the kind interposition of two of our Associates, Mr. W. P. Beazell and Mr. B. A. Franklin, who had been on *The World* editorial staff. The tablet to the memory of Gregory T. Humes was transferred from *The World* City Room to the Senior City Room of the School. The tablet bears the following inscription and is in honorable company with that previously placed there to the memory of the late Franklin Matthews:

In Memory of

GREGORY T. HUMES

Reporter on *The World*

Mortally injured in the Stamford Railway wreck,
he thought first of his paper and with indomitable
courage sent the news of the disaster.

Born April 12, 1879

Died June 13, 1913

We were also fortunate in securing a large mahogany carved desk and chair to match, formerly used by the late Joseph Pulitzer and specially made for him, and six editorial chairs made with an emblematic ornamentation which he designed. In addition to its historical interest, this furniture makes a very handsome addition to the administrative equipment of the main floor of the Journalism Building, where, it is hoped and believed, it will find an abiding place for many years to come.

It may appear to some an instance of the irony of fate that the most permanent memorial to the achievements of Joseph Pulitzer's active and influential journalistic career should prove to be the School for which he provided the foundation out of the profits made by *The World* during his lifetime. But the public outburst of protest, indignation, and regret at *The World's* extinction showed that it was regarded as something more than a successful—or unsuccessful—business. This outcry was the worthier of remark because recently the view that a newspaper should be considered as merely a business enterprise has been gaining widespread acceptance, even among newspaper men. The expression of public opinion and feeling at the time of *The World's* disappearance proved that this view is far from gaining universal approval.

This is the last annual report I shall have the honor to submit, as on this date I transfer the administrative direction of the School to my newly appointed successor, Mr. Carl W. Ackerman, who on July 1 enters upon his duties as Dean of the Faculty created by the Trustees at their April meeting. In the circumstances I hope I may be pardoned if I indulge myself in a mood of reminiscence. It is fifty years since, a boy just out of high school, I entered my father's newspaper office as a reporter, and since that day the reporter's pencil, the typewriter, and the printing press have been the tools of my craft. For twenty years I have been on the teaching staff of Columbia University and for all but a few months of that time I have been connected with the School of Journalism. For the first few months of its organization I was its only professor and its only student, and I have watched its growth ever since with the keenest interest. In carrying out the plans for which Joseph Pulitzer furnished not only the material means but the spiritual inspiration, Dr. Talcott Williams and I had in view the foundation of a society of learners and teachers united in a common aim—the practice of an honorable profession. The students were the gift of God and of the University Office of Admissions, and we remain very grateful to both. The teachers were our own choice. They were to be not only experienced but experts; not only to know something, but to be somebody. So, within and beyond the building erected by Joseph Pulitzer's munificence there arose "a house not made with hands, eternal in the heavens," compact of hope and thought, of blood and tears, the intellectual and spiritual ambitions of some hundreds of students and some scores of professors. The students, as a rule, brought their own ideals with them. If a youth of twenty has no ideals at that age, he is not likely to acquire them, and the young man or woman who goes into newspaper work merely for the sake of making money, had better turn his attention elsewhere. The members of the teaching staff were men and women who had succeeded in preserving their ideals through years of hard and responsible newspaper work. In selecting them we naturally chose people who had the same conception of the newspaper as a means of public service that inspired Joseph Pulitzer and that his foundation of the School of Journalism was intended to perpetuate.

In its first Announcement the School set forth its purpose in Joseph Pulitzer's own words:

While it is a great pleasure to feel that a large number of young men will be helped to a better start in life by means of this college, this is not my primary object. Neither is the elevation of the profession which I love so much and regard so highly. In all my planning the chief end I had in view was the welfare of the Republic. It will be the object of the college to make better journalists, who will make better newspapers, which will better serve the public. It will impart knowledge—not for its own sake, but to be used for the public service. It will try to develop character, but even that will be only a means to the one supreme end—the public good.

This may be regarded in some quarters as Victorian rhetoric, but the teaching staff of the School of Journalism have from the beginning taken it seriously—not merely because Joseph Pulitzer said it, though they believe he meant what he said, but because it expressed their own profound and independent convictions. As seasoned journalists, they are of course well aware that a newspaper, like any other business, cannot continue permanently unless it is a commercial success. But in their opinion it must do something more than “sell news” and exploit news to obtain advertising. It must do more than serve the monetary interests or the social or political ambitions of any man or group of men. This older—and, as we have thought, better—tradition of public service is the tradition Joseph Pulitzer stood for and it is the tradition of the School of Journalism.

It was in accordance with this tradition that the first teaching staff of the School was selected and that its first curriculum was drawn up. Additions and variations have naturally followed the inevitable changes of time, but we have not departed from the main lines laid down at the time of the foundation of the School. In making nominations to new appointments we have sought out experts of reputation with high professional ideals and teaching ability. In establishing new courses we have continued to adopt the combination, with which we began, of courses of general educational value with courses of special professional content and interest. In the main the courses of the former type were required as preliminary to admission to professional work, but in the work of the two professional years room was found for courses of a more general character. This dual plan of two years of college and two years of mainly professional work has been adopted by nearly every school or department of journalism established since, and may be regarded as the normal scheme of instruction in journalism. The

suggestion that journalism should be a purely graduate study, discussed in my last year's report, seems to have fallen into the background and is no longer advocated, even by its original promoters.

Much more important than the mechanical details of the curriculum have been the establishment and maintenance of a genuine professional spirit. The fact that the professors were newspaper men of experience has made this easy so far as the staff were concerned, and we have been fortunate in the early creation of an excellent tradition among the students, which has been successfully maintained and enhanced in more recent years. I count it among the greatest good luck of a happy professional life to have been associated with colleagues who have been at one with me in the aims we sought and who have sought those aims with a single-minded devotion. I look forward with joy and confidence to a continuation of those aims under the leadership of my successor with the coöperation of the new Faculty and of the alumni of the School; and it is a great satisfaction to me to be permitted to continue to give what help I can to the further prosecution of those aims. But at my time of life the pleasures of recollection are beginning to surpass those of anticipation; and in respectfully submitting this last annual report to you, sir (to whom I am indebted for many acts of consideration and kindness), I may be allowed to conclude with a favorite quotation:

Happy the man, and happy he alone,
He who can call today his own:
He who, secure within, can say,
"Tomorrow do thy worst, for I have lived today.
Be fair, or foul, or rain, or shine,
The joys I have possessed, in spite of fate are mine.
Not Heaven itself upon the past has power:
But what has been, has been, and I have had my hour."

J. W. CUNLIFFE,
Director

June 30, 1931

BARNARD COLLEGE

REPORT OF THE ACTING DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

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 1930-1931.

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

	1929-1930	1930-1931
Seniors	227	189
Juniors	237	222
Sophomores	247	264
Freshmen	311	291
<i>Total</i>	<u>1,022</u>	<u>966</u>

In addition to these regular students we have had 62 unclassified students and 26 special students, making a total of 1,054 primarily registered in Barnard College, a decrease of 50 as compared with last year.

Besides the students primarily registered in Barnard we have had 45 students from Teachers College and 195 from other parts of the University taking some courses with us. The total registration has been 1,294, a decrease of 106 as compared with last year.

On Commencement Day 218 candidates were recommended by Barnard College for the degree of Bachelor of Arts.

This decrease of 50 students primarily registered in Barnard College may be attributed to business depression. While the number of students admitted to the freshman class at the beginning of the year was approximately normal, quite a few of those in the upper classes felt the necessity of leaving college, because of financial difficulties.

We record here with sorrow the deaths of two of our distinguished Trustees, Mr. John G. Milburn and Mrs. Henry Fairfield Osborn.

Mr. Milburn served continuously as a Trustee from the time of his election on December 14, 1906, until his death, and for the last thirteen years was Chairman of the Board. The cultivation of his mind and the richness of his life, both in the art and the philosophy of living, made his services to the College invaluable. Inspired by his unusual ability and wisdom, all who knew him and worked with him felt not only instinctive confidence in his leadership but a warm and deep affection for him.

Mrs. Osborn was for thirty-seven years a Trustee of the College, beginning her long and devoted service in 1893, at a time when college education for women was not looked upon with great favor. Her enthusiasm for intellectual pursuits for women, and her loyal support of the College in all phases of its work, both in its infancy and later, was an inspiration to all who worked with her.

At the stated meeting of the Board of Trustees on December 4, the Honorable James R. Sheffield was elected Chairman of the Board. The following report of the Committee on Nominations admirably expresses the high esteem in which Mr. Milburn was held, and the confidence felt in his able successor:

The undersigned, appointed by the Acting Chairman as a Committee to nominate officers for the election at the Annual Meeting today, have felt that an unusually heavy responsibility rested on the Nominating Committee this year. For the past thirteen years Mr. Milburn has been Chairman of this Board, and all its members have realized keenly what a privilege it was to work under a leader possessed of such wisdom, distinction, kindness, and charm. To choose his successor was not an easy task. This committee is, therefore, especially gratified to be able to announce that Mr. Sheffield has consented to accept this nomination.

We welcome four recently elected members of the Board of Trustees. Three vacancies have been filled by the reëlection of Mr. Pierre Jay and the election of two new members, the Reverend Dr. Harry Emerson Fosdick and Mr. Winthrop W. Aldrich. Mr. Jay, who was a Trustee for sixteen years and Clerk of the Board for six years, resigned in 1927 because of a long absence abroad. Mrs. William L. Duffy of the Class of 1908 has been elected Alumnae Trustee for the term 1931-1935 to succeed Mrs. Frederic F. Van de Water, whose term is expiring.

To the regret of the Trustees, Faculty, and student body, it has been necessary for Dean Virginia C. Gildersleeve, for reasons of health, to be absent on leave since December, 1930. From all

reports her condition is steadily improving, and it is to be hoped that she will be able to resume her work at the opening of the Winter Session.

Professor Margaret E. Maltby, Chairman of the Barnard Section of the Physics Department, has been absent on leave for the Spring Session traveling in the Orient. She retires as of June 30, 1931, after thirty-one years of conspicuous service. Coming to the College in 1900 after taking her doctorate at Göttingen in Germany, Professor Maltby brought to her work an enthusiasm for the education of women which has continued during her long years of service. She has had a wide interest in education. Having long been identified with the scholarship work of the American Association of University Women, she recently compiled and edited a *History of the Fellowships Awarded by the American Association of University Women from 1888 to 1929*.

Professor Edward Delavan Perry after fifty-one years of service at Columbia and for thirty years a member of the Barnard Faculty, retires as of June 30, 1931. Distinguished as a scholar and teacher, his contribution to the life of the College will be greatly missed.

We regret very much to lose the able services of Dr. La Rue Van Hook, Professor of Greek and a member of our Faculty since 1910. He has recently been appointed to the Jay Professorship of Greek at Columbia to succeed Professor Perry. For the past year he has been absent on leave as Annual Professor of Classical Studies at Athens.

Other members of the Faculty who have been absent on leave for the Winter Session are Professor Carolina Marcial-Dorado of the Department of Spanish, who has been in Spain, Professor Raymond Moley of the Department of Government, and Professor Hugh Wiley Puckett of the Department of German. Professor Puckett has been engaged in research work in Germany, on a grant from the Council for Research in the Humanities. His book, *Germany's Women Go Forward*, is the result of his study in Germany. Professor Moley spent some time in California as Adviser to the Bureau of Public Administration in the University of California, later returning to New York as consultant to Judge Seabury in his investigations in New York City. He has recently been appointed a member of Governor Roosevelt's commission to investigate the administration of criminal and civil justice in New York State.

Professor Wilhelm Braun of the Department of German has been absent on leave for the Spring Session traveling in Germany.

For next year Assistant Professors Tracy E. Hazen of the Department of Botany, Helen Huss Parkhurst of the Department of Philosophy, and Hugh Wiley Puckett of the Department of German have been advanced to the grade of Associate Professor. Professor Hazen, one of the leading algologists of the country and editor of the *Torrey Botanical Journal*, spent last summer in California in research work. Professor Parkhurst's remarkable book, *Beauty—An Interpretation of Art and the Imaginative Life*, has attracted wide attention. She has been awarded a Guggenheim Fellowship for the next academic year and will travel in Europe collecting material for another book on aesthetics. Another notable contribution from the Department of Philosophy is from the pen of Professor William P. Montague. His book, *Belief Unbound*, contains the Terry Lectures delivered at Yale University in 1921.

After careful consideration of the needs of the Department of History, Dr. Eugene H. Byrne of the University of Wisconsin has been appointed Professor of History and chairman of the Department. Professor Byrne is a graduate and a Ph.D. from the University of Wisconsin and has been for some years Professor of History there. His special field of interest is medieval history, and, besides his outstanding work as an undergraduate teacher, he has made noteworthy contributions to scholarship. Following his study abroad in the archives at Genoa, he published several articles and a book on *Genoese Shipping in the Twelfth and Thirteenth Centuries*.

The Administration wishes to express its appreciation to Director James C. Egbert of University Extension for his kindness in making it possible for Professor John A. Krout to assume charge of the Department of History at Barnard during the past year. Professor Krout's excellent work both as teacher and administrator has been of great value to us.

During the past year we have had two brilliant and distinguished scholars as Visiting Professors. For the Winter Session Senorita Gabriela Mistral, a native of Chile and one of the leading literary women of South America, was Visiting Lecturer in Spanish. Her courses on Hispanic literature and Hispanic civilization were well attended and greatly enjoyed. For the Spring Session Madame

Halidè Edib, formerly a member of the National Assembly of the Turkish Republic and in 1928 a lecturer at the Institute of Politics at Williamstown, Massachusetts, was Visiting Lecturer in History. Her special course of lectures interpreting the political, social, and economic development of modern Turkey were very popular, both with our own students and with graduate students as well.

For next year we are to have for the Winter Session as Visiting Lecturer, Miss L. Susan Stebbing of the University of London, a brilliant logician and the author of several articles and books dealing with her subject. She will give one course for undergraduate students and a second course in the Graduate School to which our more advanced students in philosophy will be admitted. Following the custom of past years Miss Stebbing will be our guest in Hewitt Hall.

It is difficult to estimate the value to the College of the foreign scholars whom we have enjoyed at Barnard during the past few years. Living as our guests in Hewitt Hall, these visiting lecturers from England, Spain, Austria, France, and South America share with us the life of the College. Their interests and scholarly activities in so many directions are a source of stimulation to the students and Faculty alike. The interpretation by able scholars of the history, the life, the literature, and the thought of other nations not only contributes to sound scholarship, but also promotes friendliness and international understanding. It is to be hoped that some friend of the College who is interested in this particular phase of education will add to our small endowment for Visiting Professors.

The College has received during the year gifts to the amount of \$61,394.05, of which \$38,619.47 was contributed for the permanent funds of the College. The largest single item was a gift of \$15,000 from Mr. George Welwood Murray, a generous friend of the College, for the establishment of the George Welwood Murray Fellowship. This most welcome gift, which provides an annual income of \$750, gives us a second Graduate Fellowship, and is similar in character to the Caroline Duror Memorial Graduate Fellowship established in 1912. It is to be awarded each year to that member of the graduating class of the College who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work in the humanities or in the social sciences.

Two legacies have increased our Scholarship Fund by about \$17,000, one from the estate of the late Philip E. Brett, for \$10,000, to establish a scholarship in memory of his daughter, Alice Marie-Louise Brett, of the Class of 1915, and the other from the estate of the late Catherine Schmitt, for about \$7,000. Another bequest of \$3,000 was received from the estate of the late Ella Fitzgerald Bryson, a member of the Class of 1894, to be used as a Memorial Prize Fund. Miss Renée Baruch of the Class of 1926 presented a gift of \$1,000 for endowment. The Class of 1921 as its decennial gift gave \$2,500, the income to be used for scholarship purposes. This gift is to be called the 1921 Scholarship Fund.

At the beginning of the academic year we opened our spacious new greenhouse for the Department of Botany on the roof of Milbank Hall. The old greenhouse is being used by the Department of Zoölogy. This addition to our equipment offers at present adequate facilities for the important research work which is carried on by these two departments.

The Charters, By-Laws, Statutes, and Intercorporate Agreement, with amendments to December 4, 1930, have been compiled and for the first time printed in one volume.

The graduating Class of 1931, as a mark of esteem and affection for Miss Gildersleeve, who has just completed twenty years of service as Dean of Barnard, presented to the College a gift of \$800 to be used to equip an English reading room which shall be known as the Virginia C. Gildersleeve Reading Room.

The Class of 1901, on its thirtieth anniversary, presented a sum of money for much needed equipment in the library.

We have received gifts to the amount of \$6,947 for the 1931 session of our Summer School for Women Workers in Industry. The decrease of about \$5,000 in gifts for this purpose has made it necessary to limit the registration to one-half of last year's enrollment and reduce the length of the session.

The scholarships awarded for foreign study always arouse much interest and enthusiasm. This year the undergraduates raised \$1,552 for the two international fellowships, one to bring a foreign student to Barnard, the other to send one of our own students abroad. Friends of the College who are interested in international relations have contributed \$500 for a scholarship at the Geneva School of International Studies, and \$300 to supple-

ment the scholarship given for the first time this year to a Barnard student by the Students' International Union. The Department of Spanish and its friends have contributed \$600 for a Spanish scholarship which has been awarded to a member of the senior class for advanced study in Spain.

The joint effort of seven women's colleges of the east—Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar, and Wellesley—to promote an intelligent understanding, through publicity, of the financial difficulties which confront them is worthy of loyal support. One of the objectives of the Alumnae Committee of these seven colleges is to make the public conscious of their needs. Mrs. George Endicott, Barnard's representative, has made a very interesting report for the year. In addition to her work on this Committee she has been active in advising our undergraduates, who have recently organized a Students' Publicity Committee at Barnard. The following excerpt from the report of this committee for the year 1930-1931 indicates the students' interest in this work:

The most important event undertaken by the students in the field of publicity was the invitation issued by the Undergraduate Association to the other Seven Colleges to attend a Conference on Publicity at Barnard College over the weekend of Greek Games. The colleges accepted our invitation, and we entertained these twelve delegates at a luncheon in honor of the Trustees of Barnard. . . .

Problems must first be discovered and thoroughly understood before they can be solved. The problem confronting the women's colleges of today is a real challenge which will sooner or later be met. It is significant that an anonymous gift of \$5,000 has recently been made jointly to these seven colleges, and it is to be hoped that other gifts both large and small may follow.

The Honors Course, which has now been in operation for ten years, has not proved satisfactory for all departments. The Committee on Honors has been considering plans for its revision. An interesting project for an Honors system with special reference to the social science group has been under discussion. One of the problems involved in the proposed revision, which will increase the number of students in the Honors Course, is the added expense to the College. To carry out effectively this experiment with our able and ambitious students, in the direction indicated, would require more funds than are at present available.

The regulation requiring a comprehensive examination in their subject at the end of the senior year for students majoring in English, and effective for the first time this year, brought about a reduction of those electing to major in English from 75 in the Class of 1930 to 33 in the Class of 1931. It is the opinion of Professor Haller of the Department of English that "the results of the examination as an educational device are specific, clear, and encouraging." This experiment is being watched with interest by the other departments.

During periods of depression such as the present one, the needs of a college are acute. There is more demand for scholarship aid and a decrease in enrollment, while the normal expenses must go on. Perhaps the greatest need at present is in the direction of general endowment to enable us to maintain the salary scale recently established. To keep a high level of instruction in an undergraduate college is costly. A million dollars added to our present endowment would be of immeasurable help at this time.

Respectfully submitted,

GEORGE WALKER MULLINS,
Acting Dean

June 30, 1931

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

The record of the activities of Teachers College during the academic year ending June 30, 1931, is contained in the divisional reports which I transmit herewith.

No one not intimately connected with the administration of our large institutions of higher learning fully understands the contribution made by the already busy men and women who to their customary commitments add the direction and management of the policy of a college like ours. Upon the Board of Trustees fall heavy burdens. This is particularly true of the officers of the Board; and to Mr. Cleveland E. Dodge and to Mr. Arthur W. Page, newly elected as Chairman and Vice-Chairman, respectively, Teachers College expresses its appreciation of services past and of labors yet to come.

We record with sorrow the death of Miss Anna E. Richardson on February 3, 1931, almost at the close of her two-year term as Alumni Trustee. As Alumni Trustee from March 1, 1931, Miss Mary M. Roberts, one of the great group of our graduates in nursing education, was selected.

It is sad to record the death during the year past of Marion Root Pratt, Executive Secretary of the Horace Mann School, on September 19, 1930; of Evelyn Batchelder, Teacher of the Second Grade in the Horace Mann School, on October 6, 1930; of Lyda Earl, Assistant to the Registrar, on October 14, 1930; of Clara L. Rhodes, Assistant in English, on October 24, 1930; of Anna Garlin Spencer, Lecturer in Social Science, on February 12, 1931; of Clyde B. Furst, Secretary of Teachers College from 1902 until 1911, and Lecturer in College Administration from 1925, on March 6, 1931; of Robert M. Mendenhall, Part-time Instructor in Educational Measurements, on May 24, 1931; of Frederick Gordon Bonser, Professor of Education, on June 8, 1931; and of Mrs. Arthur Wesley Dow on March 4, 1931.

On June 30, 1931, Dean Emeritus James Earl Russell was retired, at his own earnest request, from the professorship on the Richard March Hoe Foundation to become Dean Emeritus and Professor Emeritus of Education. No statement by his son is needed to mark the importance of this event; no assessment of progress, past or present, is required. The institution as it stands is his monument, and his continued presence on the Board of Trustees guarantees a continuance of the policies so long successfully pursued.

Teachers College gratefully acknowledges the following gifts, grants, and bequests: a legacy of \$500,000 from the late V. Everit Macy for endowment; \$100,639 from the International Education Board for the International Institute; \$100,000 from the Spelman Fund for the Child Development Institute; \$20,000 through Mr. Valentine E. Macy, Jr., Agent, for the Macy Fund for Foreign Students; \$17,000 from the Hartley Corporation for Nursing Education; \$15,311 from the daughters and grandchildren of Mr. Frank R. Chambers for the establishment of the Frank Ross Chambers Fellowship in commemoration of Mr. Chambers' eightieth birthday; \$12,000 from the Carnegie Corporation for research; \$10,000 from the estate of V. Everit Macy for the Macy Fund for Foreign Students; \$10,000 from the Carnegie Corporation toward the support of normal school education; \$10,000 from Mr. John D. Rockefeller, Jr., for research; \$9,787 from the Commonwealth Fund for research; \$7,500 from Mr. Dunlevy Milbank for investigation of science teaching in Europe; \$7,500 from the Keith Fund, Inc., for experimentation in the use of the radio in rural education; \$5,750 from the Keith Fund, Inc., for a rural curriculum study; \$5,000 from the Hartley Corporation toward the support of psychiatric education; \$2,000 from the late Mortimer L. Schiff for scouting and recreational leadership; \$2,000 from the International Auxiliary Language Association for research; \$1,500 from the Julius Rosenwald Fund for a series of lectures on negro education and race relationships; \$1,000 from Mr. Dunlevy Milbank, \$500 from Mr. James Speyer, \$200 from Mr. Frank R. Chambers toward the Dean's Emergency Fund; \$550 from Mrs. Helen Hartley Jenkins and Mrs. Winter Mead for the Helen Hartley Jenkins Scholarship in Nursing Education; \$445 from patrons for the use of the Horace Mann School; \$3,250 from patrons for the use of

the Horace Mann School for Boys; \$200 from the History of Nursing Society of Teachers College, the Nurses' Club and other students in Nursing Education toward the Adelaide Nutting Historical Nursing Collection; \$200 from staff and students for the Arthur Wesley Dow Scholarship; \$127 from the Helen Kinne Club and Students Organizations toward the Helen Kinne Library Fund; \$100 from the Jackson Heights College Women's Club and \$100 from the Physical Education Student Organization toward the student loan funds; \$100 from Dr. Heber Harper for general College purposes.

By a growing custom which now amounts almost to a tradition, it has been the function of the report of the Dean to select some phase of the life of Teachers College, to discuss the attendant problems which confront it, and to make recommendations for the future. The problem which we shall consider this year will be that of the training of teachers; that of the relation of Teachers College to the three hundred normal schools and teachers' colleges¹ of the United States. For ten years past Teachers College has had the benefit of a grant from the Carnegie Corporation of \$10,000 a year to assist it in this work. It is to be hoped that the record of the past decade and the projects for the next will commend themselves to the officers of this Foundation to which Teachers College owes so much.

Before the rise of democracy and socialism in Europe, governments ran their educational system upon a double track. The children of the masses, transported by the *Volksschule*, *l'École Primaire*, or similar people's schools, arrived at a set destination ready to live the life of peasant and worker; while the sons and daughters of the classes, traveling first-class through the Gymnasium or the *lycée*, prepared for the university or higher technical institute whence they would descend trained to enter upon professional life or government service. The fact that there were various adjustments and middle grounds between the two does not alter the essential truth of this statement. The great majority received the simple education of the poor. Only a few were given other opportunity.

It is difficult for the American who has had no foreign experience

¹ To avoid confusion, the form "Teachers College" is throughout this report used strictly in reference to Teachers College of Columbia University. The form "teachers' college" is used in general reference to teacher-training institutions in the United States.

to appreciate this double system. The poor schools were close to the life of the people. The equipment was simple. Luxuries were not found in excess of those commonly enjoyed. The school had the flavor of the peasant's home. Nor did the teacher live apart. He looked like a peasant; he dressed like a peasant; and he ate the food of a peasant. In fact, he was a peasant. He was a part of the community and one of its leaders. The class schools, usually called secondary schools, were quite different. Much fewer in number, located in the larger towns and cities, they served the favored part of the population. Frequently they were boarding schools. The buildings were well built and well equipped. They were quite as different from the people's schools as were the homes of the parents of their pupils from those of the peasants. Despite the fact that children up to fourteen years of age were found in both types of schools, no visitor could have confused the two. The one was a plain school; the other, fancy. The one was free; the other charged tuition. The people's school completed its course in a few years; the secondary school prepared for the university. The former was gauged to the abilities of the mediocre; the latter set its standards high. The teachers in the secondary schools were titled "professors," and as such did not associate with the *Lehrer* or *Instituteurs* of the people's schools. People's school teachers met in one organization; secondary school professors in another. The former, as members of the working class, were affiliated with the labor unions; the latter grouped themselves with the intellectuals.

This distinction amongst the schools was no accident, but rather, was a reflection of a stratified society. Nor was the difference between the teachers a matter of chance. It in turn was the result of a double system of teacher training. The bright peasant boy, having mastered the offerings of the people's school with distinction, might aspire to the career of teacher in a people's school. If successful in the competitive examinations, he would be appointed to attend a normal school. Upon much the same basis as we train boys at West Point or Annapolis to become officers of national defense, so in Europe it was customary to provide teachers in training not only with tuition free of all charges, but with gratuitous board, lodging, and medical attention as well. The normal school was like the people's school, and hence like the peasant's home. There the student found the same sort of building, the same kind

of floor, the same food, the same hard beds, and the same tile stoves. There the student was trained to teach the classes of the village school and nothing whatever was done to keep him from thereafter happily living the simple life of the poor. He was not removed from it. The fence was never broken; the gate was never opened. The American observer, almost without exception, was disappointed by his first visit to one of these schools. It seemed such a simple place, and the teachers and students dressed so poorly. These were the institutions that prepared the teachers for the poor people's schools.

The secondary schools received their teachers from quite a different source. The bright boy or girl, completing the work of the Gymnasium, might make such a record at the university as to warrant hope of passing the difficult government examinations for the post of professor in a secondary school. At the expense of his parents he would already have received some twelve years of training in a Gymnasium or *lycée*, and additional years in the university. Following this, according to varying practices in different countries, by attendance at higher pedagogical institutes, by special university study, or by apprenticeship—still at the expense of his parents—he would prepare for the highly competitive examinations; and, if successful, after a period of teaching, he would receive a permanent appointment. He had attended no free school. The standards for his training were high. They were upon the same social level as, and of equal difficulty to, the standards set for those preparing for the army, the church, the diplomatic service, or the practice of medicine or law. The secondary school professor was a scholar and a gentleman, and received his training as such.

This double-track system of education, paralleled by a double-track system of teacher training, fitted the social philosophy of the day. There was a class of leaders and also a class of followers. People's schools trained the latter; secondary schools and institutions of higher education, the former. The same distinctions were found in teacher training. It was upon this plan of education in Europe that American education was first built, just as in the early days American society resembled that of Europe. At one time we drew class lines. In 1800 probably not one adult male in five had full suffrage rights. In many states there were financial and religious qualifications for eligibility to public office. However

democratic may have been the ideas expressed in early state papers, it is nevertheless true that distinctions between the rich and the poor, between the governors and the governed, and between the intellectuals and the workers were wider then than now. Andrew Jackson brought a new spirit into the District of Columbia, and since that time there has been a steady narrowing of the social gap. For the American it is easy to think of certain of our former presidents as "Andy," "Abe," "Teddy," and "Cal," but nothing is more strange to our ears and foreign to our practice than reference to the presidents of the early days as "Jack" Adams, "Tom" Jefferson, "Jim" Madison, or "Jim" Monroe.

The American people brought the poor people's schools from Europe to train our farmers and workers. They imported the European secondary school and the English college to give education to the few. If the American school system of 1820 had persisted to the present day, it would not have been very different from that found in Europe prior to the World War.

But the United States had a different social ideal. We desired no class stratification. With us the doors of opportunity were to stand open equally to every American boy and girl. The race of life was to be run with a free field from an even start. Preferment was to result, not from accidents of birth or wealth, but from ability, industry, and zeal. The double-track system could not last. American education could not long endure half slave and half free. The third-class train (the elementary school), and the *de luxe* express were put upon the same track, were combined into the same train; and, according to the American custom, no accommodations are now available which are poorer than those which a first-class ticket will buy. The American school system is now a unit accepting all the children of all the people to whom it offers all the opportunities that are afforded to any person. This is our ideal. Our shortcomings are small in proportion to our achievements, and year by year the development of American education is steadily in the direction of equal opportunity upon the single track.

This change has affected almost every part of American education. There is only one serious gap. We imported the poor people's school, and the normal school to train teachers for it. We brought over the secondary school, and the college and university which

prepared its teachers. These distinct standards ran counter to our social ideals. We desired no educational double track, and we remedied the difficulty by fusing the two, superimposing a truncated secondary school upon the elementary school and evolving what has become in effect a single school for all Americans. *But we forgot our system of teacher training.* We had the poorly supported, meagerly equipped normal school to train teachers for poor people's schools. We had colleges of ample support and good equipment to train for the schools of the classes. We failed to bring them together. The normal school has been an institution apart. Elementary and high school teachers meet together. College and normal school professors do not. Elementary and high schools have similar standards, equipment, and buildings. Colleges and normal schools do not. Elementary and secondary schools occupy much the same place in the favor of the public. Colleges and normal schools do not. The gap has not been bridged.

In contrast with the long delay in recognizing this problem in the United States is the speedy adjustment which is being made in England and Germany. The close of the World War found new governments with new ideals, not only in the various German states but in England as well. Where the democratic or socialistic ideal holds force, social stratification no longer has a place; and immediate steps are taken to abolish the double track. The *Einheitschule*, *l'école unique*, the free *lycée*, the central school, all these are efforts in the direction of equality. Parallel with this is the amalgamation of the two types of teacher training. The situation in Germany is interesting. In Hamburg, the most socialistic center, all teacher training has been centered in the university. In Bavaria, which of all the German States has altered least, there has been no change in teacher training. When Thuringia was in the power of the left wing, the people's school teachers in that state received their training in the university. Saxony, less socialistic, devised teachers' colleges to be affiliated with the university. Prussia, still less socialistic, has separate teacher-training institutions upon a higher level than before. In England the urban universities are taking the training colleges under their wing.

It must then have been puzzling to presidents of American normal schools to account for the place of these schools in the minds of the American public. They sensed the strategic place

occupied by education in the American plan. They saw the identity of the elementary and secondary school. They estimated no great difference in the importance of the teacher in either school, nor was it easier properly to prepare one or the other. Good teachers, as they saw it, were as necessary as good doctors, lawyers, dentists, or even good college professors; yet the legislatures of the states, reflecting popular opinion, would vote large appropriations for the universities and pass the normal schools by; and public benefactors would make lavish grants to colleges and universities and forget the normal schools. It is said that education is dear to the hearts of the American people. Was this true of the normal school?

It was no wonder, then, that the normal schools began to ask the reason for this disparity in public regard. Was it an absence of culture? A prevalence of the weaker sex? (The women's colleges claim that the public passes them by.) Or poor football teams? Or absence of Phi Beta Kappa, Sigma Xi, or Delta Kappa Epsilon? Should they introduce college yells, junior proms, hazing, eight-oared crews, or other parts of the collegiate side show? In a superficial way many of these teacher-training institutions in the United States have become more like the colleges. Many have changed their name to "Teachers' College" which has somewhat less opprobrium than the old title, "Normal School." The curriculum has become more like that of the college. Fraternities, athletics, unit credits, and points have all been introduced. There has been a natural battle for a place in the academic sun, a striving in this manner to counteract public opinion, which seems to have been based upon a curious holdover of the European attitude that should have disappeared many years ago.

These changes are only superficial and minor. There are real changes that have taken place in recent years that are of greater importance. It has become generally recognized in the United States (with certain exceptions) that two years of post-high school preparation is the proper minimum for certification of elementary school teachers, and in certain states and cities this minimum has been advanced to three and four years. Normal schools and teachers' colleges have modified their practices to meet these requirements and substantial advances have resulted, such as the standardization of entrance requirements, improvement of the teaching personnel, reduction of teaching load, and introduction

of sabbatical leaves. There has developed a greatly increased emphasis upon subject-matter courses in the professional curricula. Marked progress has been made in the development of training school facilities and equally substantial improvements have been made in the organization of the laboratory phases of teacher training. There is evidence to indicate that normal schools and teachers' colleges are recruiting increasingly larger proportions of their students from the more promising high school graduates. It is also true that state and city normal schools and teachers' colleges are receiving more generous financial support. Indeed, there has developed in recent years a professional group-consciousness on the part of the teaching and administrative personnel, as shown by the growth of the American Association of Teachers Colleges, the National Council of Supervisors of Student Teaching, and the numerous state conferences of normal school and teachers' college faculties.

Our normal schools and teachers' colleges realize that the road to public confidence lies not in imitation of the college or university, but rather in masterful accomplishment of their own set task. We have colleges in plenty. We have enough imitation colleges in some normal schools. The leaders of the new movement believe that what America needs, and what it will support, are institutions which face their goal squarely and turn out teachers amply capable of performing their work in American society. Here lies the real road to the respect of the American people.

Teachers College has a large stake in this task. This was formally recognized in 1917 when a separate division was organized to study the problems of normal schools and teachers' colleges under the leadership of Dr. William C. Bagley. Other professors added to this division were Edward S. Evenden in 1923, Thomas Alexander in 1924, Florence B. Stratemeyer in 1929, and Winifred E. Bain in 1930. The number of students enrolled for at least one course per session advanced from 142 in 1917-1918 to 1,478 in 1930-1931. Since 1920, sixty-one students have received the degree of Doctor of Philosophy with normal school education as their major subject. Of this number:

5 are presidents of normal schools.

5 are presidents of universities, land grant or liberal art colleges.

7 are deans of instruction or directors of training in normal schools.

6 are heads of departments of education in colleges or universities.
33 are professors of education in normal schools, colleges, or universities.

Since the foundation of the Division of Normal School Education, the various professors have made wide contact with the field through surveys and special studies. The most important of these surveys are listed chronologically as follows:

<i>Date</i>	<i>Subject of the Study</i>	<i>Source of Invitation</i>	<i>Professor</i>
1919-1920	New York State normal schools	New York State	Bagley
1919	Vermont Normal School	State of Vermont	"
1920-1921	Baltimore City Training School	Baltimore, Maryland	"
"	Towson Normal School	" "	"
1920	New Mexico normal schools	State of New Mexico	"
1921	Cleveland School of Education	Cleveland Foundation	"
1922-1923	Massachusetts normal schools	State of Massachusetts	Bagley, Evenden
1923	Louisiana State Normal College	State of Louisiana	Bagley, T. Alexander
1924	Pennsylvania normal schools	State of Pennsylvania	Bagley
1925	State Teachers College of South Carolina (Winthrop College)	Winthrop College	Evenden, Alexander
1927	St. Louis normal schools	City of St. Louis	Bagley, Evenden
1928	New Jersey normal schools	State of New Jersey	Bagley
1928-1929	Florida Normal School	State of Florida	Bagley, Evenden
1929	Missouri normal schools	State of Missouri	Evenden
1930	National Study of Teacher Training	United States Government	"

The Division of Normal School Education has conducted a variety of research, and there is now available a good beginning of monographic material basic to a study of its problems. Dissertations cover a wide range of topics, and many have been written bringing to this country the benefit of foreign experience.

A study has recently been completed of the training of the staff members of teacher-training institutions in the United States. Data were secured concerning all but thirty-four institutions, only one state teachers' college and four state normal schools being among the missing. Of 13,774 persons employed on the staffs of these schools in 1930-1931, 2,834 are former Teachers College students, who hold the following positions:

- 2,107 are members of the teaching staffs.
- 394 are members of the training school staffs.
- 200 hold administrative positions.
- 67 are directors of training schools.
- 66 are presidents or principals.

Roughly speaking, one out of five has had at least a part of his training at Teachers College.

If then the teacher-training institutions of the United States are making a distinct movement forward, and if we at Teachers College train so important a proportion of the administrative officers and teachers, it is plain that we should redouble our efforts to think straight, to experiment wisely, and to teach well.

There is no unanimity as to the best way in which to train a teacher. There are those who believe that a teacher needs no training at all; that he is born, not made; and that all that is needed is to pick out the good ones from the bad. There is some evidence in support of this point of view. There are many able teachers who are innocent of professional training. In the main, however, it seems probable that there exist knowledges and skills that can be taught that will serve to reduce the period of apprenticeship of the beginner. Most countries of the world, by common practice, have agreed in providing some sort of special training for those who aspire to teach.

Granted then that some sort of training is desirable, the further question follows as to the sort of training that is best. One group believes that all that is necessary is a knowledge of the subjects to be taught. If the teacher knows what he is to teach, the method will take care of itself. By his mastery of his subject, the scholar can be relied upon to convey his knowledge to the pupil. The opposite point of view is that what a teacher knows is not so important as how he teaches; that there exists a mystical power of teaching in and of itself which will enable its master acceptably to teach subjects of which he knows but little. It is probable that the answer lies at neither extreme. There is no doubt that knowledge of the subjects to be taught is a prime requisite of the successful teacher. But nothing is more certain than the statement that *knowledge is not power to teach*, and that there is another vast realm that has to do with *how* as well as with *what* we teach.

The real problem is rather how best to combine the two essentials in the training of the teacher, how to help him to a full mastery of his subjects of instruction, and how to help him later on to teach them to others. It is a question of the relationship of subject matter and method.

At one time there was a thoroughly satisfactory solution to this

problem. In Europe, when conditions were stabilized, educational authorities would settle upon a certain type of elementary school with a fixed curriculum and a standardized plan of teaching. Knowing exactly what they wanted taught and exactly the manner in which they wanted it taught, they could then determine how to train their teachers. In the fashion of the school that must train the Pullman porters, each student would be taught exactly what he was supposed to teach, and each was shown just how to teach it. Conditions were known in advance, and students prepared for them. In the Philippine Islands, our educational administrators devised just such a plan, and teachers during their training preparatory to teaching, and during frequent intensive periods of training while in service, were taught not only the subject matter, but exactly how to teach it. Observers would see a lesson assigned, would then travel over night by boat to another island, and in a different school the next morning would see the same lesson taught. Visits to school after school on the same day would reveal the same sentences on the blackboard and the same mats being woven by the pupils to the same pattern. This plan can be followed only when the educational system is fixed rigidly and is uniform from place to place.

If diversity of educational control and lack of standardization make this kind of training difficult, the new education puts it out of the question altogether. When freedom is allowed the pupils, and the usual subjects of instruction disappear in favor of large projects which form the basis for the organization of knowledge, neither subject matter nor method can be determined in advance. When social conditions are in process of change, the new teacher for the new age must be versatile. He must be superior to a minute educational pattern. He must be beyond the textbook and the printed course of study. Even the Germans, once the adherents of specific training, have appreciated this point and have abandoned the rigid, set training of the teacher.

If it is impossible to give minute technical training to the teacher, the problem then resolves itself into how best to combine subject matter with method. One group advocates laying the foundation with rich training in subject matter to be topped off with educational method. Another advocates an intermingling of the two with some of each given concurrently. A third, advocating profes-

sionalized subject matter, suggests a process of integration, including fewer courses specifically labeled either as subject matter or method, but weaving the two together. As they must finally be combined in the work of teaching, so they should be considered together while training is in progress. No one knows accurately which of the three is best. It is the first unsolved problem.

The second, a problem of all professional education, is how to combine knowledge with power to do. In 1838, in the Report to the Regents of the State of New York, the following excerpt from answers to a questionnaire was printed. The writer was a member of the staff of the Troy Female Seminary and probably was either Emma Willard or her son.

Education is doubtless an art, and the reasons for correct practice in this, as in others, constitute its science. But mere abstract principles could no more make a good teacher and head of a school, than they could make a good sea captain. Indeed, the situation of a principal of a large school, endeavoring to teach the pupil his own art, is not unlike that of the experienced commander at sea, conscientiously striving to train the young midshipman to his duty. Though he provides for his being thoroughly instructed in all the sciences connected with his profession, yet he does not consider this sufficient. He takes him with him to sea, not as he takes the common sailor, merely to give implicit obedience to his commands, but he bids him observe his own management, how he keeps the ship upon her course, though she may seem to be going off. For all his important movements, he is careful to give him his reasons; and he shows him, as well by his example as his precept, that when storms arise, he must not sit down in despair, or allow, at such a moment, his own mind to become tempestuous; but his energies must rise with the occasion, and the helm must be kept, though for a time the sails be lowered, or some of the cargo thrown overboard.

This, of course, is the difficult problem of all professional education. Even when the target is stationary, it is not always easy to hit it. But in most professions to-day, the target is on the wing. Medical schools require a period of internship following long years of study. Law schools trust largely to apprenticeship following a period of grounding in fundamentals. Dental students practice constantly throughout their period of preparation, first on inanimate objects, and later upon suffering patients. Agricultural colleges have their farms for demonstration. Theological students serve as supply pastors.

No one knows with any degree of certainty the proper answer to this question. Some believe that training should precede prac-

tice; some that practice should precede training; and some that both should proceed at once. It is a large problem that needs further study; and this is particularly true for those interested in teacher training.

To summarize, the normal schools of the United States after a period of uncertain imitation of other institutions are seeking the support of the public by squaring away at their task. No one knows how best to train a teacher.

These are two great problems which must be attacked. The first, peculiar to the training of teachers, is the relating of subject matter and method; the second, common to all professional training, is the relating of theory to practice. In its problem of training administrative and staff members for normal schools, Teachers College faces these problems in double fashion. We must prepare those who are our students to solve these problems; and *at the same time* we are ourselves confronted with the same difficulties. We must combine in proper fashion subject matter and method in the training of the normal school professor so that he in turn can later on properly combine them. We must, when organizing the preparation of the normal school professor, properly relate theory to practice, so that at another time when he occupies his post in the field he in turn can properly relate them. This is a difficult task, but it is one which the group in Teachers College has been facing with resolution and firmness.

In my report for the academic year 1928-1929, I discussed the educational innovation of a special program for critic teachers in normal schools, detailing the plan of informal study, concentration upon professional problems, and rich field experience in such centers as Harrisonburg and East Radford, Virginia; Buffalo, New York; Trenton, New Jersey; and Danbury, Connecticut. This offering has been highly successful and we feel that the training of prospective critic teachers is now being better carried on than ever before. But we feel that we have made only a small start. We must make better provision for the professors and administrative officers of the normal schools.

This provision, we believe, cannot be made without far better facilities for practice, demonstration, and observation. Just as, at one time, when we were training elementary school teachers, there were established first the Horace Mann School and then

the Speyer School, so now when we are training normal school and teachers' college professors, we are in need of a normal school or a teachers' college for observation, demonstration, and practice. It is our plan, beginning in 1932, or as soon thereafter as seems wise, to organize such an institution completely under our control, in the hope that we can properly combine subject matter with method, and relate theory to practice. In the practice normal school or teachers' college and in Teachers College itself, upon a different level, we can attack the same problems. It will be interesting to see how it all develops.

This Demonstration Teachers' College is to be located for the present within our own walls. We plan to hold classes at odd hours, so that the students may be accommodated within our already overcrowded classrooms, libraries, and laboratories, and so that our students may observe. Tuition charges, entrance requirements, and other regulations will not be inferior to those of other colleges of the University. The limit has been set at three hundred and sixty students, allowing for three sections of thirty members for each of the four college years.

Those in charge of this experiment intend to "break a new way in teacher training." Their endeavor will be to "discover and develop new methods in the field of teacher education." They plan to avoid duplication of present procedures. Offering three separate curricula, for nursery school, for elementary school, and for high school teachers, they plan to substitute comprehensive examinations for the point and credit system and individual adjustment for the academic lock-step.

The principles of university study will be followed to allow each student to progress at a rate commensurate with his interests and abilities and to provide growth in resourcefulness and creative power. Essentially, the method will permit independent work on the part of the student in dealing with problems of individual and social living. The usual amount of classroom lecture and discussion will be reduced and supplemented by directed readings, practica, and seminars for intensive study of certain problems and fields of study, general lectures of a survey character, field work including social welfare work, industrial employment, teaching, and traveling.

It is planned that each student do part of his work abroad. It is not commonly realized that American students at no increase in expense can have the benefit of foreign study; and so intimate

are the contacts of Teachers College with education in Germany, England, and France that arrangements of this kind can easily be made. It is the intention also to make the most of the rich facilities offered by New York City.

Situated in the metropolitan area of New York, the new College will endeavor to utilize to the utmost a study of the community as an environmental or cultural center. An analysis of this area presents a tremendous range of opportunities for the stimulation and orientation of young students. The day is past in all schools when education takes place within four walls. The new schools of Europe, elementary and secondary, might be defined as extending as far as the children or young people can travel. Groups are constantly under way studying at first hand the rich environment, and carrying back to their laboratories the facts discovered and the impressions received for their consideration and discussion. So in the new college for teachers, the community in which the institution is located is much more important than are the buildings in which the class work is held. The use which is made of the environment as a course of educational materials is extremely important.

It is also planned that each prospective teacher, during summer vacation periods or during a semester's absence, shall participate both in some form of industry and in some form of social work. Those responsible for the new College believe that effective appreciation and understanding of the new social order depend in part upon active participation in some form of industry; and that the teacher, who in essence is a social worker devoted to the relief of poverty and idleness, to the prevention of crime, to the development of effective citizenship, can carry on his task better when he has come into "close contact with the activities of society that have to do with the education of boys and girls outside of school, whether these activities be of a corrective or a preventive nature."

To those who have devoted their lives to the training of teachers, this educational experiment will come with something of a thrill. Here is a company of scholars who, throwing tradition to the winds, would build the best system of teacher training that they know. They introduce a new College. They scrap the system of points and credits. They devise a plan of entrance requirements of their own. By individual adjustment, group conferences, and directed readings they supplement formal instruction. They utilize an occasional semester's break and the summer's vacation to give foreign travel and study and participation in industry and social

life. They break up old subject-matter divisions. They introduce new bases of integration.

It is an ambitious experiment. If practices approximate plans, a new standard will be set for teacher training. Success will depend upon the degree to which the old problems are settled, whether subject matter can be combined with method, whether theory can be related to practice, whether by facing the education of teachers directly, a broad and cultural, as well as professional, end may be attained. It will mean the development of a new type of higher education. It is to be hoped that neither academic tradition nor pedagogical prejudice nor fear of the unbeaten path nor terror of accrediting agencies nor administrative timidity will stay these messengers from the swift completion of their appointed course.

Respectfully submitted,

WILLIAM F. RUSSELL,

Dean

June 30, 1931

SCHOOL OF EDUCATION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the Dean of Teachers College

SIR:

I submit herewith my report for the School of Education for the academic year 1930-1931.

It is a pleasure to announce the appointment of Edmund de S. Brunner, Ph.D., as Professor of Education; Heber Harper, Ph.D., as Professor of Education; F. Ernest Johnson, D.D., as Professor of Education; John K. Norton, Ph.D., as Professor of Education; John D. Willard, M.Sc., Professor of Education on the Schiff Foundation; Frederick L. Fitzpatrick, Ph.D., as Associate Professor of Natural Sciences; Paul R. Hanna, Ph.D., as Assistant Professor of Education; Arthur T. Jersild, Ph.D., as Assistant Professor of Education and Research Associate in the Child Development Institute; Esther McDonald Lloyd-Jones, Ph.D., Assistant Professor of Education; and Ruth E. McMurry, Ph.D., as Assistant Professor of Education and Associate in the International Institute; and to record the appointment of the following Visiting Professors: Junius L. Meriam, Ph.D., for the Spring Session, 1930-1931; Charles E. Spearman, Ph.D., LL.D., F.R.S., for the Winter Session, 1931-1932; and Thomas E. Benner, Ed.D., and Dr. Florian Znaniiecki, for the academic year, 1931-1932. Dr. Benner has recently resigned to become Dean of the College of Education at the University of Illinois.

The following promotions have been made in the Faculty of Education: Donald P. Cottrell, Ph.D., from Assistant Professor to Associate Professor of Education; Willard S. Elsbree, Ph.D., from Assistant Professor to Associate Professor of Education; Floyd B. O'Rear, Ph.D., from Assistant Professor to Associate Professor of Education; Winifred E. Bain, Ph.D., from Associate in Kindergarten and Normal School Education to Assistant Professor of Education; Jean Betzner, Ph.D., from Associate in Elementary Education to Assistant Professor of Education; Erling M. Hunt,

Ph.D., from Associate in History to Assistant Professor of History; Milton Smith, Ph.D., from Instructor in English and Speech to Assistant Professor of Speech; and Florence B. Stratemeyer, Ph.D., from Associate in Normal School Education to Assistant Professor of Education.

Four of the new appointments represent distinct changes in the scope of offerings in Teachers College. Professor Brunner's appointment is in response to the need for better orientation of education with the social order. Professor Harper will work in an area somewhat related to religious education, but more broadly attacking the problem of the place of education in leading the individual to a proper conception of his place in the national and international civic order. The appointment of Professor Johnson is in response to a need for the provision of trained leaders in a variety of fields which may be roughly classified under religious education. Professor Willard's appointment is a recognition of the new problems in training arising from the rapid development of the field of adult education.

The following leaves of absence were granted: Gerald S. Craig and Charles C. Tillinghast for the Spring Session, 1930-1931; Daniel H. Kulp, II and Goodwin Watson for the academic year, 1931-1932; Carter Alexander, E. W. Bagster-Collins, Harry D. Kitson, Annie E. Moore, and Ella Woodyard for the Winter Session, 1931-1932; and William C. Bagley, Adelaide T. Case, Bess V. Cunningham, and N. L. Engelhardt, Harold Rugg, Henry A. Ruger, Percival M. Symonds, and Clifford B. Upton for the Spring Session, 1931-1932.

Professor Albert Shiels will retire from active service on July 1, 1931, with the title of Emeritus Professor of Education. The retirement of Professor Annie E. Moore will be effective February 1, 1932.

The Government of the French Republic has conferred upon Professor Albert L. Cru the cross of Knight of the Legion of Honor.

During the year a total of 103 new courses was approved: 63 (including 15 unit courses) for the academic year; 33 for the Summer Session; and 7 for the extramural division.

The diploma title "Director of Nursery Schools in Child Development Unit" was approved. The diploma title "Teacher in Kindergarten-First Grade" was changed to "Teacher in Nursery

School and Kindergarten" and the title "First Grade Supervisor of Kindergarten-First Grade" was changed to "Supervisor in Nursery School and Kindergarten."

The general examination, formerly required of all candidates for a degree in Teachers College, will be on a voluntary basis from September, 1931.

There are now 624 candidates for the degree of Doctor of Philosophy with majors in education. Of this number, 144 were admitted during the academic year.

The total number of students enrolled in the School of Education was 4,625 (not including graduate students with majors in practical arts) as compared with 4,519 the preceding year. The total number of graduate students in the School of Education during the academic year was 3,104.¹ In addition, there were 1,521 matriculated unclassified students, of whom 1,370 signified their intention to apply for the degree of Bachelor of Science. In the preceding year there were 2,982 candidates for the degree of Master of Arts or of Doctor of Philosophy.

During the year the degree of Doctor of Philosophy was conferred upon 66 students, 46 of whom had received the Master's degree from Columbia University. In the preceding year 82 doctorates were awarded; in 1928-1929, 76; in 1927-1928, 50; in 1926-1927, 60; in 1925-1926, 58; in 1924-1925, 47; in 1923-1924, 40; in 1922-1923, 14; in 1921-1922, 19; in 1920-1921, 7; in 1919-1920, 23; in 1918-1919, 9; and in 1917-1918, 19.

During the academic year 1930-1931, 1,975 students in Teachers College received the degree of Master of Arts; 24 received the degree of Master of Science; and 549 received the degree of Bachelor of Science. The total number of Teachers College professional diplomas granted was 618. These diplomas are granted only in connection with a degree.

Of the 4,625 graduate students, 525 held the Master of Arts degree from Columbia University, and 744 students held the degree of Bachelor of Science from Columbia University. Five hundred and twenty-eight institutions were represented.

Hunter College	361	Syracuse University	86
College of the City of New York	163	University of Chicago	70
New York University	157	Cornell University	59

¹4,265 including graduate students with practical arts majors.

Smith College	51	College of Wooster	13
Vassar College	50	George Washington University	13
Wellesley College	50	Kansas State Agricultural College	13
Mount Holyoke College	46	Muhlenberg College	13
University of Wisconsin	46	Colby College	12
University of Minnesota	45	Colgate University	12
Boston University	43	Dickinson College	12
New York State College	37	Harvard University	12
Ohio State University	34	Stanford University	12
Oberlin College	33	University of Colorado	12
University of Michigan	33	Alfred University	11
University of California	29	Lafayette College	11
University of Nebraska	29	Radcliffe College	11
University of Pennsylvania	29	West Virginia University	11
George Peabody College	27	College of the Holy Cross	10
State University of Iowa	27	Connecticut College for Women	10
University of Washington	27	Fisk University	10
Adelphi College	23	Iowa State College of Agriculture and Mechanic Arts	10
University of Illinois	22	North Texas State Teachers Col- lege	10
Howard University	19	Simmons College	10
Iowa State Teachers College	19	University of Rochester	10
New Jersey College for Women	19	Western Illinois State Teachers College	10
Northwestern University	19	Allegheny College	9
Ohio Wesleyan College	19	Drake University	9
University of Oregon	19	Hamilton College	9
Rutgers College	18	Lebanon Valley College	9
Goucher College	17	Michigan State Normal College	9
Springfield Y. M. C. A. College	17	Pomona College	9
University of Southern California	17	Princeton University	9
Yale University	16	Swarthmore College	9
Brown University	15	University of Cincinnati	9
Indiana University	15	Washington University	9
Pennsylvania State College	15	Winthrop College	9
University of Pittsburgh	15	Amherst College	8
Colorado State Teachers College	14	Bryn Mawr College	8
Elmira College	14	Dalhousie University	8
Fordham University	14	Indiana State Normal School	8
Middlebury College	14	Johns Hopkins University	8
New Rochelle College	14	Kansas State Teachers College	8
St. Lawrence University	14	Randolph-Macon Woman's Col- lege	8
Temple University	14	State Teachers College, Virginia	8
University of Kansas	14		
University of Missouri	14		
University of Texas	14		
Bates College	13		

In the choice of subjects other than education pursued by Teachers College students in other parts of the University, the following departments were represented:

English	389	Botany	31
History	370	Zoölogy	29
Psychology	307	Economics	28
Music	190	Government	28
Practical Theology	148	Latin	27
Comparative Literature	138	Marketing	24
French	123	Neurology	22
Mathematics	107	Anthropology	19
Religious Education	76	German	19
Geography	70	Philosophy of Religion	18
Spanish	70	Sacred Music	18
Philosophy	67	Library Service	15
Chemistry	59	Italian	14
Public Law	51	Phonetics	14
Stenography	41	Fine Arts	13
Sociology	40	Geology	11
Christian Ethics	34	Physics	11
Physiology	32	Social Economy	11

Thirty-eight other subjects were chosen by a smaller number of students. A total of 2,791 class registrations shows the interest of Teachers College students in other phases of University work.

Eight of the group who attended the University of Paris during the Spring Session were granted the Diplôme de la Sorbonne.

A survey recently made of teaching groups using "life situations" in their instruction programs shows that 25 of the 31 teaching groups in the School of Education may be so classified. During the past year approximately one thousand students were given the opportunity to utilize actual field problems in a greater or less degree. This work included school surveys, field trips in this and other countries, clinical experience, curricula construction, practice teaching, practice supervision, social work, testing, and case study work.

The organization of a demonstration teachers college, approved by the University Council on April 21, 1931, for observation, experimentation, demonstration, and practice of college teaching in the field of professional education of teachers, will provide a distinct addition to the training facilities now available.

A statistical laboratory, equipped with computing machines of

many types, has been opened for the use of staff members and students. An assistant in charge of the laboratory makes available instruction in the use of the machines.

The operation of the new Master's degree requirements which became effective in September, 1930, has proved gratifying. The provision which required a mastery of a specialized professional field, as represented by 12 points or more determined by the teaching group concerned has on the whole functioned according to expectations. In these groups the average number of points required in the major fields are as follows:

Geography	24.66	Philosophy of Education	18.00
Child Development	23.33	Secondary Education	17.22
English	22.60	Elementary Education	15.76
Teaching Science	22.15	Commercial Education	15.25
Vocational Guidance	22.12	Normal School Education	14.88
Spanish	22.00	College Administration	14.00
Modern Languages	22.00	Curriculum	14.00
French	22.00	Vocational Education	14.00
Kindergarten	21.93	Comparative Education	13.66
History	21.74	Educational Sociology	13.50
Religious Education	21.00	Rural Education	13.37
Speech	20.72	History of Education	13.33
Latin	20.12	Advisers of Women and Girls	13.00
Mathematics	19.74	Civic Education	13.00
German	19.00	Educational Administration	12.47
Educational Psychology	18.52		

On the whole the requirement in the different fields varies inversely with the needs of workers for contact with and understanding of problems outside the field of specialization.

Considerable progress may be reported in the work of your faculty committees on the administrative reorganization of Teachers College during the three months since their appointment. At the present time, in addition to the Committee on Educational Administration of which Professor Strayer is chairman, work is being carried on in the supervision groups under the chairmanship of Professor McGaughy, in the fundamental fields under the chairmanship of Professor Reisner, in the non-school education groups under the chairmanship of Professor Willard, and in the professionalized subject-matter fields in four sub-committees headed by Professors Powers, Williams, Carr, and Townsend. The delibera-

tions of these groups have served to bring out a great variety of important problems which have been faced by individual professors under the present organization. These problems, together with the broader problems of administration are being formulated into what promises to be an effective check-list for the appraising of the present organization and of proposed changes in the administrative plan. There is every indication that out of the work of these committees will come important recommendations, not only for adjustments in the administrative organization, but also for the increasing of emphasis on certain areas of our educational offering.

Your committee on the scope of college activities, which was appointed in response to the recommendation of a faculty committee working in the year 1929-1930, has had several meetings under the chairmanship of Professor Kilpatrick and bids fair to prove a useful addition to the administrative machinery of the College. The appointment of this committee leaves action on but two of the reports of the 1929-1930 faculty committees to be put into effect. The submission of the report of the committee on the requirements for the Bachelor's degree under the chairmanship of Dr. Reeder was delayed and has not as yet received final action by the Faculty. The report of the committee on the utilization of new educational agencies, under the chairmanship of Dr. Caldwell, has not as yet resulted in any definite steps but is proving useful in the work of the present faculty committees on reorganization.

In the spring of 1930 a new plan for the administration of researches of candidates for the Ph.D. degree was introduced. In this plan considerable departure was made from the committee system which had been in operation for several years. Formerly the Committee on Higher Degrees had taken large responsibility in the administration of individual researches. The student's dissertation committee of three was required to submit the student's outline to the Committee on Higher Degrees for approval. When the dissertation was finally completed, the student's committee was required to submit it to the Committee on Higher Degrees for acceptance before the student's final examination was arranged. According to the new plan, an individual professor takes the place of the former dissertation committee as the sponsor of the student. Two other professors, preferably not specialists in the field of the

student's interests, are then appointed as advisers to the student. When the dissertation has been completed and has received the endorsement of the sponsor and the two advisers, the student goes immediately to his final examination. This places the responsibility of the dissertation more clearly upon the professor who is serving as sponsor.

Considerable attention has been given to the improvement of the final examination which, under the sponsorship plan, must take the place of the old final examination combined with the preliminary action of the Committee on Higher Degrees. While these final examinations are as yet far from satisfactory, it is believed that the plan followed during the past year of constituting the final examination committee from professors in the teaching groups most closely related to the student's problem is tending to make these examinations more worth while. The new sponsorship plan was utilized for 119 researches inaugurated during the year, of which 15 were completed prior to July 1, 1931. Eleven additional researches were inaugurated during the year under the old committee plan.

Respectfully submitted,

PAUL R. MORT,
Director

June 30, 1931

SCHOOL OF PRACTICAL ARTS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the Dean of Teachers College

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the academic year closing June 30, 1931.

The total registration of students in the School of Practical Arts from September, 1930, to June, 1931, was 2,368, an increase of 199 over the total of 2,169 for 1929-1930.

Among the students of the year just closed there were 1,161 candidates for higher degrees and 1,207 students working toward the Bachelor of Science degree. The majority of the latter had graduated previously from normal schools and technical schools (art, music, nursing, etc.) which do not give standard Bachelor's degrees. All students were admitted on the basis of four or more years of educational experience in study or in teaching after graduation from high school.

In addition to the 2,368 regular students under the Faculty of Practical Arts, 158 students of University Extension, most of whom were teachers in service, were admitted to sections of technical courses for which their preparation was equivalent to that of matriculated students in the same courses. The total number of students taking regular credit courses was 2,526.

Cards of admission were granted to 463 persons, not classified as students, who attended extension special series of popular lectures in fine arts and household arts and lessons in physical training conducted by departments of the School in coöperation with the Institute of Arts and Sciences of Columbia University.

The departmental distribution of candidates for higher degrees for the five years in which the School has been conducted on the graduate basis is shown in the following table. The number of graduate students in practical arts has more than doubled since 1925-1926.

<i>Department</i>	1926- 1927	1927- 1928	1928- 1929	1929- 1930	1930- 1931
Fine Arts	114	121	172	150	192
Household Arts	222	221	227	229	265
Industrial Arts Education	17	27	15	19	29
Music Education	54	72	85	132	167
Nursing Education	39	45	44	91	85
Health Education	19	18	31	54	57
Physical Education	96	131	167	239	304
Practical Science	56	35	52	54	58
Unclassified and General	13	3	7	12	4
<i>Total</i>	630	673	800	980	1,161

In October, February, and June, 1930-1931, the Bachelor of Science and Master of Arts degrees were conferred by the University on 794 candidates whose major interest was in practical arts. Of 235 who received the Bachelor's degree, 198 were women and 37 were men. The Master of Science degree was conferred on 3 men and 21 women, most of whom were students in practical science.

The number of Teachers College diplomas in practical arts conferred in 1930-1931 was 133, 53 to holders of Bachelor's degrees and 80 to holders of Master's degrees.

The departmental distribution of all students in practical arts for the year 1930-1931 is shown in the following table:

<i>Department</i>	<i>Students for Higher Degrees</i>	<i>Students for Bachelor's Degrees</i>	<i>Total Students in Departments</i>
Fine Arts	192	175	367
Household Arts	265	160	425
Industrial Arts Education	29	33	62
Music Education	167	174	341
Nursing Education	85	507	592
Health Education	57	26	83
Physical Education	304	119	423
Practical Science	58	13	71
Unclassified and General	4	.....	4
<i>Total</i>	1,161	1,207	2,368

There has been in the past five years a steady and healthy growth in the number of candidates for higher degrees, especially for the Master's degrees. In the recent Summer Sessions and in the academic year now closing there has been a marked increase in students of practical arts who hold a Master's degree. Most of these have no expectation of reaching the Doctor of Philosophy degree. I am led to suggest that a Master of Education degree, with a requirement of one year in advance of the Master of Arts degree, would attract many desirable students who, for various reasons, will not become matriculants for the Doctor's degree. At the same time, the requirements for a Master of Education degree might be so arranged as to prepare and select some candidates for the Doctor's degree.

The advanced students of music education look forward to the greatly improved opportunities which will be offered in the next academic year in the splendid new buildings of the Institute of Musical Art of the Juilliard School of Music. In many important courses the Institute now conducts special sections for Teachers College students of music education.

Three members of the staff have been promoted by the Trustees: Sallie B. Tannahill, A.M., from Assistant Professor to Associate Professor of Fine Arts; Ellen B. McGowan, Ph.D., from Instructor in Chemistry to Assistant Professor of Household Chemistry; Belle Boas, A.M., from Associate to Assistant Professor of Fine Arts.

Leave of absence has been granted for the next academic year to Professor Gertrude K. Colby; for the Winter Session, to Professor Thomas D. Wood, Professor Laura I. Baldt, and Professor Elizabeth C. Burgess; for the Spring Session, to Professor Mary S. Rose and Professor Bess V. Cunningham.

Professor Thomas D. Wood, M.D., will retire, with the rank of Emeritus Professor of Health Education, on February 1, 1932. Professor Wood was Professor of Physical Education from 1901 to 1927 and, at his own request, his title was changed to Professor of Health Education in 1927. During his long career at Stanford University and at Teachers College, Dr. Wood has made many important contributions to physical education and health education. While he is retiring from active teaching, he will remain at the College and continue his work on several national committees in

health education and complete various books and other publications for which he has long been collecting materials.

Assistant Professor Laura I. Baldt, A.M., will retire February 1, 1932. She has had a prominent part in our instruction in clothing since 1912. Professor Baldt's books, pamphlets, and magazine articles have made her one of the best known teachers of the clothing aspect of household arts in the world. She will continue her work as author and lecturer in her special field.

It is my sad duty to record the death of two eminent members of the Practical Arts staff: Dr. Anna Garlin Spencer on February 12, 1931, and Professor Frederick Gordon Bonser on June 8, 1931.

Dr. Spencer had been Lecturer in Social Science in Teachers College for more than a decade, and had done important service in courses on social problems of the family. In this field she was an eminent authority and lecturer, as well as the Director of the Department of Family Relations of the American Social Hygiene Association. Her standing in social work and in organizations for advancement of women and the family was in the highest rank. Biographical sketches have been published in several journals, especially the *Journal of Social Hygiene*.

Professor Bonser had been a member of the Faculty of Practical Arts since its organization in 1911, and always took a very active part in the work of important committees of the Faculty. He had a rare outlook on the educational problems of industrial arts, fine arts, and household arts. His writings on industrial education are among the classics in that field. A coming number of the Teachers College Record will contain biographical notes and an appreciation of his contributions to education by Dean Emeritus James Earl Russell.

Respectfully submitted,

M. A. BIGELOW,
Director

June 30, 1931

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

In submitting to you, this, my first annual report as Dean, I am keenly conscious of the ancient admonition that modesty is becoming to "him that girdeth on his harness"; that boasting is proper only to him who, after the conflict, "putteth it off." In this spirit, the present writer is quite conscious of his limitations and this consciousness is accentuated when he thinks of the truly fine work of his great and good friend, Dr. H. H. Rusby, whose thirty-seven years of service as Dean will ever be considered the most important contribution to the progress of the College.

There is, however, a perfectly proper desire on the part of friends of the College to know what program the new Dean has in mind for our institution in the first years of its second century. Two occasions were afforded me during the past year to outline opinions and aims and these may well be outlined below:

1. The new Dean is deeply conscious of the difficulty in following so great an executive as Dean Rusby. At the present moment, he feels that the best service he can render the College is to keep it progressing steadily along the road laid out by his distinguished predecessor.

2. As to his views on pharmaceutical education, the following summary of principles already expressed elsewhere, may be worth the repetition.

(a) He firmly believes the long-established policy of the College in providing a technical College course for the training of retail pharmacists and a more thorough University course for the training of pharmaceutical scientists is educationally sound, eminently practical, and demonstrably useful.

(b) As declared in his presidential address delivered before the American Pharmaceutical Association in 1924, the new Dean believes that the insistence on the part of certain educational groups

that identical courses of training obtain for the retail pharmacist and for the person destined for scientific pharmacy is a movement that is educationally unsound.

(c) It is absurd for us to blind ourselves to the fact that the educational needs of retail pharmacy are technical rather than cultural and that the retail pharmacy course offered by our College for over one hundred years has satisfied this need to the marked benefit of the public whom we serve. This technical course commencing in 1829 with one year of instruction has slowly but steadily progressed to two years, then to three years until today; and now the inauguration of a minimum four-year course leading to the degree of Bachelor of Pharmacy is being given careful consideration by the State Department of Education. Many thoughtful pharmacists believe that the present minimum three-year College course is adequate for the needs of retail pharmacy. All, however, realize that a minimum four-year course for retail pharmacists is inevitable.

(d) On the other hand, for the training of the scientific pharmacist, a high-grade four-year University course is essential. The fine work carried on at our College during the past twenty-six years in developing a University course worthy of the traditions of Columbia has now reached fruition. Beginning in September, 1932, our minimum University course will be a four-year course of about four thousand hours of instruction (including cultural subjects) leading to the degree of Bachelor of Science in Pharmacy. In addition, our graduate course, consisting of a fifth and sixth year of research and other advanced work, is in actual operation. At the 1931 Commencement the second of our graduate students, Mr. Abraham Steinberg, was awarded the degree of Doctor of Pharmacy. One candidate will be in the sixth-year class during the coming Winter Session and indications are that there will be several fifth-year students enrolled next September.

(e) As to the financial needs of the College there have been voiced during the past few years calls for both a new building and for an endowment. The most imperative of these two needs is the endowment of our University courses. Thanks to the splendid care of the College revenues during the past thirty-odd years, our College course is well established upon a firm financial basis. Quite different is it with our University courses, which are now running at a loss of considerably over \$10,000 a year. These University

courses could not possibly be maintained were it not for the handsome surplus yielded by the College course. This, of course, cannot last forever and, if the University courses are to be retained (and, of course, they shall be continued) they must, in the near future, be adequately endowed.

The actual work of the College during the past year may be characterized as quiet and efficient performance and careful and thoughtful planning. Student attendance, reflecting the present business depression, has been somewhat below the average of the past few years, but indications for 1931-1932 are encouraging. The members of the instruction staff have performed their respective classroom tasks with zeal and efficiency; research has been quietly conducted; coördination plans have been formulated and carried into execution. Of these plans several are worthy of mention.

Students Activity Committee. This committee, designed for the oversight and encouragement of the extra-curriculum activities of our student body, has been performing a real service for several years past under the chairmanship of Professor Wimmer. This committee consists essentially of the associate and assistant professors with suitable representation from the instructor body.

Instruction Staff Conferences. Beginning on December 22, 1930, semiannual meetings of the entire teaching staff (professors and instructors) were inaugurated. During the past twenty years, our instruction staff has grown from nine professors and four instructors to seventeen professors (of various grades), eighteen full-time instructors, and three "lecturers." The participants in our monthly Faculty meetings have been the professorial group, leaving the junior members of our instruction staff, our eighteen instructors, unorganized. A score of years ago, when the number of professors and instructors were few, there was ample opportunity for frequent and intimate consultation among the entire instruction staff but now that the teaching group numbers thirty-eight individuals, the junior instructors have not had sufficient contacts to make them realize what vital factors in our College work they really are. The conferences held in December and in June clearly indicated the value of the experiment. Before each conference, the instructors held informal meetings and appeared at the conference well prepared to take part in the deliberations.

At the opening conference, there were presented suggestions arising from the instructors' meeting held earlier in the day. From these suggestions, resolutions were introduced, considered, and referred to the formal Faculty meeting for final action. Then there followed an informal discussion of a number of topics brought forward by the participants of the conference; professors as well as instructors. Each participant had the opportunity of presenting his ideas, each idea being given sympathetic attention.

Contact Committee. At the conference of December 22, the most important resolution introduced was one calling for the creation of a contact committee consisting of three professors and three instructors, "appointed for the consideration of problems that may arise during the interims between conferences." This contact committee is now fully organized and it reports at each Faculty meeting. Already it has justified its creation by adjusting several minor frictions that might have developed into serious problems.

Student Council. By the Statutes of both the University and of the College of Pharmacy all matters of discipline are intrusted to the Dean. Dean Rusby in his eminently successful administration consulted with members of the Faculty on the subject of student discipline and last year when the student body requested permission to create a Student Council, the matter of using such a body in an advisory capacity was given careful consideration by both the Faculty and the Board of Trustees. Organization of a Student Council was authorized during the past year, the purpose of this group being a fuller coöperation with the Students Activities Committee on extra-curriculum matters. Recently the members of the Council requested that it be given definite authority in certain matters of discipline. This proposition was given careful and sympathetic attention at two meetings of the Board of Trustees and of the Faculty but the final decision of these two bodies was that at present the newly organized Student Council could best limit its activities to extra-curriculum interests. The negotiations have, however, led to a pleasant and valuable innovation: a series of informal conferences between the Council and the Dean on general matters relating to discipline. Several such meetings were held during the Winter Session and so satisfactory were the results accruing from these informal conferences, that it was agreed that

they should become a permanent feature of our College work.

This report would be incomplete if reference to research work was limited to the few words mentioned casually above. No educational institution worthy of scientific or professional standing can exist without a record of research work performed within the institution. It is a matter of pride to us of the College of Pharmacy to state that one of the most famous of all chemical tests, Mayer's reagent for alkaloids, was devised by Ferdinand F. Mayer in 1862 while he was Professor of Chemistry at our College. The botanical researches of Dr. Rusby have brought him international fame and the fact that other members of our present Faculty are performing research work can be proved by reference to the annual issues of *University Bibliography*. The inauguration of our fifth- and sixth-year graduate courses has given a powerful impetus to research at our College, as a larger part of the graduate student's schedule is devoted to original investigation. This high type of research is already receiving financial recognition. The work of Dr. Kennedy (Phar.D., 1930) on chemical testing by use of ultraviolet rays was made possible by the establishment of the Louis Spencer Levy Research Scholarship while the recently completed research of Abraham Steinberg (Phar.D., 1931) on the deterioration of chemicals and pharmaceuticals under the influence of light was financed by a \$2,000 fund collected from twenty manufacturers in the pharmaceutical field. Like all research of real value, Dr. Steinberg's work not only settled old problems but it also opened many new ones; so attempts are now being made to secure a second \$2,000 to carry on the research for another two-year period.

In closing, I will again express my profound gratitude at being permitted to serve the University as its Dean of Pharmacy; my joy in reporting satisfactory progress during the past year, and my hope that the two greatest needs of our College—a new building and an adequate endowment—will soon become accomplished facts.

Respectfully submitted,

H. V. ARNY,
Dean

June 30, 1931

SUMMER SESSION

REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1931

To the President of the University

SIR:

As Director of the Summer Session I have the honor to submit the following report of the thirty-second Summer Session of the University which opened July 6 and closed August 14, 1931.

The report of the Registrar includes the statistical record of the session. (See pages 535-540.) Outstanding figures are: (1) The enrollment of 14,016 students as against 13,887 for the attendance of 1930; (2) the percentage of men and women, 31.5 and 68.5 respectively, showing a slight increase in the percentage of men which was 30.8 in 1930; (3) the wide territorial distribution with 9,519 students from outside of New York State—2,965 from the North Central Division (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin), and 235 students from foreign countries. Of the students in attendance 59.6 per cent had taken work at the University previously.

The 1931 Summer Session shows a slight increase in enrollment, nine-tenths of one per cent, or in numbers, 129 over the session of 1930. Eighteen large universities have already reported their attendance for 1931. These show a total net increase over 1930 of 401 out of an aggregate attendance of 57,925.

Other interesting statistics of the Summer Session of 1931 include 780 instructors, exclusive of 17 instructors in Union Theological Seminary (455 men and 325 women), of which number 158 are assistants; in the Demonstration School there were 6 high school teachers and 18 elementary teachers. There was a total of 331 instructors from outside the University.

The distribution of the teaching staff by academic rank is as follows.

Rank	Visiting		Local		Total
	Men	Women	Men	Women	
Dean	3	2	...	...	5
Professorial Rank:					
Full	37	2	69	8	116
Associate	6	2	33	10	51
Assistant	5	4	40	19	68
Instructor	64	90	116	112	382
Assistant	55	61	27	15	158
<i>Total</i>	<i>170</i>	<i>161</i>	<i>285</i>	<i>164</i>	<i>780</i>

An analysis of this table shows that in the Summer Session of 1931 there were 235 of professorial rank or 30.1 per cent of the total number of those giving instruction.

Visiting professors from abroad in 1931 included the following: Frank Russell Barry, fellow and tutor of Balliol College, Vicar of the University Church, and Chaplain to the King, Oxford, England; George Dodds, author and teacher of music, Newcastle-on-Tyne, England; Fidelino de Figueiredo, Professor of Portuguese Literature, University of Madrid; Romano Guarneri, Professor of Italian, University of Amsterdam; Herbert Russell Hamley, Reader in Education, University of London; William B. Inglis, Lecturer in Education, University of Glasgow; Daniel Mornet, Professeur d'histoire littéraire du XVIII^e siècle français, Sorbonne; Alfred R. Radcliffe-Brown, Professor of Anthropology, University of Sydney; William Robert Taylor, Professor of Oriental Languages, University College, University of Toronto.

A total of 1,096 courses was offered. In addition to the regular courses there were approximately 133 lectures given. These are recorded in the Weekly Bulletins of the Summer Session. One special series of lectures deserves attention. In this series five college plans were presented in the following fashion: Columbia, Herbert E. Hawkes, Dean of Columbia College; Harvard, Alfred C. Hanford, Dean of Harvard College; Swarthmore, Frank Aydelotte, President of Swarthmore College; Wabash, Louis B. Hopkins, President of Wabash College; Chicago, Chauncey S. Boucher,

Dean of the College of Arts, Literature, and Science, University of Chicago.

The following exhibits were held: National Child Welfare Association, the *Survey*, and the Foreign Policy Association in University Hall throughout the session, the book exhibit in the Auxiliary Gymnasium throughout the session, an exhibit of painting and sculpture by American artists in 301 Philosophy Hall, the Fifty Best Books of the Year in Avery Library, a newspaper exhibit in Teachers College, and a parent-teacher exhibit in Teachers College.

During the session, Teachers College gave a concert of choral and chamber music, and an orchestral and choral concert by the All High School Orchestra and Teachers College Conducting Classes, a song recital, a violin recital, a two-piano recital, a violoncello recital, and five community song meetings. In addition to these concerts, the New York String Quartet gave a concert, one organ recital was given in the Chapel, and four in the Riverside Church.

The class in play production under Professor Milton M. Smith gave five admirable performances.

Excursions were conducted in and about New York City with a total of 6,699 participants. The West Point excursion included 1,452 students, 392 visited the Washington Irving Region, and 252 were taken to Atlantic City.

In the Summer Session of 1931 the Summer School for Women Workers in Industry, begun in 1927 by Barnard College, was continued. Thirty-four women were recruited for a seven-weeks' course and work was given in economics, science, English, and physical training. This Summer School for Women Workers in Industry affords an opportunity for experimentation in the best methods of teaching persons of mature years and experience who have not had the usual preparatory training. That particular attention has to be given to this problem many persons engaged in education do not appreciate, but such is the case and the development of education for workers is assisted by all those who are carrying on such pioneer work as is the Barnard Summer School for Women Workers in Industry.

The preceding table showing housing conditions from 1921 through 1931 still indicates a marked difference in the dormitory

rates for men and for women. The average charge for men in the dormitories is \$6.35 per week; in the Barnard dormitories for women, \$10; in Johnson Hall for women, \$9.17; in Seth Low Hall, Teachers College, \$7.47; and in Whittier Hall, Teachers College, \$17.43 with meals.

When one considers the physical conditions surrounding the students of the Summer Session one is struck by the fact that the University grounds are a sort of green oasis in a desert of brick and asphalt. They are attractive and comparatively cool. I believe, however, that further effort should be made to increase both their attractiveness and their coolness. It seems not unlikely that the treating of air in buildings used by large numbers of people will become a common practice. I wish that in the University a start might be made by the treating and cooling of certain of the large rooms used by students of the Summer Session.

Increase of flowers and fountains are desirable in changes brought about in the grounds and I suggest that the unfinished façade of University Hall may be subject to treatment with greenery and that the quadrangle in Fayerweather might perhaps be carried through to its ultimate treatment by the landscape architect.

I wish that the University had an adequate student club. This would be greatly to the advantage of the students of the Summer Session. It has occurred to me that University Hall might be completed as a student club with large and small club rooms for a wide variety of uses. In any case the attention which the University has lately given to beautifying the grounds is greatly to the benefit of the Summer Session.

Respectfully submitted,

JOHN J. COSS,
Director

August 15, 1931

UNIVERSITY EXTENSION

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

As Director of University Extension I have the honor of presenting herewith the report for the academic year ending June 30, 1931.

In my report for the year ending June 30, 1930, I called attention to the fact that the academic year 1930-1931 was the twentieth since the organization of University Extension by the University and as a University project. This anniversary was suitably recognized by a dinner at the Faculty Club attended by one hundred and seventy-five of the officers of the University. Professor F. J. E. Woodbridge, for many years a member of the Administrative Board, presided. Addresses were made by the President, Professor Woodbridge, Professor Thorndike, and the Director.

The fine spirit of enthusiasm which marked the occasion proved beyond question that the University regarded University Extension as a most important part of its educational work and felt that the experience of the past twenty years was an achievement of which any institution might be proud. This enthusiasm at Columbia pictures the favorable sentiment and opinions which pervade many institutions of higher learning throughout the country as to university extension which, described and designated as adult education, stands as one of the achievements of modern educational development.

Institutions everywhere have strengthened and broadened the opportunities afforded those mature persons whose circumstances prevent attendance at the established hours in the day and for those graduates who earnestly desire continued education. Powerful organizations such as the American Association for Adult Education have come into existence for the special purpose of aiding in every way the development of adult education which is now "considered an integral part of American education." Starting

with this thesis the Association aims not to duplicate what is being done by educational institutions but to become a clearing house for all institutions which are giving active attention and interest to adult education in every phase. The Association has hesitated to define adult education, determining to allow it to define itself. This indicates that we are simply at the beginning of a most important development of the movement throughout the country, but it is only one phase of the story of University Extension for the past year.

Another phase of this development is seen in the tendency, as I have stated in my report of last year, toward an "established school of the University organized for the part-time student but possessing all the characteristics of other more formal and established parts of the University system." Here again the development of adult education at Columbia indicates and is a symptom of what is taking place and has taken place elsewhere. Cleveland College, organized by Western Reserve University for the part-time student, has been accepted as one of the schools of the University. In like manner Washington University of St. Louis has organized its University Extension into a University College with certain privileges as to conferring degrees. The University of London in establishing Birkbeck College as an integral part of the University has thus recognized the importance of educational service for the part-time student by organizing a staff of similar rank to that of the established institution, giving these part-time students full standing and candidacy for the degrees. Cambridge University provides for "Extramural students in Residence" and acceptance of students taken under the Extramural Board.

Here at Columbia, students who are accepted as University Undergraduates and are candidates for the degree of Bachelor of Science under the University Council rely in the main upon University Classes of University Extension for the fulfillment of their class attendance. These students are under the direction of a special committee of the Council. Their number is increasing very rapidly and the further development of the system of University Undergraduates must be determined speedily. It is gratifying to record that these students have attained very high standards and bring great credit to the University.

University Classes with serious students of a high type are

becoming more sharply differentiated from other parts of University Extension—Home Study, the Institute of Arts and Sciences, and the more loosely organized Extramural Classes. Hence the serious question is being presented as to whether the time has not arrived to unite the University Classes and the system of University Undergraduates and establish an organization parallel to the other schools of the University and designated University Classes.

Under this plan the term University Extension should be restricted to Home Study, the Institute of Arts and Sciences, Extramural Courses, and courses which are not given academic credit. The staff of instructors in University Extension is now classified as non-statutory and statutory, so that the latter might easily become the instructional force of the newly organized University Classes. By using the term University Classes we would avoid the unsatisfactory and confusing designation of University College which has frequently been suggested. The result would be the clarification of the term, adult education, which like University Extension has a scope which covers the brief talk on some popular subject and the formal academic lectures or exact class exercises in University Classes. We should sharply differentiate the University Classes of academic standing and competence from University Extension which would care for Home Study, the Institute of Arts and Sciences, and short lecture courses.

Many advantages are evident in the organization of University Classes which would offer instruction for the part-time student during the day and evening and would care for those who come from the Junior College and for students with advanced standing whom the College might hesitate to add to the numbers of the junior and senior classes.

The action to which I have just referred is indicated as the next progressive step by the experience of other institutions which have a broad program of intellectual service in adult education and have organized schools for the part-time student and at Columbia by the many circumstances and signs of progress which point to this development of University Classes for the students unable to give their entire time to their educational interests.

As I have pointed out in other reports, the Department of University Extension falls naturally into several subdivisions. The largest body of its students are interested in the residence

courses at Morningside Heights. A brief *résumé* of the activities of the various departments will furnish a clear understanding of the work accomplished by these students enrolled in University Classes.

The Department of Agriculture is rejoicing in the enlarged facilities, rooms, equipment, and greenhouse space, which the University has recently been able to place at its disposal largely because of the addition to Schermerhorn Hall.

Through the Carnegie Endowment for International Peace two traveling fellowships for Greek-Americans have been provided. One on dry farming is held by Constantine P. Ladas; the other, in agricultural engineering and farm machinery, is held by Andrew Basil Phucas. They are registered in our agricultural courses in advanced agronomy and thus belong to the group of advanced students in University Extension.

The School of Architecture relies upon University Classes for courses which largely for lack of time cannot be included in the course of study for the degree of Bachelor of Architecture and yet are essential for the training of the architect. These courses properly follow the training in design and construction and have to do with the economics of the practice of architecture. They are given in the late afternoon and evening so as not to interfere with an architect's daily routine. Among them are included "Architect's Relation to the Promotion and Financing of Income Producing Structures," "Building Superintendence," "The Law of Building Contracts and Mechanic Liens," "Estimating for Building Construction," "Plan Reading," etc. The numbers attending these University Classes in architecture are continually increasing. The immediate need for expansion is in the direction of elementary drawing, facilities for which are not available at the present time at Morningside Heights. The University Classes in architecture fill a great need and are regarded by the School of Architecture as a very important supplement to the professional course leading to a degree.

Landscape architecture, which is for the time being classified under agriculture, is increasingly appreciated by many students who pursue the course largely for cultural purposes and not professional, as training practitioners for a degree. Steady progress is being made toward a four-year schedule in this subject and is a

response to a persistent demand. The work is under the direction of Professor Hugh Findlay.

Numbers of general students call for courses in astronomy. Hence we offer two courses which cover the same field although one gives in greater detail the subject of physical astronomy, particularly spectroscopy. This includes a study of the sun, stars, nebulae, cosmogony, and the two courses give much attention to the solar system. The subject is admirably calculated for University Extension students interested in obtaining general culture.

In botany, Professor Curtis reports an increased registration indicating renewed interest in plant life on the part of the general student. Field work has featured the spring courses.

In his report on the courses in business in University Classes, Professor David L. Dodd points to a decline in the number of course registrations. In the academic year 1929-1930 there were 6,229 course registrations; in 1930-1931 there were 5,332 course registrations. Professor Dodd regards this loss as indicative of the influence of business depression upon the numbers attending evening classes. Many, also, in view of the expense have gone to the College of the City of New York or other institutions where the fees are very much smaller. Our programs have not changed in total number of courses, but we are guided in course selection by the public demand. The withdrawal of a popular instructor affects registration to an understandable degree, but such a withdrawal is generally balanced by a selection which is equally popular. Thus during the last academic year seventeen courses offered in 1929-1930 were dropped but seventeen new courses were added. After due consideration is given to these changes, the inevitable conclusion is reached that the loss in registration is due to the difficulty experienced in obtaining finances to meet tuition fees.

Chemistry has regularly claimed a large number of Extension students and the standard of scholarship has always been high. The past year has shown no exception to the wholesome and earnest spirit characteristic of these students.

The classes in engineering drafting under the direction of Professor Schumann have grown steadily in numbers so as to tax the facilities provided for the students in this subject. We are looking forward to a new class in advanced mechanical drafting. The

conduct of these classes along the lines of those of the Engineering School is an evidence of the interest now taken by the Faculty of Engineering in these classes open for students not concerned with obtaining the degree.

Although many other departments report smaller classes the Department of Electrical Engineering tells of increasing numbers. The object of this Department has been to retain the students for three years. Thus all take the elementary courses and then pass to the course on power or the course on communications. The Department is looking forward to courses of a graduate character for those who have the undergraduate degree. This work might well lead to the degree of Master of Science. Undoubtedly there is a demand for this so-called continuation or postgraduate work.

The number of students in English always exceeds greatly the enrollment in other subjects. This year has not proved any exception to the rule, although the classes have not been so large as hitherto. The program of studies offered has been just as rich and varied. The decrease in numbers is found mainly in the first years of academic work, but the classes in literature have been well maintained.

The sections of English assigned to non-English-speaking students have always been well attended and enthusiastic. The teachers in this branch of the work in English have been prodigal of their time and labor, which accounts for the earnestness with which the students enter upon this work. Frequent social meetings give the students an opportunity to use their newly obtained skill in the use of English. Some of these students remain with us for years. One of the most able undergraduates specializing in English in Barnard College was some years ago a student in these classes for non-English-speaking students. We regret the withdrawal of Miss Helen Diller, an efficient teacher in this difficult form of class instruction.

Our classes in writing call for renewed commendation. This year we have added a course in the preparation and marketing of manuscripts under the care of Miss Rowe Wright. The usual year book, designated *New Copy* and dedicated to Mr. Frederick Coykendall, a Trustee of the University, consists this year of material by the students hitherto unpublished. In previous years *Copy* had contained poetry written by the students. This year a

separate volume of poetry containing contributions from all parts of the University has been published.

The Writers Club reports a successful year with addresses by prominent writers, such as Louis Bromfield, André Maurois, Elmer Rice, Clayton Hamilton, Wallace Irwin, Joseph Auslander, Leonora Speyer, and Henry W. Corbett.

Members of the staff of instructors in writing have published books during the year. Professors Brewster and Burrell have collaborated on a volume of critical essays. Professor Robinson has brought out two new books of juvenile literature.

In the drama the work has been most significant. The Laboratory Players have given three of the plays of Shakespeare, *Romeo and Juliet*, *The Merry Wives of Windsor*, and *The Winter's Tale*, under the skillful direction of Mrs. Estelle H. Davis. The Morning-side Players directed ably by Professors Hatcher Hughes and Milton Smith have given four productions in Earl Hall. The number of students taking part in these plays, in the cast, back stage, stage scenery, was well over two hundred. The Morningside Players by the play *If Booth Had Missed*, written and acted by Columbia students, won for the second time the National Long Play Tournament receiving the silver cup presented by the *Theatre Arts Monthly*, and the \$1000 award given by Samuel French, publisher of plays. The criticism of the play, of the direction, of the staging, and the acting was most favorable. The Morning-side Players have been able to meet their expenses without calling upon the University, largely because of the money prize which they have won. We have only hearty commendation of those who labor so earnestly and skillfully in building up a splendid reputation in this work with students in the drama. It must be remembered that these students are members of our University Classes in English and are as faithful in the performance of their academic duties as those who are definitely enrolled for a degree. Many students specializing in English attain very high grades. Others become candidates for the Bachelor of Science in General Studies and take the comprehensive examination in English, attaining high standing.

On account of the great number of students in English the staff assigned to University Classes is very large. Because of the character of their work which demands close contact with the

student outside of the classroom the instructors should have rooms assigned to them for this purpose. In other words, the subject of English does not require a laboratory but a conference room. One or two rooms which could be used at various hours of the day for the purpose would add greatly to the efficiency of instruction in this subject.

I take great pleasure in saying a word of commendation for the fine spirit of devotion shown by Professor J. H. H. Lyon in the conduct of his work as supervisor in English for University Classes.

We should not ignore, when speaking of English, the fact that we regard as part of our service the giving of preparatory courses for mature students. The students registered in this group of courses numbered about one thousand for the year or an average of five hundred in each session.

Our work in geology has many interesting features. We begin with four elementary courses which form a background for additional work in all branches of the subject.

In mineralogy we offer a course on "Methods of Determination with Polished Surface Fragments and Mineral Grains" and another on "Gems and Precious Stones." Few of the people taking these courses could be reached by other courses in the established series. The former is taken by graduate students and the latter largely by those who have no other connection with the University. This forms one of the valuable points of contact with the trade interested in this field.

In geography we offer two elementary introductory courses, "Physical Geography of the Lands," and "Geography of the Atmosphere and Ocean." Through these courses we reach chiefly the teachers of geography in the schools of the city. We also offer five advanced courses which are attended mainly by specialists, teachers, and practical men, mostly students outside of the regular graduate group. The principal service of all these courses is to care for those occupied during the day with teaching or other employment who have no other time in which to continue their studies. The Department is considering offering courses that would broaden the opportunity for those who wish to take advanced work and cannot attend in the day. These additional graduate courses, which will alternate with others in the following year, will be given in the coming year with this purpose in mind.

Courses in economic geography are offered with the hope that students actively engaged in business may find them helpful. In view of the changes that are occurring in the characteristics of American foreign trade and American foreign investments, the body of knowledge included in the field of economic geography is of increasing practical significance. We are sending our circulars to import and export houses and to investment bankers who we believe are ignorant of the opportunity offered in our University Classes.

In the Department of Public Law and Jurisprudence, the integration seminar in government and history referred to elsewhere has proved an entire success. This department shows its interest in our work by allowing many of its members to offer Extension courses. The scholarly activities of Nathaniel Peffer, the author of *China, the Collapse of a Civilization*, and Professor Schuyler C. Wallace, who has written on *Nullification, a Process of Government*, are worthy of more than passing notice.

The Department of History calls attention to the fact that its total registration in University Extension classes was substantially the same as last year. Nevertheless there occurred a most interesting shift in registration in that the larger number of students elected undergraduate courses of the most advanced character. This seems to indicate that a larger number of students who pursue work in history intend to carry forward their program so as to place themselves on a par with students who are candidates for the degrees. Because of this interest in advanced courses the Departments of History and Public Law arranged for the past year a seminar for those specially interested in the social sciences. This seminar has fulfilled its purpose and will be continued with careful restriction of the number of students. It is also noticeable that the number of registrants in graduate courses who are not enrolled under the Faculty of Political Science is increasing. These are the adult students whom it is our desire and satisfaction to reach.

May I express my gratification that members of the staff of University Classes permanently connected therewith on a statutory basis give abundant evidence of scholarly interests outside of the classroom. In other words, this scholarly tendency so important for a successful teacher is characteristic of our instructors in University Classes.

We have active and interesting courses in law under the guidance of Professor James P. Gifford who is Assistant to the Dean of the Law School. The report as to the course entitled "Business Law for Engineering Students" accepted for the degrees in Engineering and Business indicates the presence of students of high caliber. We also offer an "Introduction to the Study of Business Law," attended by a fine type of student with outside experience and by the School of Business students as well; this also is accepted for the degree in the School of Business. At the request of the Law School we offer for their students "Admiralty Law" and "Taxation," and beyond this for outside students "Legal Practice" and "New Jersey Pleading and Practice." All of these serve a most important purpose and the testimony as to their worth is unanimous.

The School of Library Service for its classes in University Extension offers a certificate, the value of which is steadily being enhanced. This is due to the fact that the quality and type of student is continually improving. Most of these students hold library positions and are fulfilling requirements for advancement, and they are a serious-minded and interested group. When these classes were undertaken in 1926 they were regarded as an experiment with little prospect of steady demand, but the success of this group of certificate classes proves that they have a place. The situation now seems to call for more definite integration and recognition as giving a professional curriculum in library service, and this naturally leads to full acceptance by the state and national authorities. They really form a junior undergraduate school and should be so accredited. New York State has established a scheme for the certification of school librarians who are college graduates or come from an accredited library school. These classes deserve this recognition and should serve the profession by furnishing certified elementary school librarians when they are called for.

The Department of Music has a laudable interest in the increase in numbers in the past five years. The number of students in 1926-1927 was 251; in 1930-1931 the registration was 344. The change in the method of presentation of the courses in history and appreciation of music whereby emphasis is placed on the actual music and the style of various composers has aroused keen interest on the part of the students. Laboratory work is also assigned for which phonograph records recently acquired are available.

The Department of Neurology has always given much thought to the unlisted student who was interested in the subject but could not be enrolled in any school. The new resources at the command of the Department give greater opportunity than ever for these students. Of the 61 registered in neuroanatomy, 37 were graduate students, 12 were from Teachers College, and 11 from University Extension. The course is intended to present a thorough training on the structure and function of the nervous system for the benefit of resident students and for non-resident mature persons who desire the work for cultural or professional reasons. It is readily understood how valuable this is for non-medical students.

The Department of Psychology has aimed to organize a staff of teachers for University Extension who have an outstanding reputation. Thus in the coming year Professor Carney Landis of Wesleyan College, now of the research staff of the Psychiatric Institute, will give an advanced course in abnormal psychology. Dr. Otto Klineberg, known for his attainment in research, has been added to our staff.

University Extension coöperates with the Committee on Religious Education of the Federation of Churches in offering classes for those who are engaged in teaching in Bible schools in New York City. These classes are held in various centers, as follows: Central School, Harlem School, Bronx School, Staten Island School, Music Classes, Central Queens School, North Shore School, School for Recreational Leadership. The principal center is the Central School, held at Union Theological Seminary, the rooms of which are generously placed at the disposal of the committee without expense. Thirty-three courses in all have been offered this year by the University which have been attended by 1,692 registered students. Columbia, in conducting these classes in religious education for the general public and in its special interest in religion as a subject of study, is simply continuing to maintain the traditional purpose for which colleges were originally founded for the special object of preparing men for the ministry and teaching and providing instruction in religion.

The Department of Romance Languages has always taken full advantage of its opportunities in University Extension. Thus in selecting instructors the same standards are used as are observed in the other University courses. Under the direction of Mr. de la

Rochelle, the Institut des Études Françaises, a University organization which originated among Extension officers and students, has furnished excellent programs intended to encourage the speaking of French and has continued its work in the past year with increasing success. During the coming year new and attractive courses in French will be offered to the general student, such as that by Professor Louis Cons in the "History of the French Novel." Professor Spiers will offer a course entitled "French, Heard and Spoken" in which oral exercises will be supplemented by the use of phonograph discs. A phonograph will be equipped especially for this course and a series of records will be obtained for the use of the department in general. The work in French is under the general supervision of Professor Muller and under the special care of Mr. Philip R. Sisson, departmental representative in French.

Professor Frank Callcott, who has charge of Spanish under the direction of Professor de Onís, reports very gratifying results for the year. He states that keeping in mind the important phases in teaching a modern foreign language, of ability to read, to understand the language when spoken, to write, and to speak the language, he has established classes for each definite purpose. Thus he, himself, offers a course for graduate students desiring to obtain a reading knowledge of Spanish in as brief a time as possible. Mr. Emilio de Torre, who speaks little English, offers a course for advanced students for speaking Spanish. For those who are to teach, Mr. Wilkins offers a study of Spanish word families, homonyms, synonyms, etc. Much attention is also being given to the broadcasting of Spanish so that the radio may be used for instruction. The Spanish instructors in University Classes are counting upon the opening of the Casa de las Españas as an important supplement to their work.

The program in sociology and social sciences has been revised for the coming year. Professor Theodore Abel has been appointed departmental representative and will offer a course on "Social Factors in Personality and Social Conflict." Dr. George A. Lundberg, of the University of Pittsburgh and of the Bureau of Social Service in Pittsburgh, will give the course in applied sociology. Professor Robert M. MacIver will offer a course on social evolution. Because of the absence of Professor Lindsay, his course on "Milestones in Social Welfare Legislation, State and National" will be

given by Professor Charles W. Pipkin and his course on "The Legislative Facts in Social Work," by Professor George Alexander Johnston. Perhaps the most novel feature is the course on "American Society and the Machine Age" by Lewis Mumford. The course on "Recent Trends in Sociological Interpretations" by Professor William C. Casey and that on "Introduction to Sociology" make up a finely integrated list of subjects superior to any program offered hitherto.

The extramural courses of University Extension have been under the care of Joseph M. Murphy who has been in active service in University Extension for the past five years. He acted as the assistant to Milton J. Davies during the closing years of Mr. Davies' connection with the Institute of Arts and Sciences. He subsequently was appointed to the care and development of our extramural courses. Greatly to our regret, Mr. Murphy leaves University Extension this year to take an important position at the Catholic University of America in Washington, D. C.

When Columbia University undertook twenty years ago to offer courses in outlying towns of the metropolitan area, very few opportunities of this character were at the command of the local population. The interest in adult education has recently led to the organization of courses intended for teachers and mature students in various towns around New York City. This work has been undertaken within the past two or three years by colleges and normal schools which are supported at the public expense and which therefore have low fees or free tuition. Still further have the opportunities for advanced and continued education for mature individuals been increased with extraordinary rapidity inasmuch as institutions supported by private funds have also vied in presenting attractive courses for the mature student. Notwithstanding this fact and the multiplicity of educational opportunities, Columbia University is continually presented with appeals to establish and carry its work to adjoining cities and towns. This does not take on the form of a request to establish a formal curriculum for we are urged to offer courses on incidental and popular subjects which are of general interest, rather than those which form a part of an established educational system.

Thus, in the city of Newark, New Jersey, the University has established a center in the rooms of the Young Women's Christian Association, 53 Washington Street. The program of courses

here has been selected so as to meet the demand and has been conducted with varying success. The following subjects were offered during the year: accounting, astronomy, economics, English, phonetics, French, geography, government, history, music, and psychology. Particular interest has been shown by the teachers of the state of New Jersey in the subject of mental hygiene which has been carried on in numerous courses given in Newark, Montclair, and Trenton. A course in the appreciation of music by Bassett W. Hough and a course in astronomy by Dr. Clement S. Brainin were particularly appreciated as appropriate for extramural cultural education.

Mental hygiene was offered also in Norwalk, Connecticut, under the instruction of Dr. Harry M. Tiebout, and in Danbury, under Dr. James W. Howard. The giving of this course by Dr. Howard involved a large amount of self-sacrifice and his service was deeply appreciated. He felt that it was better for one instructor to be inconvenienced rather than seventy students who could not obtain the course which they desired without a sacrifice of energy in making the trip to New York City.

I desire to refer to several centers of extramural work which seem to have aroused unusual interest. Thus, in connection with the Hudson County Council of Religious Education through the efforts of the energetic Director, Mrs. Mary A. Kyte, a series of courses similar to those offered at Columbia in coöperation with the New York Federation of Churches was conducted in Hudson County during the spring of 1931. Among the courses given were "The Principles of Teaching," "The Old Testament," "Study of the Junior Child," "A Study of Adolescence," and "Church School Administration." The center was located at the old Bergen Reformed Church in Jersey City and the use of the rooms was donated by the church authorities.

Another center to which I would like to refer is that located at Greenwich, Connecticut, which had a most successful year, due largely to the activity of Miss Helen M. Wilkin, General Secretary of the Young Women's Christian Association in that town, and of her successor, Miss Milicent Swaffield. Courses were offered in English by Dr. Ernest Brennecke and in American history by Professor Harry Carman.

At Hempstead, Long Island, Mr. F. Gordon Edwards, an official of the Bell Telephone Company, organized a class in public speaking. This was under the direction of Mr. Charles H. Hall, of the

Department of Home Study, and aroused most active interest on the part of the students.

This is a very brief description, entirely inadequate, of the very valuable service the University has offered through its extramural branch. We are compelled to keep in mind that it is impossible for the University to offer these courses if they are not self-supporting, nevertheless the University, through its willingness to meet overhead expenses and by the self-sacrifice of teachers of the University community, can perform a large and ever increasing service for adult education in the immediate vicinity of New York.

The supervision of the large number of women students in University Classes has been assigned to Miss Mary D. Hopkins and Mrs. Milton J. Davies. It has fallen to them to consider very carefully the interests of women students who can give only part time to class instruction. Their efforts are very fully appreciated by the great body of students who have found them most helpful and considerate, although sturdily insistent upon high standards of scholarship. I desire to quote the introductory words from the report of Miss Hopkins which indicate most clearly the spirit in which the task of these ladies is approached.

When I first came into the work of your Department, I found myself among students whose intellectual eagerness seemed to give new values to education. I found a cross section of America, young and old, whose hunger and thirst for the things of the mind put the average undergraduate to shame. And as time went on, I have never ceased to feel this high value put upon education by so large a proportion of our student body as a challenge no one of us would dare to fail. When education is something to starve and fight for, to pursue in the face of hardship and sacrifice, it throws a heavy responsibility on us to see that we give full value.

This eagerness of our students has in the last year met an acid test. We are nearer the pulse of business and industry than the ordinary academic institution; we are on the firing line; and thus we have felt perhaps more heavily than they the losses and casualties, the disappointments and defeats of the economic battle. Our losses have indeed been heavy, and figures are eloquent of individual frustrations and disappointments. Students unable to reregister in the spring because they must go to work; students whose full-time programs must be cut to evening schedules; late registrations "because father couldn't give me the check"; business women who with the best will were unable to meet their deferred payments and must therefore withdraw from uncompleted courses; students obliged to change their objective from degree to certificate in order to hasten their equipment for wage earning; all these would make a long procession. Sometimes we have been able to help them; more often we have had to let them go away sorrowful, for the reverse of the biblical reason.

We are fully satisfied that one of the functions of adult education and one of the opportunities it affords is to discover, to retrieve, and to develop abilities which have not been brought to light in the high school age but may be active in maturity. Many wonder if it is too late to become students and are rejoiced to learn that adult education implies that it is not "too late." In this group are mothers whose children have exceeded their parents in intellectual attainment; the housewife who for her leisure longs for the things of the mind; women of business, and women of society who appreciate the culture which education affords.

At this time of unemployment the University has before it the possibility of establishing in a worthy form workers' classes which will provide a useful means of occupying enforced leisure. The University has in a small way undertaken one or two classes for workers but restricted funds have prevented their development and expansion. The work has been under the direction and inspiration of Miss Hilda Smith, Director of the Industrial Summer Schools. The University has at hand no funds for these classes, which must be open without charge or they fail of their purpose. The unoccupied buildings belonging to the University would furnish a home for these classes if the needed funds were at hand for educational and administrative purposes. If these could be supplied by those who believe that such classes will pay "vast dividends of intangibles," the way would be very simple.

As addenda to this report I am presenting the report of the Associate Director in charge of the Institute of Arts and Sciences, Dr. Russell Potter, and that of the Associate Director in charge of Home Study, Mr. Edward A. Richards. These reports show very clearly the fine service that these branches of University Extension are offering to those who look to Columbia University for assistance in matters intellectual. The members of the Institute and the students of Home Study do not and cannot attend class exercises of the schools, nevertheless in their own way and under their own limitations they belong to the great body of students of the University.

Respectfully submitted,

JAMES C. EGBERT,
Director

June 30, 1931

INSTITUTE OF ARTS AND SCIENCES

To the Director of University Extension

SIR:

The Institute of Arts and Sciences closes its eighteenth season with a feeling of enduring satisfaction that is distinctly modified by the realization of the greater opportunities which lie before it. The year just closed was, in many respects, a most trying one, for the Institute suffered—both psychologically and financially—from the depressive conditions under which we have all had to labor; and yet the program which had been announced was carried through to a conclusion that was, all things considered, most satisfactory.

The attitude of the Institute has always been forward-looking and progressive, and we need not dwell here on the past, particularly since the facts and figures having to do with the 1930-1931 season are given below. This, it would seem, is rather the place for a reaffirmation of the Institute's belief in the possibilities for adult education in the modern world and for a restatement of the Institute's responsibilities both to Columbia University and to the community. For, it should always be remembered, the Institute does not and cannot exist in an academic vacuum. A professor of Anglo-Saxon, to take an extreme example, may establish himself in his ivory tower and teach those students who come to him of their own accord (or because of professional or academic requirements) with scant regard for the success or failure of the Russian experiment or for recent developments in literature, in art, in science. But an Institute of Arts and Sciences, making as it does no professional or academic appeal, must realize that it exists to become "a veritable lighthouse for the people of the community in which it is placed"; that its chief function is the two-fold one of interpreting a new civilization as it emerges and of reinterpreting the best that has been said and thought in the world; that its sole reason for existence as a useful adjunct of a great university is that university's desire to serve a thoughtful public, not only by training its youth, not only by making it possible for scientist and scholar to carry out elaborate and recondite problems of research, not only by offering opportunities for highly specialized and professional

study, but also by placing before that public a program of popular education which shall inspire, encourage, and inform.

About the awkward phrase "adult education" there is at present a great deal of confusion, and it is used, legitimately and illegitimately, to cover almost any project from a fifteen-minute "lecture" on "Sunshine and Health" which the writer recently saw advertised in a booth at Coney Island, to a series of twelve lectures on nineteenth-century philosophy given by a well-known and highly respected professor of that subject. Obviously, the Institute is not interested in the former type of "adult education"; obviously, it is very much interested in the latter type. Obviously, too, the Institute is not interested in that form of "adult education" which consists of arranging for the public appearance of certain foreigners whose only claim to distinction is that they are the wives or the daughters or the husbands of somebody or other who has written a book or formulated an economic policy or got himself—or herself—several times married. The Institute is interested in positive personalities, in people who have done interesting things *on their own*, who have lived deeply and widely, and who have the rare ability of sharing their memories and experiences and thoughts with others.

"Education" itself is a very large word, and like other large words—"culture," "love," "patriotism," and so forth—it is capable of an almost infinite variation of definition and application. One lesson that all should learn from Robert Louis Stevenson's very inconsequential and delightfully autobiographical essay "In Defense of Idlers" is that what is one man's educational meat is another man's educational poison and that, in the final analysis, the only true education is self-education. It is also helpful to keep in mind not only Matthew Arnold's definition of culture, but the late Professor Gildersleeve's acute remark that culture is composed of those things which every well-educated gentleman has forgotten. The youth laboriously working out the proof of a theorem in Euclid, the graduate student adventurously exploring old fields in support of a new thesis, the illiterate wage-earner humbly conning his A B C's in a "moonlight school," the person attending a popular lecture on astronomy and going forth made more vividly aware of the beauty and splendor of the heavens—all these, it is thoughtfully submitted, are subjecting themselves to definite educative

influences. That these influences are direct or indirect in varying degrees is of course admitted without argument; nor does any discussion of the relative merits of one contrasted with those of the others add anything to either the popular or the academic definitions of the term.

Indeed, there has been much lost motion in such discussions and arguments of recent years. So many critics of that type of educational influence represented by the Institute of Arts and Sciences, the People's Institute, and Ford Hall of Boston fail to take note of the very important fact that these agencies make no pretensions to formal academic standing whatever. Not one of them offers degrees of any kind; not one of them operates on a basis that might be considered academic. From its very inception the Institute of Arts and Sciences has been committed to a course of popular education. Its main instrument to date has been the public lecture, although it is now hoped that, through the Institute Book Stall and through the frequent publication of reading lists, its members may be induced to follow up various lines of interest touched upon in the lectures by intelligent reading in recommended books.

Just here, it may be noted in passing, is one difference between adult education and university education (since we have no better phrases we must content ourselves with these). In the latter, the teacher not only suggests and seeks to inspire; he also acts as disciplinarian and sees to it that his suggestions are carried through—at least to the minimum point represented by the grade D. He not only interprets a period of history, let us say, or a great sonnet; he takes a check at the end of the term to make sure that the student understands and remembers his interpretations. Now in the former case the teacher seeks only to interpret, to suggest, to inform, to encourage. Theoretically, at least, and figuratively he shoots his arrow into the air—where it falls to earth he cares not. He conducts no examinations; he awards no marks; and he never counts the slain! He tries to remember, with Emerson, that “the things taught in schools and colleges are not an education, but the means of an education.” And he must remember, again with Emerson, that “we were not made to breathe oxygen, or to talk poetry, or to be always wise.”

This is the Institute's responsibility to its public, a public that

is thoughtful and intelligent—and very busy with the practical affairs of this world; too busy, in fact, to be intrigued by the abracadabra of higher learning, too practical-minded to be interested in the erudite arcana of specialized fields of knowledge, too intelligent to be attracted by mere spectacle. The very fact that since its beginning eighteen years ago the evening lectures have been much better attended than the afternoon and morning lectures on the program is to be explained by reference to an occupational analysis of the Institute membership which was recently made. This analysis shows that, to a very large extent, persons who are members of the Institute are persons who are gainfully employed during the day. This membership represents a cross section of New York's intellectual and professional life, and not merely a group of leisure-class individuals. These persons have joined the Institute, not because they find time hanging heavy on their hands, but because, in the cross-currents of modern life, they are seeking an anchor to windward.

It is the belief of your associate that the program of the Institute should be planned for this type of person, that the future success of the Institute depends upon its ability to attract and hold the modern-minded man and woman who is seriously interested in finding an intelligent answer to the question recently proposed by a thoughtful New Yorker: "How can a man keep intellectually up-to-date if he wishes to?" It is for such a person that the series "Aspects of Modernism," "Wide Horizons," "Psychological Aspects of Contemporary French Fiction," "Our Past Contemporaries" have been planned; it is for such that Frank R. Kent, Max Eastman, Louis Untermeyer, Lewis Mumford, Joseph Wood Krutch, Alfred North Whitehead, and L. P. Jacks have been included in the program for next year.

The chronic lecture-goer we shall probably always have with us; but since he is nearly always asleep he need not greatly concern us. Your associate is quite sure that he is not interested in an Institute planned for such an individual; and he does not believe that Columbia University is. Furthermore, he is quite sure that to plan an Institute program which would appeal only to the conservative, the reactionary, the complacent, would be to mark the end of whatever positive contribution the Institute may be making to the intellectual and cultural life of greater New York.

The following statistics in very brief form indicate the numbers interested in the Institute and the events offered for the members enrolled. The total individual members numbered 2,260. The Institute events in the academic year were 296 in number. The total attendance at Institute events was 118,735; total attendance at regular program events, 60,073; total attendance at special events, 7,296; total attendance at lecture-discussions, 7,296; coöperative events, in association with other organizations, mainly academic, 29,266; total attendance at children's programs, 6,811.

Regular program events were planned to cover the major fields of human interest, with special attention given to current events and international affairs. President Nicholas Murray Butler presided at the first meeting of the Institute, introducing the speaker of the evening, Mr. John Erskine, and presenting to the audience the new Associate Director of University Extension in charge of the Institute. Among the more outstanding personalities appearing on the regular program may be mentioned Dr. Hjalmar Schacht, Dr. Alfred Adler, Professor L. Levy-Bruhl, the Grand Duchess Marie, of Russia, Professor Frederick J. E. Woodbridge, Dame Rachel Crowdy, Arthur Pillsbury, Professor H. A. Overstreet, Maurice Hindus, John Cowper Powys, George Russell (AE), General F. P. Crozier, Everett Dean Martin, and Professor Bernard Fay.

Special events, numbering in all ten, were offered Institute members at special reduced prices. These events included two illustrated lectures by Rear-Admiral Richard E. Byrd on his voyage to the South Pole, two concerts by John Philip Sousa and his band, a recital by Harald Kreutzberg and Yvonne Georgi, and five lecture-recitals on Wagner's *Nibelungen* cycle by Walter Damrosch.

The Third Institute Concert Series brought to Columbia such distinguished artists as Walter Gieseking, Roland Hayes, Erika Morini, the Aguilar Lute Quartet, the Kedroff Quartet, and Elisabeth Rethberg.

Lecture-discussion series were given as follows: Dr. Alfred Adler: "The Science of Living" (20) fall; "How to Deal with Failures" (20) fall; Richard Burton: "Significant Current Books" (10) fall; "Books and Plays of the Current Season" (10) spring; Hatcher Hughes: "Main Currents in Modern Drama" (7) fall. As was the case last year, Dr. Adler's two series were given the Institute by an anonymous donor.

Coöperative lectures and other events were held throughout the year to afford the academic public the opportunity of hearing distinguished visiting authorities and scholars, who became available from time to time to lecture on specialized subjects of little or no general appeal. These lectures, it may be noted, are for the most part rarely attended by Institute members. In January, at the instigation of and with the coöperation of an interested alumnus of the University, a series of three meetings on unemployment was arranged. The speakers at these meetings were William Green, Jane Addams, William T. Foster, Right Reverend John A. Ryan, Ivy Lee, Rabbi Sidney E. Goldstein.

The Columbia University Chorus gave two concerts under the auspices of the Institute. On December 22 *The Messiah* was sung to an appreciative audience of more than three thousand persons. On April 30 a second concert was given (Mendelssohn's unfinished oratorio *Christus* and choral and solo selections from works of Bach and Handel) before an audience almost as large as the first. Both were given in the Riverside Church, the officers of the Church coöperating with the Institute and with the Chorus in the project.

The children's program of Saturday morning events included not only marionette performances and productions by the Clare Tree Major Company, but also music, dancing, two programs of magic, and a story hour. It is to be noted that attendance at the productions by the Clare Tree Major players and at the performances by the Sue Hastings Marionettes was most gratifying.

The Institute Book Stall, coöperated by the Institute and the University Bookstore, was established in new and attractive quarters in the lobby of McMillin Theater. This additional service was appreciated by the members in a very practical way. Lists of books by Institute speakers and books recommended by them were published each month in the *Institute Magazine*, and special reading lists were supplied from time to time. The *Institute Magazine* was published eight times during the year. Several articles which appeared in its columns received much favorable attention: "Thoreau, Pioneer in Adult Education," by Raymond Adams; "A Bit of the Old World in the New," by the Reverend Eugene C. Carder; "Bigger or Better Cities," by C. Adolph Glassgold; "Art and the Child," by Fitzroy Carrington; "The Practice of Philosophy," by Frederick J. E. Woodbridge. Improvements

in equipment included enlarging the box office, transforming the unused cloak room in the lobby into a book stall, and centralizing control of all stage lights on a single switchboard.

Finally, it may be reported that the Institute is coöperating with Mr. Milton Cornell and other members of the Committee on Educational Affairs of the Alumni Association in arranging a series of ten Sunday afternoon lectures to be given next season at the Columbia Club. President Nicholas Murray Butler has consented to deliver the opening address of this series. It is felt that this project is, in itself, a worthy one and also that it may serve to bring the alumni of the University into closer contact with the Institute of Arts and Sciences.

Respectfully submitted,

RUSSELL POTTER,

*Associate Director of University Extension
in Charge of the Institute*

June 30, 1931

HOME STUDY

To the Director of University Extension

SIR:

This report on the work of the Home Study Department during the academic year 1930-1931 will not include any final figures for the year, since it is too early to make any definite report on such matters. I do welcome the opportunity, however, to place before you some major considerations affecting the welfare of the Department. As you well know, the continued depression throughout the country has created serious budget difficulties. This situation has affected first the actual enrollment in the Department, and in the second place has jeopardized the work and the welfare of our staff of educational advisers. In regard to the latter problem it is necessary and reasonable to guarantee each man a minimum income, and a method of compensation including such a guarantee will soon go into effect.

Another question to be touched on is the entire problem of the cost of advertising and distribution. It is not apparent to me how these costs can be lowered as long as there is no change in or addition to present methods. They can be kept within reason if two lines of development that really go hand in hand are followed by us. In the first place, it seems imperative to develop our work with large organizations. To that end we have employed an able representative to study and work on that problem during the coming year. Twelve months from now we shall know much better what the possibilities are. In the second place, it is necessary to develop new courses constantly, and the new offering to be presented in the fall of 1931 seems to me full of promise, including as it does a carefully developed course in interior decoration, basic courses in sociology and in public health, and an important group of business courses, including those on trusts, real estate, selling, and the economics of fashion. In addition to these the work of revising existing courses is being carried on, as it always must be. The one important result of this revision during the next year will be the completion for all practical purposes of our offering in English. We should look forward to the time when all departmental offerings

are as well rounded as the offering in English will be at the end of the next twelve months.

The collections department continues to be a necessary part of the Department in spite of the fact that we should all prefer to function without it. As it now operates it is probably a unique organization, since it does not carry the ordinary collection procedure to its logical conclusion. Some are offended by the fact that a collection department exists in the University, but that cannot be helped. This work is bound up closely with educational procedure which I shall touch on later in this report.

The theory and practice of adjustments work for the Department have demanded a good deal of time and thought since last fall, and some considerable changes in procedure have been made. The immediate result has been an increase in the number of courses canceled week by week and month by month. This means that a larger sum of money than in previous years has been taken from accounts receivable or refunded to the student. Something like one tenth of the students registered in a given year, according to the present percentage, become adjustment cases and are canceled. I do not know how this percentage compares with mortality in the other divisions of University Extension, and I do not say that in the course of time the percentage of mortality in Home Study may not become lower as our educational efficiency continues to increase. But I do say that the fact must be faced and that it bears a close relation to our budget estimates and to our policy of admissions. On paper the problem can be solved very neatly by saying that every student who enrolls should pay his entire fee with the assumption that if he does so he will complete his course. That point of view, I am convinced, is entirely delusive. In actual practice a student who pays the entire fee may have good and sufficient reasons for not completing his course. The student who pays only part of his fee will not complete the payment if he becomes determined that he cannot complete the course. It therefore becomes necessary to attempt an equitable adjustment of each case on its merits. I wish to record that the Registrar of the University has given time and thought without stint toward the solution of this vexing but inevitable problem. During the coming year we shall have in the Department a young woman with many years experience in adjustment work to take over the details of this procedure. May

I affirm again that it would in the long run be totally against the interests of the University for this Department to try to insist on the full payment of every contract entered into by Home Study students. The prosecution of such a policy would lead us straight into the worst vices that have in the past earned the distrust of the public for correspondence instruction throughout the country. As an analyst of the problem recently said, "Correspondence instruction has been over-sold, over-collected, and under-taught for the last thirty years." Certainly a Home Study Department should do nothing to increase the burden of public distrust and everything to demonstrate that correspondence instruction properly supervised merits not distrust but respect and confidence.

Turning to administrative and educational matters, I must note with regret the fact that Mr. Gentzler and Mr. Hodnett will not be available to the Department during the coming year. Each man has been exceedingly valuable to Home Study for his grasp of the purposes of the Department as a whole. During the coming year the Associate Director will be obliged to supervise generally all mechanical and educational work. This arrangement will necessarily be temporary and experimental, but should be practicable for the next year.

The actual teaching done in Home Study is the question of abiding interest and importance. Indeed, it is the only thing that is ultimately important. I need not rehearse in detail how the interest of the individual instructors, the care of responsible departmental supervisors, and the vigilance of the Educational Supervisor have contributed to the degree of effectiveness of which we can now modestly boast, but the admissions procedure and the problem of contacts with students should be mentioned.

The responsibility for admissions is placed squarely on the admissions officer in Home Study. He may ask the advice of the Associate Director, and he consults freely with departmental supervisors, but the final decision is his. He makes his decisions on the basis of information sent him by the adviser and on his knowledge of the content and purpose of courses. We have, therefore, striven to have the applications submitted with the fullest possible detail covering the educational, vocational, and personal equipment of the applicant, for we are trying to administer not only an academic program but a vocational one as well, and we

must therefore scan minutely the qualifications and the objective of every applicant. This is mere justice to ourselves and to him. We are constantly trying to improve our technique in this respect to the immediate end that each student will be intelligently dealt with, and to the larger end that the public may feel that the Home Study Department stands for intelligent vocational and academic guidance and for hard work on the part of everyone—advisers, students, and instructors. Anything less than this result is not enough. The connection of this problem of admissions with those of collections and adjustments is too obvious to need further remark.

It has become apparent that we must make a closer study of these matters. To that end, the records of Home Study student failures will be examined and analyzed during the coming year.

A few words concerning general policy will conclude this report. I believe that every important faculty of the University should be represented in Home Study by such courses as can be effectively taught by correspondence and that the development of our curriculum should continue through the institution of basic courses where they do not now exist and of special courses in departments where the ground work has already been laid. It is exceedingly important both for our self-respect and our effectiveness that we have in our mind's eye the tentative plan of a complete university offering in Home Study so that we shall not be taken aback or unawares by demands from outside the University community. I have been in the Department too short a time to visualize completely the future Home Study offering in various faculties of the University. Such a tentative plan should, however, form an important part of the work of the coming year, for the health of the Department will always depend upon the logicality and the completeness of our curriculum as well as on the thoroughness and intelligence of our work in admissions and in instruction. The number of students in Home Study is important only in relation to the economical operation of the Department. Under the present system we cannot work with a small enrollment. Our system is, furthermore, expensive, in comparison with those of other universities. A selective admissions system, thorough instruction, difficult courses, and fair remuneration to instructors and to office and field workers—all these tend to complicate our administrative

problems. But all these point toward quality and toward our goal, already realized in part, of making a real contribution to adult education through correspondence instruction.

Respectfully submitted,

EDWARD A. RICHARDS,
*Associate Director of University Extension
in Charge of Home Study*

June 30, 1931

SETH LOW JUNIOR COLLEGE

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit the following report of Seth Low Junior College for the academic year ending June 30, 1931.

The registration in the College has been as follows:

	1928-1929			1929-1930			1930-1931		
	Winter	Spring	Total	Winter	Spring	Total	Winter	Spring	Total
Seth Low	308	326	385	315	325	383	308	308	348
University Under-graduate . . . . .	...	17	17	15	42	44	64	90	93
<i>Totals</i>	<i>308</i>	<i>343</i>	<i>402</i>	<i>330</i>	<i>367</i>	<i>427</i>	<i>372</i>	<i>398</i>	<i>441</i>

These data show a gradual growth in the total registration in Seth Low from 402 in 1928-1929 to 441 in 1930-1931. It will be noted that the Spring Session registration has increased from 343 in 1929 to 398 in 1931. This is the largest number registered in any one session. The present facilities will not permit an increase in numbers without considerable crowding. This is doubly true if Seth Low is to be called upon to expand further the offering for third and fourth year students.

In 1928-1929 only 17 University Undergraduates or third and fourth year students were registered in Seth Low as against 93 for the present year. Of these 93, nine were fourth year men who completed their work for the degree of Bachelor of Science and received that degree in June, 1931.

Causes for the rapid increase in registration in the third and fourth years are not hard to find. In the first place, Columbia College lacks facilities to care for students who have completed their first two years in Seth Low Junior College. Although University

Classes have the facilities, only a few students desire to confine their academic life to afternoon and evening classes. The student of Seth Low Junior College does not find at Morningside Heights the courses he needs at the time he wishes them. Nevertheless, the rising standards of admissions to the various professional schools, and particularly those of law and medicine, literally force the aspiring student to take three and preferably four years of college work.

Ties of friendship with fellow students, advisers, and Faculty members in Seth Low Junior College are strong incentives to the students who request advanced courses in the College. In the Spring Session of 1931 there were registered in the University 126 University Undergraduates who had begun their work in Seth Low Junior College and 90 of these were registered in Seth Low. All of these students might have transferred their academic activities to Morningside Heights, but only 36 did so. The majority of the 36 could not obtain the courses they needed in Seth Low. The realization of this problem led to the offering for the first time of several advanced courses during the current year. The attendance in all of these courses was satisfactory and in a few cases the classes were too large. For the coming year advanced courses have been added in economics, English, French, government, philosophy, psychology, sociology, and zoölogy. These new courses make it possible for the majority of students registered in Seth Low to fulfill the requirements for the degree of Bachelor of Science.

The increase in the number of students registered in Seth Low Junior College has been accompanied by a rapid rise in the qualitative standards for admission. Mr. Chadwick of the Office of Admissions states the matter in the following manner:

I am delighted to report to you the standing of the freshman class admitted to Seth Low this fall [1930]. This is best shown by a comparative table showing the upper quartile, median and lower quartile division marks on the Thorndike Intelligence Examination for the classes admitted in 1928, 1929, and 1930. They are as follows:

	1928	1929	1930
Upper quartile	78.2	81.0	90.0
Median quartile	70.1	74.7	85.0
Lower quartile	60.8	68.5	77.9

You will note that the upper quartile has been raised 12 points, the median, 15 points, and the lower, 17 points from the 1928 standard. The standard of the present group compares very favorably with that of this year's entering class in Columbia College and is better than the standard for Columbia College in any preceding year.

The number of students applying for the coming year together with their high academic standing and intelligence ratings indicate that an even higher standard of admission must be adopted to prevent the College from crowding its very limited facilities.

The lack of suitable space for the convenient housing of the College together with the high quality of the students seeking admission and the inevitable expansion in the third and fourth years raise anew the questions of a building to serve as a home for the College, and the development of the College into a four-year institution granting both the degrees of Bachelor of Arts and Bachelor of Science. The situation is such, however, that the erection of a building should take precedence over the consideration of a four-year college. While hope burns brightly that the citizens of Brooklyn will recognize the service of the College by supplying her with a new building the College continues to develop its program of academic and social activities.

In the fall of 1928 the College opened with approximately 500 volumes in its own library and had the privilege of using books borrowed from the main Library of the University. By the close of the academic year 1928-1929 there were 2,379 books in the library and this number has been augmented until at the present time there are more than 5,300 volumes available to the readers. One thousand six hundred and fifty volumes have been added to the library during the current year. Mr. R. F. Miller of the Columbia College Study has supervised the library of the College both from the point of view of personnel and the selection of books. In his recent report he states that the total number of books used has increased from 22,706 in 1928-1929 to 52,234 in 1930-1931. This is a growth of 130 per cent in the use of the library as compared to an increase of 10 per cent in the total registration of the College. This satisfactory showing is not entirely due to a larger number of volumes available but also to the introduction of *Contemporary Civilization A* and *B*, the growth of the third and fourth year classes, the establishment of reading requirements by all departments, and a change in the professional objectives of the students.

In the fall of 1928 about 70 per cent of the freshman class had selected medicine for their career. The members of the freshman class of 1930 were much more diversified in their interests. They indicated the vocations to which they aspired as follows:

	<i>Number</i>	<i>Per Cent</i>		<i>Number</i>	<i>Per Cent</i>
Architecture . . .	2	1.2	Law	29	17.6
Business	7	4.0	Medicine	83	50.0
Dentistry	7	4.0	Optometry	6	4.0
Engineering . . .	5	3.0	Non-professional .	20	12.2
Journalism . . .	6	4.0			

The percentage preferring medicine is still much larger than that of Columbia College or of colleges in general. This is unfortunate in view of the difficulty which students encounter in gaining admission to schools of medicine. Many well-qualified students have found it almost impossible to continue along the path which they have chosen. The adjustments to this reality are often very painful to the student, his family, his adviser, and Faculty members. Greater attention must be given by the administration of the College to the vocational preferences of the students, and particularly those who are uncertain of their careers and those who find it necessary to change their objectives.

During the year letters were sent to 330 former students of Seth Low Junior College, most of whom had completed the two-year program since the organization of the College in 1928. One hundred and three answers were received. Seventeen had transferred to Morningside Heights as University Undergraduates; 17 withdrew because of financial difficulties; 5 withdrew due to ill health; 6 dropped their college course to enter business; 5 transferred to University Classes in Brooklyn; and of the remainder, 13 entered schools of law; 4 enrolled in dental schools; 9 began the study of medicine; 1 entered a school of physical education; 1 registered in a school of education; 1 entered the School of Business; 1 began his graduate work in the University; and 23 transferred to fifteen other institutions of higher learning, three of which are located in New York State. It is hoped that more complete data may be obtained in the future, but the replies from this number are informative. Twenty-four, or almost one-fourth of the group,

continued their studies in other parts of Columbia University; nearly another one-fourth transferred to other liberal arts institutions; 28, or another one-fourth of the group, withdrew for financial reasons, ill health, or to obtain employment in business, leaving only 28 to enter professional schools.

Several improvements were made during the year for students who continue their studies as University Undergraduates in Seth Low. Heretofore it has been necessary for the University Undergraduates registering in Seth Low to go to Morningside Heights to obtain the approval of Professor Krout, the adviser to University Undergraduate men. The Committee of the University Council in charge of University Undergraduate men approved the appointment of an adviser in Seth Low to serve as an assistant to Professor Krout. This action not only saves the University Undergraduate much time and inconvenience, but also simplifies the registration procedure in the College.

For some time there has been a rule offering an additional point of credit for each six points of A that a student might make, provided no grade (other than that in physical education) was less than B. This rule for students taking the first two years in Seth Low has been extended to University Undergraduates registered in Seth Low. In effect it is a scholarship in the purest sense.

The Committee on University Undergraduate men and the authorities of Teachers College have recently taken the necessary action to permit University Undergraduates to pursue the courses in Teachers College which are required for a teacher's license.

A very important step forward was made possible by the generous action of the Trustees in recognizing the high quality of the teaching staff by increases in salary and also by establishing more full-time teaching positions. There were five men giving their full teaching time to the College in 1928-1929 or approximately 12 per cent of the entire staff. For the coming year 26 men or 60 per cent of the officers of instruction will be devoting their entire teaching time to the College. Of the remaining 17 men, two are full-time Assistants in Zoölogy and the remainder are either on a part-time basis or teach both in Seth Low and at Morningside Heights. The importance of this development cannot be overemphasized. It promotes stability and a sense of permanence and security to the College both from the point of view of the students, the teaching staff, and the administration. The full-time teacher feels that

the College is his career and that he is one with it. He therefore takes a keener interest in its development, is more willing to serve on various essential committees, and is more interested in and available for the students of the College. On the other hand, one need hardly mention that there are distinct advantages in having a number of the Seth Low staff teach at Morningside Heights, in Columbia College, the Graduate Faculties, or University Classes. Simultaneously with the strengthening of the Faculty there has been a marked improvement in the functioning of the various departments and in the scholarship and teaching of their members.

One of the important additions to the curriculum was the introduction of *Contemporary Civilization B*. Seth Low now offers the complete *Contemporary Civilization* program as it is given in Columbia College. These vital courses are conducted in close coöperation with the staff of Columbia College and under the general supervision of Professor Coss. Mr. T. C. Blaisdell, who has immediate charge of *Contemporary Civilization* in Seth Low, reports that

The most notable addition to the requirements of *Contemporary Civilization B* was the offering of trips to institutions and places of social importance and interest. The students as well as the staff have felt this innovation to be very helpful in making the work concrete. An interesting experiment was tried in *Contemporary Civilization A*. The section dealing with modern art was supplemented by the arrangement, in coöperation with Columbia College, of an exhibit of a number of representative modern paintings and an exhibit of modern photographs.

The grading of examinations in these two major courses has been conducted on the same basis as in Columbia College. Care has been taken to maintain the highest standard of attainment.

During the year members of each class in *Contemporary Civilization A* and also *Contemporary Civilization B* have met with the teaching staff and offered criticisms and suggestions for the improvement of the course. Many valuable ideas have been presented in this manner and the students have obtained a keen realization that they are helping to build these foundation courses.

The French Department was called upon to care for a substantial increase in registration. One course, *French 7-8*, was added to the offering. This department now presents a four-year program for the student who wishes to learn the language in a fashion which will enable him to master it and thus make of it a permanent possession and a treasure of high value. How much better it is for a

student to obtain sufficient instruction in one foreign language to really learn it than to dabble a year to two in several languages and then, more often than not, forget them all.

The Department of Psychology reports the success of new courses in experimental psychology and physiological psychology. A room was equipped with suitable apparatus for these courses and an additional instructor employed. These developments are due to increased interest of the students in the field of psychology. Dr. Chappell, the departmental representative in charge of this work, announces that "for the first time in the history of Seth Low men have received their degree of Bachelor of Science by majoring in psychology." The College now offers sufficient work in this department to enable a student to complete his four years in Seth Low Junior College. However, students are advised to obtain a part of their instruction at Morningside Heights.

Professor Elftman states that the Department of Zoölogy has expanded its program so that it now offers all of the undergraduate courses given at Morningside Heights, except the survey course, and in addition presents instruction in an advanced course, "The Evolution of Man." This work is conducted in an excellent fashion considering the handicaps that must be overcome. Although the appropriations for equipment have been generous during the last three years a rapid expansion in the offering of the Department leaves much room for the acquisition of essential apparatus and supplies. The laboratory is decidedly inadequate for the program of courses that are and should be offered. Storage space is also at a premium. The emphasis upon research together with the desire of our Faculty members to prosecute vigorously their research problems present the question of facilities. It is exceedingly difficult, to say the least, for men to carry a full teaching load in Seth Low and then to find it necessary to go to the Museum of Natural History, Morningside Heights, or the College of Physicians and Surgeons to conduct their research. Most of the men affected live on or near Morningside Heights and this suggests a partial solution. The departments at Morningside Heights, and particularly Psychology and Zoölogy, might provide room and make provision for the research of their Seth Low members in the same manner that they provide for their men who teach at Morningside Heights.

Mr. Howard of the Health and Physical Education Department

reports that the year of 1930-1931 has marked the stabilization of the program of physical education, some expansion in the service rendered, a marked improvement in the type of instruction given, and the control of all athletic coaching in the College by his department. Mr. Howard has been assisted by a full-time lecturer and three part-time assistants. For the coming year the number of the staff will be reduced but one more man will be promoted to a full-time Lectureship.

Instruction has been given for the first time to sophomores. Freshmen and sophomores have been separated as much as the facilities and the College program would permit. Further progress in this direction is recommended so that the instruction may be adapted to the previous training and needs of the respective groups. Longer periods of instruction in various games have been tried with the result that student skills have reached a higher plane than was formerly attained and the students have played a greater variety of these same games during their free time, which indicates that they enjoy them. An experiment was conducted in the use of objective examinations to test the students' knowledge of rules and techniques. These matters were discussed in class prior to the examinations, and rule books were placed in the library. The results obtained show considerable improvement over the previous year. Emphasis is placed upon those games and sports which the student is likely to use for his recreation after he has begun his business or professional career.

During the year the Department of Health and Physical Education coached seven intercollegiate sports. No outside coaches have been employed. Although each team has naturally hoped to win each game, emphasis has been placed upon skill in playing and sportsmanship rather than on winning the game. All athletics have been financed by the Seth Low Students Association so that there has never been any pressure to enlarge the gate receipts. Interest in intramural activities continues to grow. Intramural sports were conducted in fencing, basketball, and handball. These tournaments were organized by the students, and supervision and equipment were provided by the Department.

Health instruction in Seth Low was inaugurated during the year 1930-1931. A course entitled "Health Problems" was offered to the students as an elective for two hours weekly each session. The

intent of the course has been to give to students a sound knowledge of the many reactions of the human organism, and to allow them the opportunity of discussing this knowledge in relation to their own present and future actions.

There has been a recognized need for a health service in the College building that would care for the students and Faculty through examination and reëxamination, treatment of illnesses, and general supervision of the physical and mental well being of the entire college community. The expense of installing such a service has prevented the establishing of it to the present time. A plan has been worked out during the past year in coöperation with Dr. McCastline of the University whereby a health service could be established in Seth Low Junior College that would meet the minimum needs of the College; and whereby this service could be extended and enlarged as the College grows and becomes more able to support it. This health program provides for required health instruction based on the needs of students when they enter the College. It also provides for the coördination of all the factors in the College that contribute to the well being of the student. The coöperation of all departmental groups in the College is an essential part of the plan. It is hoped that through the functioning of an organized health education program the service of the College to the student will be greatly increased, and that which the student takes away with him will be of infinitely more meaning and value to him. It is strongly urged that this plan be adopted and put into operation at the beginning of the academic year, 1932-1933.

The greatest need of the Department of Physical Education is suitable facilities in a building which also houses the College. In the meantime, however, the College appreciates the coöperation of Plymouth Institute. In the current year the Institute has enlarged the basket room and the locker room, placed more lockers at the disposal of the Physical Education Department, purchased and installed a new water heating system, constructed a three-wall handball court on the main gymnasium floor, and made available to the Department a larger office on the main floor. Arrangements have recently been made by the Institute for the purchase of fifty new full-length lockers for the exclusive use of Seth Low students. The introduction and development of the work of the Health and Physical Education Department have been of inestimable benefit to the College.

The scholarly activities of the teaching staff have been varied and fruitful. An incomplete bibliography of the Faculty of Seth Low Junior College follows:

- Anderson, Nels: "Hornswogglng the unemployed," *New Freeman* 1: 490-92, August 6, 1930.
- Anderson, Nels (Dean Stiff, pseudonym): *Milk and Honey Route; a Handbook for Hobos; with a Comprehensive and Unexpurgated Glossary*. Illustrations by Ernie Bushmiller. Vanguard Press.
- "Social Research Comes of Age," *Outlook* 157: 346, March 4, 1931.
- Chappell, Matthew N. and Pike, F. H.: "Organic World and the Causal Principle." *Science* nos. 72: 427, October 24, 1930.
- Elftman, Herbert O.: *The Pleistocene Mammals of Fossil Lake, Oregon*. American Museum of Natural History-Novitates.
- Hansome, Marius: *World Workers' Educational Movements, Their Social Significance*. ("Columbia University Studies in History, Economics, and Public Law," no. 338.) Columbia University Press.
- Loomis, Roger S.: *The Art of Writing Prose* (with M. L. Robinson, H. R. Hull, and Paul Cavanaugh). New York, Richard R. Smith.
- "The Head in the Grail," *Revue Celtique*, 47: 39-62.
- "Some Names in Arthurian Romance," *Publications of the Modern Language Association*, 45: 416-43, June, 1931.
- Razran, H. S.: "Theory of Conditioning and of Related Phenomena," *Psychological Review*, 37: 25-43, January, 1931.
- Sturdivant, Harwell Presley: "Central Bodies in the Sperm-Forming Divisions of *Ascaris*," *Science* nos. 73: 417-18, April 17, 1931.
- Wuorinen, John H.: *Nations of Northern Europe*. See monthly numbers of *Current History*.
- The Prohibition Experiment in Finland*. Columbia University Press.
- Modern Nationalism in Finland*. Columbia University Press.

Scholarship on the part of both students and Faculty may very well come first in the life of the College, but well-rounded development calls for play and those extracurricular affairs which cultivate leadership, loyalty, and social mindedness. It is the aim of Seth Low Junior College to provide an opportunity for each student to participate in some social activity. During the current year more than one half of the student body took advantage of these opportunities. This is an unusually large percentage and is no doubt due to the smallness of the College, the interest of the Faculty and administration, and the wide variety of activities open to the students.

Thus far the College has constantly improved the service it has rendered to Brooklyn and the Metropolitan area. It has now developed to the point where its usefulness may be greatly enhanced by more adequate facilities for its many functions. A building is the most vital and fundamental need. A new home would do much to care for the recommendations of the departments of the College. In addition to the departments now housed in the College it would provide for physics and chemistry, astronomy, drafting, fine arts, and geology—all of which are now offered to Seth Low students only at Morningside Heights. It would enable the College to house its own physical education facilities, health service, and social affairs.

Respectfully submitted,

EDWARD J. ALLEN,
Director

June 30, 1931

SCHOOL OF BUSINESS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to present herewith the Report of the School of Business for the academic year ending June 30, 1931.

It is my place to record in the Report of the Dean of the School of Business the modification in the organization of the School which took place July 1, 1931. The Trustees of the University set that date as the time for the new form of organization of the School of Business to go into effect. This new plan implied the appointment of a Faculty and Dean. When the School was organized fifteen years ago the administration was intrusted to a Director and an Administrative Board of seven members. This form of organization had been adopted for all schools of recent history on the ground that the administrative officer with a small board of advisers was more practical for a new school than the more elaborate administration under a Faculty and Dean. During the present year the President and the Trustees determined that the older and traditional form of administration might well take the place of the more recent system in the case of the schools of later organization. Hence for the School of Business the members of the staff of professorial grade became the Faculty and the Director became the Dean. It should be very clearly stated that this change in the form of administration was very simple and did not imply any change in the relative standing of the School in the University. Nevertheless those interested in the School will undoubtedly approve of the change which places the School of Business under a form of organization similar to that of the older schools of the University such as the College and the School of Engineering.

The Trustees have recognized the efficiency and scholarly attainment of the members of our staff by making certain well-deserved promotions. I have the great satisfaction of recording the promotion of Benjamin Haggott Beckhart to be Associate Professor of

Finance, James L. Dohr to be Associate Professor of Accounting, David Le Fevre Dodd to be Assistant Professor of Finance, and Carl Sumner Shoup to be Assistant Professor of Business Administration, all to take effect July 1, 1931. Our staff now numbers eleven Professors of full standing, five Associate Professors, and seven Assistant Professors.

Professor J. Anton de Haas of Harvard University has been during the past year Special Lecturer in Economic Geography in the absence of Professor J. Russell Smith. We are fortunate in the consent of Professor de Haas to continue as special lecturer during the coming year because of the absence of Professor John Ewing Orchard. We also appreciate the services of Harlow Stafford Person as Lecturer in Business Administration and are grateful that his presence in New York permits the School to have the advantage of the experience of this expert in business education.

I should mention the selection of Professor Roswell C. McCrea, Hepburn Professor of Economics, to be the head of the Department of Economics of the University. This appointment brings into close association the administration of the School of Business and that of the important Department of Economics of the School of Political Science. It portrays the harmonious coöperation between the Department of Economics and the School of Business which has always marked the history of the School in whose inception Professor Seligman, former head of the Department of Economics, was so deeply interested. The School has been signally honored by the selection of Robert Murray Haig, Professor of Business Administration, to succeed Professor Edwin R. A. Seligman as McVickar Professor of Political Economy. We look with great satisfaction on this appointment, especially as it does not also imply the withdrawal of Professor Haig from the Faculty of the School of Business.

As referred to above, Professor John Ewing Orchard has been granted a leave of absence so that he may accept a Guggenheim Memorial Fellowship enabling him to investigate industrialization in China. Mrs. Orchard has been honored in a similar manner and will coöperate with her husband in these investigations.

An examination of the record of preparation and training of the various members of the Faculty of the School indicates that in a list of twenty-three men of professorial grade only three do not

hold the degree of Doctor of Philosophy. Of these three, one Assistant Professor of Accounting has the certificate of Certified Public Accountant, the other two have the Bachelor of Laws beyond the Bachelor's degree. Among men of other rank, of four lecturers two have the degree of Doctor of Philosophy, the other has the Bachelor of Laws. Of five instructors, one has the degree of Doctor of Philosophy and three are candidates for the degree. From this enumeration it is very clear that the University prefers men with an academic history for its active teaching force. We might reasonably discuss the advantages and disadvantages of this almost complete adherence to the men of scholastic training and academic experience for appointment to the teaching staff. As an offset to this exclusiveness in the selection of the instruction force, we call upon business men of distinction to address the students in general or in the conduct of certain courses in the various departments.

Thus in the course designated as "Business Policy" we have relied entirely upon speakers from active business. The exercises of this class were held once a month in the afternoon at an hour which was free from regular class instruction. The speakers at these meetings during the year were: for October, W. G. Brady, Jr., vice-president of the National City Bank; for November, George D. Olds of Hills Brothers Company who spoke on "The Present Changes in the Distribution of Grocery Products"; for December, Leland Rex Robinson, president of the Second International Securities Corporation, whose subject was "Causes for the Current Business Depression"; in January, J. Edward Meeker, economist of the New York Stock Exchange, explained the activities of the Exchange; in February, John W. Davis, president of the Delaware, Lackawanna, and Western Railroad Company delivered an address appropriate for students just entering upon a business career; in March, Frederick W. Doolittle, vice-president of the North American Company, discussed the broader aspects of public utility operation; in April, Edward Thomas, discussed certain features of the law of patents, and finally in May, Thomas Campbell, president of the Campbell Farming Corporation, spoke on "Economic Conditions in Russia." Mr. Campbell's address was valuable as coming from an agricultural engineer of national and international reputation who had recently returned from Russia where he had been engaged as special adviser to the Soviet Government on

introducing American farming of the larger and more extensive scale.

Various departments were aided in the conduct of their courses by speakers from active business. Before classes in statistics Oliver Walker and L. J. Langan of the International Business Machines Corporation discussed "The Use of Hollerith Machines in Sales Analysis," and Dr. L. D. H. Weld, Research Director of the McCann-Erickson Advertising Company, spoke on "The Measurement of Sales Potentials." In the Accounting Seminar the following were listed as special lecturers: Henry W. Sweeney with Price Waterhouse and Company; Charles M. Neubauer with International Telegraph and Telephone Company; Lester F. Brumm and Charles S. Neale with Hahn Department Stores, Incorporated; Francis J. Carr with the Aviation Corporation of America; W. Donald Jordan with Chemical National Company; and John Jaffe with the College of the City of New York.

The following spoke before the Banking Seminar: Honorable Edmund Platt, formerly vice-governor, Federal Reserve Board; Professor W. J. Carson, University of Pennsylvania; Honorable Joseph A. Broderick, Superintendent of Banks of the State of New York; Dr. Lawrence B. Mann, formerly economist of the National Industrial Conference Board; G. W. Leman, Head, Foreign Exchange Division, Irving Trust Company; Dr. Marcus Nadler, Director, Institute of International Finance; and Eric Vance.

It is my custom to present in my annual report a record of the activities of members of the staff apart from their duties as officers of instruction. Officers of the School of Business are frequently called upon to perform some service in coöperation with the government, either of the nation or state or city. We regard this public service as a legitimate part of the duties of officers of the School although it may, for a period of time, interfere with the usual academic assignments. I shall first give an account of the service thus rendered for the public and then pass to other activities more immediately associated with academic interests and of scholarly purpose.

Professor Robert Murray Haig has served as chairman under appointment by the Governor of the State of New York of the St. Lawrence Power Development Commission. The report of this Commission was submitted in January, 1931, and was followed by

the passage of a bill prepared by the Commission with a unanimous vote by both houses of the Legislature. Professor Haig has recently been assigned the position of Executive Secretary and Director of Research of the New York State Commission for the Revision of the Tax Laws, originally appointed under Chapter 726 of the laws of 1930, and continued until February, 1932, by Chapter 12 of the laws of 1931. He is also a member of the Mayor's Committee on Taxation in New York City. For the Federal Department of Agriculture, Professor Haig is completing certain work as the principal economist of the Forest Taxation Inquiry.

Professor R. C. McCrea, coöperating with Professor Thurman W. Van Metre, has prepared *A Statistical Study of Argentine Trade with the United States and the United Kingdom*.

Professor H. Parker Willis has submitted a report on the condition of banking in West Virginia. The purpose of this study was the bringing about of a reduction of bank failures in the state. In this work he has been assisted by Professor John M. Chapman of the School. Professor Willis has also submitted to the Government of Rumania an inclusive report dealing with the financial and business reorganization of that country. He has likewise furnished to the Senate Committee on Banking and Currency, plans for an elaborate investigation of the present banking situation in the United States. He has formulated a tentative bill for the correction of the conditions and completed the first portion of the actual hearing and investigation relating thereto. An account of the hearing, with an inclusive appendix covering the results of the investigation thus far, will be published this summer.

Professor Frederick C. Mills is engaged in investigations undertaken by the National Bureau of Economic Research for the Committee appointed by the President of the United States on recent economic changes. One report entitled "Aspects of Economic Change in the United States," will be published in the next few weeks. The second investigation has to do with the present worldwide business depression as considered by the National Bureau.

Professor James C. Bonbright has prepared a report on the "Economics of Holding Corporations" for the Committee on Interstate and Foreign Commerce of the United States House of Representatives. A portion of this report has been published in the Report of that Committee on Regulation of Stock Ownership in Railroads,

71 Congress, Third Session, House Report Number 2789, February 20, 1931, Part I. He has been appointed by the Governor as Trustee of the Power Authority of the State of New York and is secretary of the Commission.

Professor Archibald H. Stockder has prepared a report on "Inter-
corporate Relations of the Burlington, Great Northern, and
Northern Pacific Systems," for the Committee on Interstate and
Foreign Commerce of the House of Representatives. This is
published in Part 3 of its report on the "Regulation of Stock
Ownership in Railroads," pages 249-409. Professor Stockder has
also made a "Survey of the Economic Results Obtained through
the Organization and Operation of the Rhenish-Westphalian Coal
Syndicate," prepared by the President's Committee on Unemploy-
ment, Arthur Woods, chairman. This covers 139 pages and presents
16 charts.

The enumeration just set forth indicates in some degree the public
service rendered by members of the Faculty of the School. It is the
result of definite requests by the nation, state, and city presented
to the University and to its officers who are experts in their several
fields. Compliance with such requests is granted most willingly
by the University and the spirit of the institution is heartily en-
dorsed by the officers of the School.

Beyond this record of public service for the nation, state, or city
it is important to note that the members of the staff have almost
without exception written scholarly papers for publication or for
meetings of learned societies. Many again have given addresses
on important subjects of business interest and have published
articles and books of a scientific character.

Professor H. Parker Willis has written an article each month for
The Banker on the banking conditions in the United States. Pro-
fessor Frederick C. Mills presented a paper on "The Use of Index
Numbers of Prices in the Study of Economic Changes." Professor
James C. Bonbright continued his research on the valuation of
property by the courts. As part of this research Professor David
L. Dodd has published a book on *Stock Watering*, Columbia Univer-
sity Press, 1931. This work has been described as "the most
thorough-going study of the legal and economic aspects of the
subject that has ever been published."

Professor Bonbright has published the following articles during

the past year: "The Breakdown of 'Present Value' as a Basis of Rate Control"; in *Proceedings of the Academy of Political Science*, Vol. XIV, May, 1930; "The Concept of Depreciation as an Accounting Category," *Accounting Review*, June, 1930; "Anglo-American Dividend Law, Surplus and Profit," in coöperation with Joseph L. Werner, *Columbia Law Review*, November, 1930; "Recent Developments in the Law of Public Utility Holding Companies," in coöperation with David E. Lillienthal, *Columbia Law Review*, February, 1931; "Should the Utility Holding Company Be Regulated?" a debate between Martin L. Insull and James C. Bonbright in *Public Utilities Fortnightly*, February 19, 1931.

Professor O. S. Morgan has been designated by the University as delegate to the Fifteenth International Congress of Agriculture meeting June 5-8 at Prague, Czechoslovakia, and as delegate to the Second International Conference of Agricultural Economists held at Cornell University, August 18-29, 1930, and to the Fiftieth Anniversary of the founding of the New Jersey Agricultural Experiment Station of Rutgers University. He has been chairman of the University Committee on Rural Affairs and has presented a complete report of the Committee to the President.

Professor T. W. Van Metre has prepared two reports for the Chamber of Commerce of the State of New York, one on railroad consolidation, another on financing of municipal improvements. He has also aided in preparing reports on railroad policy issued by the Shippers Conference of Greater New York.

Professor R. B. Kester has made the following addresses during the year; at Springfield, Massachusetts, before the local chapter of the National Association of Cost Accountants, on the subject of "Controllershship—Its Function and Organization"; before the local chapter of the same organization at Utica, New York, on "Depreciation and Plant Property Accounting"; and before the New York City Commercial Teachers Association, on "The Project Method for Teaching Bookkeeping."

Professor R. H. Blanchard has served as insurance adviser to the Committee to Study Compensation for Automobile Accidents. Professor Blanchard is the book review editor of the Casualty Actuarial Society and is Director and member of the Educational Committee of the Insurance Society of New York. He is also a member of the Committee on Insurance of the Chamber of Com-

merce of the United States and is chairman of their sub-committee on unemployment insurance.

Professor John E. Orchard has during the year completed and published his work on *Japan's Economic Position*. This book, prepared under the auspices of the Council for Research in the Social Sciences, has been received with high commendation and is regarded as a work of authority on this subject. Professor Orchard has published a paper on "Japanese Expansion in China" in the *Annals of the American Academy of Political and Social Science*. He is continuing his studies on the industrialization of the Far East.

Professor John M. Chapman spoke at the Institute of Statesmanship, Winter Park, Florida, on the subject of "Banking Concentration." He has also spoken before the Conference on Problems and Policies of Domestic and Foreign Finance of New York held under the auspices of New York University in the Stock Exchange Conference Room.

Professor Paul F. Brissenden is serving as a member of the Advisory Committee for the Investigation of Public Relations of the Motion Picture Industry conducted by the Federal Council of Churches of Christ in America. He has published an article on "Casual Labor" for Volume III of the *Encyclopedia of the Social Sciences*.

Professor Carl S. Shoup has been engaged in a study of taxation in connection with the Mayor's Committee on Taxation of New York City and also the New York State Commission for the Revision of the Tax Laws. He has published an article in the *Bulletin of the National Tax Association* for October and November, 1930, on "The Sales Tax in France" and for Volume III of the *Encyclopedia of the Social Sciences* an article on "Business Taxes." Professor Shoup has published through the Columbia University Press, October, 1930, a work on *The Sales Tax in France*.

Dr. L. A. Wolfanger has published in the April number of the *Geographical Review* an article on "Economic Geography of the Gray-Brownerths of the Eastern United States" and in the April number of *Economic Geography* an article on "Abandoned Land in a Region of Land Abandonment."

It is well for us to study figures of registration for the year which supply a number of interesting facts.

The total number of registrations was 468 as compared with 485 in 1929-1930. Of these 196 registered for the degree of Bachelor of Science in contrast with 207 last year; 166 for the degree of Master of Science against 139 last year; and 31 for the degree of Doctor of Philosophy as against 39 last year. Unclassified students numbered 75 against 100 in the preceding year. In this unclassified group are included 15 college graduates who were one-year secretarial students. At the Commencement in June last, 84 received the degree of Bachelor of Science as compared with 77 in 1930; 37, the Master of Science degree as against 36 in the preceding year.

The School of Business furnished instruction for hundreds of students from other schools of the University. From Columbia College 407 students elected courses in the School of Business. Of the total registration 246 students came from New York State and 222 from other states and from foreign countries.

The students of the School must have an academic history before admission to the School. Those admitted as undergraduates had two years of cultural training in a collegiate institution. Of course, students admitted for the higher degrees have received the Bachelor's degree. We are therefore interested in examining the records to determine from what institutions they may come. The record indicates that 135 different institutions in this country and 35 in foreign countries supplied the students of the School. The largest number, 154, came from Columbia University, 16 from Harvard University, 13 from the College of the City of New York, 9 from the University of Pennsylvania, 8 from New York University, 7 from the University of California, 7 from Yale University, 5 each from the University of Illinois, the University of Pittsburgh, Trinity (D. C.); University of Washington, Wellesley, Williams, Connecticut College, 4 each from Cornell, Dartmouth, Hunter, University of Kansas, and Ohio State, 3 each from Brown University, Catholic University, the University of Chicago, Franklin and Marshall, the University of Indiana, the University of Minnesota, the University of Missouri, Princeton University, Providence University, and Virginia Polytechnic Institute.

The Faculty Committee on Employment of students of the School of Business was established by the staff to supplement the efforts of the University Appointments Office with particular attention to the interests of the students of the School. The mem-

bers of the committee are Professor Paul F. Brissenden, chairman, Professor Frederick C. Mills, and Professor Thurman W. Van Metre, with Mr. W. Emerson Gentzler as secretary and Miss Clara E. Velting, assistant secretary. The committee has been aided by the Students Committee on Employment of the School and by the School of Business Alumni Association. The alumni have organized a group of counselors, each one of whom represents an important field of business. Each counselor, as an active man of business, agreed to interview students who needed advice as to the prospects and advantages of the field which he represented. It was unfortunate that the first year of this admirable plan should be distinguished by the scarcity or almost entire lack of positions open to our students. The interest of the alumni in this problem is greatly appreciated and their efforts put forth almost in vain this year are worthy of the highest commendation.

All the statistics indicate the serious condition of the business world. It is a sad fact that although we graduated this year a larger number of students, the committee has made fewer placements than were assigned in any of the five years preceding. This year we record only 14 placements against 53 of last year. In like manner fewer employers by far called upon the committee for prospective appointments, the figure being 55 against 81, and the number of students called for was 93 as compared with 152 last year. As experienced persons were principally called for, the placing of those inexperienced has been unusually difficult. Business conditions have so affected employment in general that many alumni have called upon the committee for help. The committee has referred at least 46 alumni to positions. Again while the vocational preference of the students tends to banking, accounting, and statistics, the calls from the business world have been entirely different. The special call this year has been for research men with statistical training and for teachers in the field of business. This selection portrays the inactivity in business very clearly.

The chairman of the committee calls the attention of the Dean to the appropriateness and the necessity for the organization of a department of student guidance and placement to be assigned to the active charge of a competent person, preferably a psychologist who should give all or most of his time to this work. Up to the present time no appropriation has been made for the work of the

committee in the matter of student placement. It may not be possible at the present time to establish a department of this kind. Nevertheless, I sympathize very strongly with the recommendations of the chairman of the committee who feels that our advice to the students should be given by a man who has made a careful study of the situation and of the students' needs and also feels that the contact with the business world should be more exactly established than heretofore. It might be possible to assign a person whose interests are in the field of educational guidance, as the whole question deals with the personnel side of business activity.

After a review of what precedes, it can readily be understood that we regard the purpose of the School as twofold.

One objective is of course instructional and this stands as the first purpose since it expresses the educational object for which the School exists. The other objective is investigation and research which are based on the conception of business as a science. This implies also that the staff is a congregation of scholars assembled primarily for educational purposes but as specialists investigating the science of business and making themselves experts in specialized fields. Our School, as shown above, holds that these men are at the command of the University but also ready to give help to the community and the public.

On the instructional side we state very clearly that like other schools of high standing we aim to give training in the fundamentals of business and business administration, which we regard as generally essential for all persons entering business. It is true that in a certain sense all education is vocational and is built upon a definite purpose. Nevertheless, we do not believe it is the function of a school of business to train men for any particular form of business activity but to give them an education which will equip them for any business which they may enter. So far for the educational purpose.

On the side of investigation and research it behooves a school to give its attention to problems of economic character, the solution of which forms the purpose of the scientific investigations of our scholars. We are passing through one of the great economic episodes in the history of the world and the School of Business should turn to these great questions now being presented by an inquiring world of business. What should be the attitude of the School in the time of

such a crisis? In a recent address before the Wharton School, Daniel Willard, president of the Baltimore and Ohio Railroad, pointed out with great candor that "the capitalistic system which is the basis of our entire political and economic structure is undergoing the fires of criticism." He called upon the old historic Wharton School celebrating its fiftieth anniversary to consider the problems of unemployment and of the distribution of resources, the solution of which is vital to the maintenance of the capitalistic system. It is very evident that this distinguished man of business looked to the schools of business to make these important questions the subject of careful study and investigation. May I state that this is the view of service held by the officers of our School.

In my last report I suggested the appropriateness of an organization in the School assigned to the study of public utility and corporation problems. The argument was that we are located in the greatest commercial center of the country and that some of those best qualified to consider this subject are connected with the schools of the University. Since the writing of my last report, as if to confirm and support my statements two members of the School of Business have been selected by the Governor of the State of New York to aid in the study and solution of one of the great problems in the field of public utilities.

In like manner I have often referred to the fact that our School by reason of its location is called upon to study the whole question of distribution and to afford an opportunity for an expression of opinion by those best qualified to speak on this important question of the science of business.

If I interpret correctly the opinions of the members of our Faculty, they regard their profession in the twofold light in which I have endeavored to set forth the real objectives of a school of business.

Recently the alumni of the School under the leadership of their president, now retiring, George A. Jacoby, have become commendably active in strengthening their own organization and in arousing interest in the welfare of the School. They have held two very successful alumni dinners at the Columbia University Club. That held last spring was addressed by the President of the University and was attended by two hundred members. The alumni have conducted, during the winter, so-called program meetings for continued study of economics and business, a form of adult

education now very popular. They have issued a bulletin, the *Business Alumnus*, giving information as to members of the Association and their interests. Finally, they have endeavored to assist fellow alumni and members of the graduating class in obtaining positions. The alumni are evidently beginning to realize that increase of prestige of the School of Business rests to a large degree in their own active interest in the School. There is general recognition of the fact that the School has an enviable reputation by reason of the distinction of the members of the Faculty and the carefully prepared plan of study. The alumni are appreciative of this and are desirous of making this known more fully to the business world. They are urging the publication of a *Business Review* and closer contact with representative business men. These suggestions have been given special consideration and will form subjects of discussion in the newly organized Faculty.

In the past few months our companion school in Philadelphia, the Wharton School of Finance and Commerce of the University of Pennsylvania, has been celebrating its fiftieth anniversary. As part of the celebration, the University of Pennsylvania Press has published a noteworthy volume entitled *University Education for Business* edited with great care and after comprehensive study by Professor H. S. Bossard, Professor of Sociology, and Professor J. Frederic Dewhurst, Professor of Industry. This important volume indicates very clearly the growth of business education and without bias sets forth the situation in the business world in relation to education and the work of the collegiate schools in their endeavor to meet the needs of business. In this review it becomes very clear that there exists at the present time great uncertainty as to the form of school best adapted to accomplish the desired purpose and as to the subjects of study which should form the curricula of these schools. Evidently abundant opportunity is at hand for progress in both respects.

Collegiate schools of business assume one of six types. Of these there are two groups, the undergraduate schools and the so-called graduate schools. Of the first group the two largest classes are, first, those having two undergraduate years. These schools number twelve and among them are Chicago, Columbia, and Wisconsin. The four-year undergraduate schools which number twenty-three form the second class. Among them are the Wharton School,

Boston, California, and Illinois. The second group, Harvard and Stanford, are designated graduate schools, which are not such, however, as demand undergraduate training in business as prerequisite for admission, since they admit holders of the baccalaureate degree, alike from schools of liberal arts, of engineering, or of business, or in fact of any recognized undergraduate course.

Our own School, although belonging to the two-year undergraduate group is a graduate school which requires for its graduate degrees preliminary training in business studies. Chicago, Illinois, and Pennsylvania also have many graduate students who have obtained as at Columbia, a foundation of undergraduate business subjects. I have referred to this matter in detail as there is much misunderstanding in regard thereto. To repeat, the Columbia School of Business is a graduate school and the number of its graduate students looking to the degrees of Master of Arts and Doctor of Philosophy is continually increasing. Our School, however, is not exclusively graduate for it maintains two undergraduate years which we regard as essential to graduate work; therefore our students are prepared for graduate work as soon as they pass from their undergraduate years in the School. The preponderance of graduate courses is indicated by the record which shows roughly 33 courses in 19 subjects for undergraduates and 84 for graduate students in our scheme of study. In adopting the two-year undergraduate plan the School of Business has followed the Columbia system which builds its professional schools upon a minimum of two collegiate years of liberal art studies. Again, this form was acceptable because it placed the School in its proper relationship to Columbia College, here again following the plan adopted by the School of Architecture, the School of Journalism, and the older professional schools. In considering this question we must keep in mind the close relationship of the various schools of Columbia University. We recognize great advantages arising from this close and harmonious coöperation. We must also accept the limitations which such closeness of contact implies. We share in the budget and in its modifications impartially. Those interested in building up the School of Business financially must remember that the way is always open for special endowments which may belong exclusively to the School or to our departments, if contributed from outside sources. It is not inappropriate to call the attention of the

alumni of this School and others interested in business education to this last statement.

The need of scholarships in the School is imperative. Every year we are faced with the difficulty of aiding students of attainment who cannot meet the obligations of tuition fees and personal expenses. These students are frequently young men of great promise. The University has set aside funds for six scholarships and this help is of great service in bringing especially to the School of Business young men from other parts of the country who desire to obtain their business training in New York. Those who believe in the work of our School hardly realize what a need exists of this character. In like manner for our graduate students we would welcome research fellowships for the study of special questions of present-day importance. We greatly appreciate the generosity of Benjamin Brown, director of sales of the Utah Poultry Producers Coöperative Association, who has established a Fellowship to the amount of \$1500 for a study of the New York Dressed Poultry Market. The student who holds this Fellowship is Michael T. Wermel.

I must refer again to the library of the School which is ever in need of additional funds. Generous gifts in this direction will add greatly to the further usefulness of the School, particularly for investigation and research. We must record again our indebtedness to Colonel Montgomery who has continued his interest in the unique collection of books on accountancy which bears his name.

Respectfully submitted,

JAMES C. EGBERT,

Dean

June 30, 1931

SCHOOL OF DENTAL AND ORAL SURGERY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to present the following report for the School of Dental and Oral Surgery for the academic year ending June 30, 1931:

REGISTRATION

Undergraduates:	
Freshmen	56
Sophomores	51
Juniors	52
Seniors	60
	<hr/>
<i>Total</i>	219
Postgraduates	56
Students graduated	60

Fifty-three young women completed the courses for dental hygienists. Three certificates of proficiency were granted to graduate dentists.

The experimental four-quarter-year plan, now being tested out, will be suspended after the summer of 1932, largely because of the difficulty of securing teachers for the long summer term. It is economical from the student and administrative points of view. In some cases, however, it has proved too heavy a strain on students during hot weather, after a winter of heavy science courses. It may be desirable in time to reorganize the whole school on a three-calendar-year basis, with the work distributed more evenly throughout the year.

There was a larger number of applicants for admission to the freshman class than heretofore. Nearly all of the fifty-six accepted had completed three or more years of academic work. Well over half of this advanced group had an A.B. or a B.S. degree; a majority had a B average or better. Candidates were selected after

thoroughgoing tests of their ability to perform exacting digital operations. The final group, I believe, constitutes a very unusual class of dental students. Results of the admission tests begun two years ago are beginning to show in the upper classes. There is, moreover, an uncommon bent toward science, as shown by the electives chosen. Student papers, too, show increased scientific interest. A number of such papers have been accepted for publication, both in professional journals and in the School's student publication, the *Dental Review*. Several entering students had done research work as academic undergraduates; these intend to pursue research in connection with the practice of their specialty.

In 1932, following the lead of the College of Physicians and Surgeons, the School will require three years' academic work for entrance. As yet Columbia is the only school in the country to exact such preparation. This should be a long step toward the development of the scientifically minded type of graduate the *bona fide* university school ought to produce—the type for which there is such great need in both medical and dental practice.

Stimulating to the year's work has been the cordial coöperation of the School's alumni association, through whose special efforts, beginning in the year 1931–1932 the Board of Trustees of Columbia University have made available three scholarships of tuition value to the School of Dental and Oral Surgery, to be awarded annually. These scholarships will be open to students from outside the metropolitan area whose records of scholarship and special fitness for dentistry make them particularly desirable to the School.

The dental department of the Psychiatric Institute is in accord with the ideals of the School, and has placed its facilities and services at our disposal.

In addition to a large number of unpublished addresses and discussions, Faculty and staff members have given many demonstration clinics and extension courses, both locally and in other sections of the country.

It is gratifying to report that the generous grant made by the Commonwealth Fund for research work into the causes of dental caries was renewed last fall. The progress of this important study is outlined under *Research*.

An interesting collection of dental memorabilia was presented to the Museum Committee by Dr. S. C. G. Watkins.

I regret to record the resignation, from the orthodontia division, of Drs. Bror E. Dahlgren and Bert G. Anderson. Dr. Dahlgren returned to the Field Museum of Natural History; Dr. Anderson went to the Department of Surgery of Yale University Medical School.

THE TEACHING CLINIC

The enlarged teaching clinic of the School has been in existence about four years. Since its inception, as in all teaching experiments, there have been many changes in the method of operation, caused by frequent new developments. The present system has prevailed long enough to warrant a few remarks on the value of clinic activities to the institution.

A part of the clinic staff cares for the charity and hospital ward cases at or below the fees charged in the student section of the clinic. Most of such patients are not suitable for student work, either for reasons of health, or because of the kind of work required.

Other dentists, most of whom also do teaching, attend to the needs of the student body and the personnel of Columbia University including the Medical Center. They also care for such persons as come to the clinic presenting cases of definite teaching value, but too difficult for a student to handle. Such cases include cleft palate restorations; full mouth restorations with bridge work, where it is desirable to reconstruct the mouth to proper opening and occlusal and muscular balance; appliances for fracture cases and for other types of surgical cases. They are of great value for both undergraduate and postgraduate teaching. Since the distribution of students' time may make it impossible for them to follow these cases throughout, a photographic record is kept of the various steps in treatment and construction. Lantern slides are made. The material is assembled in a manner that makes it available for future classes. Colored moulages, or models, made from actual impressions, are a recent development. These preserve valuable clinical material for teaching use, especially for demonstration in oral surgery technique. They afford interesting museum exhibits of pathological cases and of oral anomalies.

The division of oral surgery has had an especially noteworthy growth, both in number and variety of cases treated. An increased number of operations was performed the past year. Many of these were cases which required hospital care.

An expert study is under way into the costs of various kinds of service, and the allocation of costs.

The teaching material obtained since the clinic was established would alone justify its operation. In addition, however, work has been done for the indigent, the sick, and the unfortunate—work that it would have been impossible for them to obtain through the ordinary dental channels. A great many individuals have been rehabilitated and placed in a physical condition which enabled them to move from the dependent to the self-supporting class. The feasibility of high-grade group dental service at a reduced cost to the individual has also been demonstrated.

In the light of the foregoing, it seems that the experiment is working out very satisfactorily. It is a matter of regret that there is so little money available for work entirely without cost to the very needy.

RESEARCH

The staff for the coördinated research into the causes of dental caries has been engaged in a variety of very promising studies. Results, of course, are not ready for publication. A brief mention of the projects, however, is of interest as showing the extent and potential usefulness of the investigation. The committee as now constituted includes Drs. Charles F. Bodecker (*Chairman*), Henry Bodecker, Lester R. Cahn, Hans T. Clarke, Walter H. Eddy, Frederick P. Gay, A. F. Hess, James W. Jobling, Maxwell Karshan, Harold J. Leonard, E. C. McBeath, Alfred Owre, A. M. Pappenheimer, Theodore Rosebury, Henry C. Sherman, Philip E. Smith, Richard Thompson, Horatio B. Williams. A valued new member is Dr. A. F. Hess of New York.

Dr. Charles Bodecker has published the following studies:

The effect of filling materials on teeth. (With Dr. Edmund Applebaum.)

Metabolism of the dentin, its relation to dental caries and to the treatment of sensitive teeth. (With Dr. Edmund Applebaum.)

The lipin content of dental tissues in relation to decay.

A practical index of the varying susceptibilities to dental caries in man. (With Dr. Henry Bodecker.)

Dr. Bodecker, with Dr. Applebaum, is at work on further study of the metabolism of the dental tissues.

Dr. Cahn is pursuing work in the physiology and pathology of the

dental pulp, and is working on the histopathology of diseases of the oral mucous membrane, with special reference to fungus infestations. Dr. Cahn notes that the subject of oral pathology, especially from the standpoint of minute anatomy, is still a virgin field, with the surface of possibilities as yet unscratched. This is because of the lack of skilled scientists trained for this work. The medical research worker for the most part has neglected this field, and the dentist of the past has been too poorly educated to undertake it. It is the hope of the division of oral pathology to solve some of the mysteries of mouth diseases, and to offer suitable postgraduate work to both the physician and the dentist desirous of perfecting himself in this field.

Dr. Karshan reports for himself and Dr. Frances Krasnow the following:

A study of (a) the pH, titratable alkalinity, calcium, and phosphorus in saliva; (b) the pH, alkaline reserve, calcium, phosphorus, and protein in blood. These results are now ready for publication.

A study of the pH of tooth extracts.

A study of diffusion through enamel of the living tooth.

A study of the pH at which enamel is attacked. In this Dr. Rosebury is collaborating.

A study of the lipids of teeth.

A study of nutrition in relation to tooth structure.

Drs. Karshan and Krasnow have had two special groups of students from the junior and senior classes, one studying the influence of diet on the chemistry of teeth and bones, the other investigating the effect of ultra-violet light on hydrogen-ion concentration and alkali reserve of the blood, and the hydrogen-ion concentration and calcium of the saliva.

Dr. McBeath is conducting a human nutritional study in four orphanages near New York City. The control and experimental groups consist of 350 children. Protective foods in well-arranged diets are being administered to some groups. Individual factors such as Vitamin C, in the form of orange juice, bananas, and tomato juice, Vitamin D in the form of viosterol and ultra-violet light, are being administered to other groups. Periodical examinations are made of the teeth and mouths of these children four times a year, and charted in detail for comparisons and statistics. Dr. McBeath reports that it is very encouraging to observe the im-

proved health and decreased incidence of caries in the experimental groups.

Dr. Rosebury is at work on three problems:

The hydrogen-ion concentration which different strains of lactobacilli are able to produce and also the hydrogen-ion concentration they are able to stand without perishing.

Studies of the cultures taken from human teeth, rat mouths, and acidophilus milk.

A nutritional study of rats on a rachitic diet.

Dr. Thompson expects to report by October first on the following investigations:

A study of the lactic acid organisms found in immune versus those found in caries-susceptible mouths.

A comparison of the action of filtered saliva used to test its inhibiting power when mixed with equal parts of a broth culture of acidophilus organisms.

A study based on blood grouping a series of 24 immune and 36 caries-susceptible subjects.

It is a pleasure again to acknowledge the invaluable help in this project given by the committee members from the College of Physicians and Surgeons.

A number of studies outside the coördinated research project are in progress or completed. Dr. D. E. Ziskin has published a research, "Dental Infections: Comparative Systemic Effects of Quantitative Apical Changes," based on a study of 1503 full-mouth X-rays. Dr. H. A. Bartels is working on the germicidal efficiency of dyes. Dr. Joseph Schroff has pursued studies into the problems of cysts, benign tumors of the gum, and Moeller's glossitis. Dr. W. H. Crawford, in charge of the division of dental metallurgy, has finished a study of shrinkage porosity in the dental inlay. Dr. Crawford has in progress research on (1) the effects of grain size on the setting reaction of amalgam, (2) detrimental effects of accidental heat treatment of gold alloys.

The dental metallurgical laboratory has been remodeled and equipped with new testing machines especially designed for precision testing of dental materials. Work conducted in this field has yielded valuable results. It has been possible to determine some of the most important physical properties of amalgams and investments. Such materials can be scientifically selected on the basis of these findings, with a consequent improvement in restorations. Investigation of still other materials is under way. This

work is of course useful from a teaching standpoint. It has also aroused considerable interest among manufacturers, consulting engineers, and other metallurgists.

DEVELOPMENTS IN DENTAL EDUCATION AND PRACTICE

A section of my report for last year, "Education on Varying Levels," has aroused considerable opposition. Much of this discussion is personal, even vituperative, in tone. This fact is indicative of the prevailing dismay and confusion over any suggested changes. It ignores the accepted truth, which I have often emphasized, that no plan advanced for experiment in education can be considered as perfected or final. The one in last year's report was specifically suggested "for experiment." The inescapable facts that make experiment needed are these: Dentistry requires as fine a scientific foundation as any other branch of medicine and surgery; and many routine tasks now included in dentistry do not require for their mastery six years in a university. It follows that if we are to avoid waste, a reorganization and improvement of dental education is necessary. In a paper I was asked to write for the *Journal of the Association of American Medical Colleges*,¹ I stated:

In the present state of medical and dental education, it would be folly to speak *ex cathedra* on the question—to advance any one plan as perfect or final. Like all educational questions of any moment, it will be a matter of evolution, requiring years for its proper development. . . .

In the preclinical years, students should acquire the knowledge of the general field of medicine, including the specialties, necessary to an intelligent later practice. The oral region, now neglected, should also be included here, as a possible field for later specialization. Students very often do not as yet know in what they may wish to specialize. For the man, however, who has decided, various special electives should be provided in the preclinical years. Oral anatomy and oral pathology, for instance, should be offered here. (The former should be taught by a specially trained teacher in the department of general anatomy; the latter is similarly taught in the department of pathology.) Obviously, an oral specialist will not need all the specific training of the general medical man. A detailed knowledge of obstetrics and of various other specialties might well be omitted from his curriculum. A general cultural knowledge of these would suffice for an intelligent practice in the oral region. Quite as obviously, the oral specialist will benefit by some special training of his own at whatever points it can be logically worked in.

¹"Dental Education as Related to Medical Education." To be published in the issue for September, 1931. Preprinted by permission.

In planning the balance of a course, it is futile to speak, except in the light of accepted principles, and of what practical experience has shown will probably prove sound. The principles have already been laid down. The most urgent practical need, as I see it, is to evolve a plan for training specialists capable of scientific diagnosis, and of prescribing and supervising proper restorative measures. Considerable reorganization will be needed. The oral field, as has been pointed out, is more exacting than almost any other. Furthermore, it is very illogically defined. Orthodontia, for example, has properly no place in dentistry as now practiced. It is clearly a branch of orthopedic surgery, and should be studied as such. To require for this specialty within a surgical specialty training, say, in filling teeth and making plates, is wholly illogical, as well as wasteful. Oral surgery, clearly, is a branch of general surgery, with the same requirements as to the type and the training of students.

The oral region not only makes the heaviest diagnostic demands, but it also requires an understanding of, and a certain ability to perform, very delicate digital operations. The specialist must thoroughly understand the science and art of such procedures as they are related to the functions of the teeth, jaws and associated parts.

Since the qualities of a Huxley and a Benvenuto Cellini are seldom met with in the same man, at first the number of candidates will not overcrowd the departments. As the specialty grows in dignity and usefulness, however, it will increasingly attract this valuable type of student. Nor, for the specialist, would this be a "trade course." It requires a knowledge of physiological function, of physics, of metallurgy, and of various other sciences, that lend it dignity and university standing. The existent flux in medical education is an additional reason for not being too dogmatic. It will make the inclusion of an important new specialty easier, perhaps; but until it is somewhat resolved, hard and fast requirements are doubly futile beyond a certain point. It cannot be too strongly emphasized, however, that the oral specialist must have the same fundamental scientific training, the same scientific method, and the same point of view as any other medical man.

When one considers the ground now covered by the term dentistry, the difficulties of outlining any but an experimental course become apparent. Dentistry as now practiced includes oral diagnosis; oral surgery; orthodontia; operative dentistry (chiefly filling teeth); prosthesis (plates and other restorations); crown and bridge work (a combination of the above two); and periodontia. One man, under the present plan is expected to know and practice all these branches. Is it possible?

Of course, in a well-organized practice the major portion of restorative work should be performed by well-trained assistants. Even as dentistry is now practiced, a great deal of the mechanical work is sent to laboratories. Part of it is very badly done; part is exceedingly well done. Some dental mechanics are good workmen. This fact, coupled with the inferior technical ability of many dental graduates, has given rise in some places to an anomalous situation.

Dentists in certain districts had seen their field encroached on more and more by able technicians, who naturally tended to enlarge the field of their own activities. Legislation was sought and often secured prohibiting all but licensed dentists

from working in the mouth, in order to leave a little something the dentist could collect for. A surgeon is under no such handicap; he may employ as many helpers, of as many kinds as he needs, without restriction as to where they may do their work.

Under a reorganized plan of dental practice, it would be necessary, wherever such legislation is effective, to secure modification of the law. Intra-oral work should be permitted to several types of specifically trained assistants, under the responsible supervision of the specialist. If the training of such helpers, as well as of the specialist, were a recognized function of reputable universities, it would be a simple matter to secure legislation permitting intra-oral work by designated technicians, and safeguarding such practice against exploitation.

Once we have confidence in the education and ability of all operators, it is poor economy to insist that only the specialist's hands may work in the oral cavity. To the extent that the master-type can employ a variety of helpers, to that extent can he increase his usefulness.

Dental hygienists, of course, are already taught in some universities. I believe their training, for example, could well include much of children's dentistry, and without exceeding a calendar year. A large part of children's dentistry consists in filling simple pits and fissures. Women can often do this better than men. A variety of other special tasks could equally well be taught in short courses. . . .

Insofar as the law permits, some of the most successful dental practices are already organized on a similar plan. I know one excellent dentist who, with a young woman assistant trained by himself, a technician similarly trained, and an excellent laboratory next door, always has three or more patients under treatment at the same hour. He turns out several times the average amount of work done by other good dentists working alone, and of absolutely first quality. He also manages to keep an eye on the practice of two junior associates, and to help out in the more difficult operations.

It is agreed by a number of experts who have thought this out that without legal restrictions and with an available body of skilled assistants, this system could be extended widely, to the great advantage of the public. In my judgment the necessary first step is a joint consideration of the problem by both medical and dental departments of the leading universities.

Organized dentistry, however, is firmly for the *status quo*, with here and there a single voice raised in warning. The Chicago Dental Society recently rejected, by a large standing vote, a proposed plan for an experimental low-cost dental clinic, to be established in Chicago, under the direction of the Society. It was stated by a member of the committee presenting the plan for consideration:²

I have the absolute assurance of the representatives of the Rosenwald Fund that they have no interest whatever in operating such a clinic independently

² For full accounts of these proceedings see the *Bulletins* of the Society for May and June.

or in doing anything other than to give the Chicago Dental Society the opportunity to determine the merits of the plan. It may be definitely stated that this clinic will be discontinued whenever the Chicago Dental Society so desires.

The preceding January the Society had passed a resolution approving in principle the establishment of a low-fee dental clinic, and had authorized the Public Service Committee and the Economics Committee, acting jointly, to develop plans for its establishment. The object of such a move, as approved by the Board of Directors of the Society in April, would be

. . . to establish a self-supporting experimental dental clinic for the purpose of developing methods and procedures which will reduce the cost of dental service to the low wage group. This experimental clinic is to be operated under the direction of the Chicago Dental Society, as a contribution to community health. It will be operated on a cost basis, paying adequate fees to the personnel and charging only sufficient to pay for the service, including interest, depreciation and amortization of investment.

An editorial comment in the *Chicago Daily News* on the Society's action is of interest. It is from the issue of May 28.

LOW COST DENTAL CLINICS

Discerning members of the medical profession in all its branches realize the inevitability of the establishment of low-cost clinics for the benefit of self-respecting men and women who do not seek charity but who cannot pay high prices for medical or dental service. Such clinics should be established by the profession itself, with or without the aid of philanthropic persons not connected with the profession.

The Chicago Dental Society has just rejected an eminently sound and business-like plan for a low-cost clinic under its own professional control. The Rosenwald Fund offered to give for a time financial aid to the clinic under specified conditions, such as the creation of a board of trustees outside the dental profession, the board to have power to regulate fees and salaries. Yet such co-partnership between professional men and socially minded persons not of the profession should be, and is, favored and welcomed by many progressive physicians and dentists. The idea that the Rosenwald Fund, or any similar benevolent agency, is attempting to dominate medicine or to commercialize it for unworthy ends is too absurd to be discussed seriously.

Low-cost clinics performing good service under intelligent direction do not take away patients from individual practitioners. They develop and cultivate new fields. They reach hosts of persons who otherwise would neglect their health and so would invite premature physical decay.

The Chicago Dental Society should reconsider its action and should give the plan submitted to it a fair trial.

An editorial from the March number of the *Laboratory Technician* reads in part as follows:

. . . Dentistry, and under that head we shall include the profession, the laboratories and the dental colleges, is in a state of revolution. When the blow-up will come, whom it will hit and how, and what the outcome will be no one can predict. It does seem, however, that things are coming to a head. . . .

Between the spectre of state dentistry, panel dentistry, the stomatology movement, the increasing demand for dental service and the inability of the profession as today constituted to keep pace with the demand, the keenest minds in dentistry are analyzing the problem and seeking a way for dentistry to clean its own house, sanely, intelligently and for the best of all interests, the public, the profession and all those associated with the profession in dental service, rather than having its house cleaned for it by politicians.

The American Association of Dental Schools recently passed the following stand-pat resolutions. There is noticeable a curious confusion of objectives.³

WHEREAS, Dentistry as a separately organized profession, is approaching its one hundredth anniversary; and

WHEREAS, The profession has achieved remarkable progress in that period, despite numerous handicaps and important opposition; and

WHEREAS, It is entirely practicable for dentistry to further progress under its own auspices, to the end that it shall become the full health-service equivalent of a specialty of medical practice; and

WHEREAS, There are current doubts in some quarters outside of the dental profession in relation to the preferences of the profession regarding its own evolution and future; and

WHEREAS, A broad advance in dentistry would be achieved by a higher type of dental journalism, therefore

BE IT RESOLVED, That the American Association of Dental Schools records its opinion that the interests of the public health, and of the medical and dental professions, would best be served by a continuation of the separate organization of the dental profession; and

BE IT FURTHER RESOLVED, That this Association records its conviction that the recently advocated concept of an ideal dental service to be practiced by a physician-dentist, assisted by a group of technicians, is neither practicable nor logical, nor conducive to the best interests of the public; and

BE IT FURTHER RESOLVED, That the American Association of Dental Schools pledges its support to the advancement of the cause of independent professional journalism in dentistry.

The Association did not take this step without presumably, at least, weighing the other side. At the same meeting Dr. Bland N.

³ Adopted at the eighth annual meeting, Memphis, Tennessee, March 25, 1931. Reprinted in the *New York Journal of Dentistry*, June, 1931.

Pippin, professor of dentistry at Washington University, had said some rather urgent things against a reactionary stand.⁴

Is it reasonable to expect [he asked] that medicine and the public will regard dentistry equal in health service to a recognized specialty of medicine, when there is such a vast difference in the character of pre-professional as well as of professional training?

The zeal with which the 2-3 graduate plan was advocated, and the determination to have it adopted, is evidence of the faith of its author in its applicability to accomplish the high ideals of dentistry as set out in the Carnegie report; but experience has proven that not even Carnegie's heralded millions could have made it practical.

Neither is it possible to attain these ends through the 5-year plan or the 1-4 plan. Through the 2-4 plan, they can be more nearly accomplished, but only if in this course the basic sciences of medicine have been thoroughly treated.

Elsewhere in his paper Dr. Pippin asks,

Has the time not yet arrived when the leading representatives of medicine should meet with the leading representatives of dentistry and together agree upon a common plan of education, whereby dentistry could take its rightful place along with other recognized specialties of medicine?

He states further on,

In view of what may justly be considered a sound and logical analysis of the conditions prevailing, as regarding the status of dentistry as an agent in health service, and its relation to conventional medicine, at the time the Carnegie report was issued, *it is rather disappointing* that the author of the report should not have foreseen the impracticability of recommending a course for dentistry to make it the equivalent of an oral specialty of medicine, instead of advocating a combined course of medicine and dentistry that would make dentistry *an acknowledged specialty of medicine* on a par with its accredited specialties. [Italics mine.] . . .

But granting that those taking the 2-3 graduate plan, if it is carried out to its full intent, should actually attain the qualifications of a specialist of medicine, or the equivalent of such qualifications, and that they should sincerely believe themselves specialists of medicine or that they possess equivalent knowledge of such a specialist, does that imply that medical graduates will so regard them?

Will the public have the same respect for their opinions as for those of an acknowledged medical specialist?

Is not the public suffering today because of the lack of confidence the medical profession has in the qualifications of dentists? Are not the two professions handicapped in their efforts because of their inability to cooperate harmoniously? Are not the opinions of physicians dominant over those of dentists and do they not command superior respect from the public? . . .

⁴ "Future Dental Education," published in the Proceedings of the Eighth Annual Meeting of the American Association of Dental Schools, held in Memphis, Tennessee, March, 1931.

The medical profession cannot always ignore the science of dentistry as being necessary in its teaching, but sooner or later it must embrace it. When that time comes, dentistry must not permit the mistake to be made that exists in Europe, where the necessary mechanical sciences have been largely disregarded. The mechanics in dental surgery that has to do with the vital tissues is as dignified and necessary as the mechanics in any other specialty of surgery. If the mechanics of dentistry is abhorrent to the medical mind, he must learn more about it to remove his prejudice.

The attempts to teach dentistry according to different plans should no longer be defended on the ground that dentistry is in a transitional stage. The time has arrived when the authorities in the dental educational institutions should agree upon a common plan that looks to advancement as rapidly as possible to a standard where medicine can embrace it.

The Association's procedure, in the face of Dr. Pippin's well-founded arguments, seems to justify a comment on that organization by the dean of a first-rated university dental school. This is from a letter to me. (It should be borne in mind that in this body the real university schools are greatly in the minority.)

I think the chief function of the American Association of Dental Schools is to foster and bolster up weak and commercially inclined schools. I am convinced that either because of dishonesty of purpose or an inadequate and biased viewpoint the effect of the organization is to show weak institutions how to simulate good ones and to conform to requirements without producing results.

A good many prominent members of both professions, to my first-hand knowledge, do not agree that the "interests of the public health and of the medical and dental professions," to quote the resolutions passed by the Association, "would best be served by a continuation of the separate organization of the dental profession." Dr. Oliver T. Osborne, well-known Emeritus Professor of Therapeutics, Yale University School, wrote the other day:⁵

In the last ten years I have many times discussed this subject and have long believed that the health of the mouth can not be separated from the health of the body. Therefore, dentistry is in fact a branch of medicine. Consequently, in my opinion, the dental surgeon should be a graduate in medicine who has specialized in stomatology. . . .

It is hardly necessary to outline the importance of the health of the mouth to the whole system. The mouth is nearer to the body than are the eyes, the ears, or the skin, and yet an oculist, and aurist and a dermatologist must have the degree of M.D. to practice these specialties. How can we take any other view-

⁵ "The Relation of Dentistry to Medicine," by Oliver T. Osborne, M.A., M.D., F.A.C.P. *The Dental Roster*, July 4, 1931.

point than that the dental surgeon, the stomatologist, must of necessity have the degree of M.D. before he specializes? . . .

It is to be hoped that dental colleges will soon cease their opposition to the requirement that a dental surgeon should be a graduate in medicine, as in this requirement we are behind a large number of European nations. The United States, that has long furnished the most skilled men in the art of dentistry, should not be backward in the final perfection of this, today, very important branch of medicine.

From Tulane University, where there is a strong department of stomatology, Dean Bass of the Medical School states:

I feel very confident, as you do, that some real progress and awakening is taking place with regard to oral health service. Sooner or later it is bound to become a specialty of medicine employing the use of trained technicians to such extent as may be necessary. [This is from a recent letter to the writer.]

An influential New York physician, with long experience in public health work, wrote me this summer:

I have just read the articles you sent me on the various changes in dental education, which you propose, and also your proposal for the better organization of the dental profession. Your arguments are entirely sound and logical and I hope to have an opportunity before the summer goes to talk over a number of these matters with you.

Dean Noyes of the Illinois University School of Dentistry made some trenchant statements this winter, in discussing a paper on dental education. The paper, by Dean Henshaw of the Indiana University Dental School, was read before a Chicago dental society. The discussion has not been published.

I am willing [Dean Noyes said] to make the flat statement that the results of the Carnegie Survey have not been carried out in the dental educational field in good faith.

Now turn to the points in the paper. I quote the paragraph: "It is interesting to know, that of the 38 dental schools in the United States and five in Canada, not a single one is now proprietary, although after thirty years of effort and supervision there still remain six proprietary medical schools in the United States."

Let us look the thing squarely in the face. Some of those schools of dentistry have changed their name, but not their character. There is no change in the plan of their organization nor in the method of their execution. Proprietary interests in dental education have not disappeared as you might suppose from that paragraph. A man very closely associated with a dental educator told me within a month that the latter filed in his income tax report last year, a net profit of over \$100,000 derived from a proprietary educational institution in dentistry. . . .

When it was advocated that the entrance requirements for dental training be increased, it was with the idea that what was needed in dental education was a more thorough scientific training in the fundamental sciences, before the student undertook his professional course. To accept students and register them in the pre-dental course in the dental school, on graduation from high school, and give them two years of *university subjects* in the dental school, is *not* carrying out that intention, and it does *not* produce the desired results.

In a recently published paper Dr. Adolph Berger, William Carr Professor of Oral Surgery at Columbia, remarked as follows:⁶

There is good reason to believe that maintaining dentistry as a distinct and separate profession is responsible for tardy progress, numerous errors, and much suffering. . . . It is hoped for and expected that affiliations of dental schools with recognized universities will raise the standards of dentistry to parity with other medical specialties and other learned professions.

An editorial by the veteran New York editor and dental practitioner, Dr. Rodrigues Ottolengui, is especially significant.⁷ The following is an extract.

Is dentistry a specialty of medicine? It is not at present, but should be in the near future.

Why do we say that dentistry is not a specialty of medicine, but that it should be?

We say that dentistry is not a specialty of medicine, because, although it may be so academically, and although it is a branch of medical science, nevertheless, legally it is not a medical specialty. In no state in the Union is the medical graduate permitted to practice dentistry without first being graduated from a dental school.

We say that dentistry should be a specialty of medicine because, within the past two decades, it has been abundantly proven that dentists in the past have been and even in the present are, insufficiently educated on the medical side.

One might say (and the present writer for years has contended) that the dental schools could teach their students all that they require of medical science. But the writer has finally come to see that it is hopeless to expect this, without a complete revolution in the dental school system.

The medical teaching in dental schools seems to be perfunctory. The student applies himself to the study of the medical subjects, not because he realizes that by so doing he will be better equipped to practise dentistry, but rather because he wishes to pass his examinations. The teachers teach the medical branches because a limited proportion of such instruction has become obligatory. But not many of those in control of dental schools are increasing or improving the transmission of medical knowledge. It costs too much! And here we touch the

⁶ "The Changing Concept of Dentistry," *Dental Cosmos*, February, 1931.

⁷ "Is Dentistry a Specialty of Medicine?" *Dental Items of Interest*, May, 1931.

secret spring that energizes every argument that is urged against the merging of dentistry and medicine.

But medicine and dentistry must merge and will merge, despite the opposition of dental faculties, and despite the apathy, or we might say "reluctance," of medical faculties, and both are potent factors in delaying the union.

The practical experience of one medical specialist as to the adequacy of dental education speaks for itself. Dr. Robert E. Seibels, an obstetrician in a southern state, wrote me this spring, following a paper he had presented on "Oral Sepsis in Relation to the Accidents and Disasters of Pregnancy,"⁸

. . . While my list of cases is not impressive in quantity, it has been very carefully compiled and all possible other factors have been considered. For the last five years, I have guaranteed to each patient freedom from pernicious nausea, repeated abortion, accidental hemorrhage, eclampsia, and pyelitis, if the mouth were put in sound dental condition under my supervision, and so far I have not had occasion to explain or apologize. In order to do this, it has been necessary for me to work in close association with one dentist who was sound enough in training to be able to give me adequate advice and young enough in ideals to make changes in method and technique as the occasion demanded. My present practice is to refer all obstetrical cases as a routine to him and as a general rule a complete mouth radiograph is taken in his office. We do not accept radiographs from other offices for our interpretation.

There is a crying need for proper education of the dental profession, as I can say without prejudice or bias from unhappy experience with the outstanding men in the profession in the state that, besides Dr.—there is no dentist competent to diagnose early pyorrhoea and treat it adequately or to give a patient a reliable opinion concerning apical infection. I have repeatedly been informed by other dentists that a patient's mouth was in perfect condition and my own observation has revealed overhanging inlays, food impactions and poorly crowned, devitalized teeth, in which an X-ray revealed granulomata. I have found, however, the patients most willing and anxious when these matters were brought to their attention, to have the pathological condition corrected so that the usual excuse given by the dentists that they had done all they could does not hold good. Obstetrical teaching and practice in this country is a disgrace to the medical profession equalled only by the practice of dentistry by the rank and file.

If space permitted, a good many other quotations similar in tone to those cited could be given.

A noteworthy reaction against the 2-3 plan in dental education was the decision of the Ohio State Dental Board, last month, refusing to admit for examination graduates of "any school that has from expedience reduced the professional course of instruction

⁸ *Journal of the South Carolina State Dental Society*, 1930.

from four school years to three school years, excepting those who graduated prior to 1921; and after June 1, 1935, any applicant who has graduated from a dental school of a lower standard of education, both predental and professional, than that maintained by the dental schools now in existence in Ohio." This action debars from practice in that important state, graduates of a number of schools on the 2-3 plan in neighboring states.⁹

Dentistry in France is now experiencing an upheaval similar to that in this country. The stomatologist or medical dentist is seeking to eliminate the surgeon-dentist, or graduate of a dental school only. A commission was appointed to study the question. In a communication to the Académie de Médecine, dated March 3 last, it was recommended that dentistry be incorporated in the practice of medicine, due regard being paid to vested interests. The question was threshed over at nearly every meeting of the Académie for weeks, without their coming to a decision. For the time being the debate is closed.¹⁰

The University of Montreal has taken an important step in closely associating dentistry and medicine. The arrangement of buildings on Mount Royal suggests our alignment at the Medical Center. A committee from the Montreal school had carefully inspected the Columbia institutions before a decision was reached as to placing the dental school.

I believe it may be held that the university idea in dental education is slowly but surely gaining ground. I stated last May in Montreal,¹¹

. . . contrary to the alarmists' statements, it is no new nor fanatical thing to ask a more scientific preparation for our anomalous calling, at present neither hay nor grass; . . . in advocating high standards and clean-cut alignments for a profession I am not a lone idealist. . . .

The dentist of the future must be a better dentist. If dentistry is to be a profession, the dentist must prepare himself to function as well as the specialist in any other region of the body. (If he is to be merely a technician, he does not need, of course, to spend six years in a university to learn the mechanical technique.) The only place where disinterested education of professional grade can be assured, under present general conditions in dental education, is in the better universities. If we accept the obligation on the professional man, so ably est-

⁹ Communication from the Ohio State Dental Board, of June 1, 1931.

¹⁰ London *Lancet*, April 4, 1931, special articles; and *Journal of the American Medical Association*, June 13, 1931, foreign letters.

¹¹ "The University Idea in Dental Education." To be published in the *Dental Cosmos*, September, 1931.

ablished by Cardinal Newman, it cannot be said of us, a generation hence, what the great Cardinal said of the elder Cato: "He despised that refinement or enlargement of mind of which he had no experience."

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Respectfully submitted,

ALFRED OWRE,

Dean

June 30, 1931

SCHOOL OF LIBRARY SERVICE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to present the following report on the work of the School of Library Service for the academic year 1930-1931.

The total number of graduate students registered in one or both of the regular sessions was 276. Two hundred and eight of these took first-year courses, practically all of them as candidates for the first professional degree, Bachelor of Science. The increase of 41 graduate students over the preceding year was due to failure to hold the registration to the normal quota of 160 full-time first-year students and to the larger number studying on a part-time basis, and also to an increase in the number of candidates for the B.S. degree who registered for full-time work in the Spring Session after having covered the required work of the Winter Session in two Summer Sessions.

These 276 graduate students came from forty-three states, the District of Columbia, Porto Rico, and five foreign countries—Canada, China, Brazil, Egypt, and Norway. Forty-one gave New York City as their permanent residence. Thirty-nine others were residents of New York State. Ten came from California; 9 from Minnesota, and the same number from Massachusetts, Pennsylvania, Ohio, and New Jersey; Illinois, Indiana, Iowa, and North Carolina each sent seven.

Sixty graduate students, an increase of six over the preceding year, registered for second-year courses. In addition, eight students having completed the residence requirements for the Master's degree were not actually registered, but continued to work on their Master's essays under the supervision of one or more members of the Faculty. Fifty-two colleges were represented by the 60 second-year students. The 44 matriculated candidates for the Master's degree had taken their first-year's training in fourteen

different library schools, 4 of them in the School of Library Service, 5 in the New York State Library School, 3 in the Library School of the New York Public Library, 6 in the University of Illinois Library School, 3 in Pratt Institute and the University of California, 2 each in the Carnegie Library School, Pittsburgh, and the University of Wisconsin, and one each in the University of Washington, Drexel Institute, Simmons College, University of Michigan, Atlanta Library School, and Boone University, China.

One hundred and seventy-two students received the degree of Bachelor of Science at the University Commencement on June 2, 1931. Twenty-eight of these had completed the requirements for the degree and received their diplomas in October and February preceding. Ten of those who received the diplomas in October had met the requirements by work done in Summer Sessions only. At the same time the degree of Master of Science was conferred on nineteen students, four of whom had received their diplomas either in October, 1930, or February, 1931.

The total number of students registered in University classes during the Winter or Spring Session was 256, of whom 26 were matriculated candidates for the professional certificate.

Registration in the 1930 Summer Session reached a total of 440, an increase of 40 over the preceding year. One hundred and ninety-five of these were candidates for the B.S. degree, 23 for the M.S. degree, and 32 for the professional certificate. Of the 190 taking one or more courses without being matriculated for either degree or for the certificate, the largest group was composed of school librarians, or those preparing for service as school librarians, in states which require for one or more grades of certificate something less than the full year of professional study. Many of these will later become candidates for the B.S. degree. Some of the non-matriculated registrants had their primary registration in other departments, most of them in Teachers College, while others were taking courses, such as those in bookselling, which do not carry academic credit.

The total registration in the ten Home Study courses offered was 193, thirty-five states and twelve foreign countries being represented. Registration would be considerably larger if all applications were accepted. It has seemed desirable, however, to

limit registration to those already holding library positions. The Home Study courses in library service, in other words, are used primarily as an agency for training in service. Special effort is made to have all who take these courses understand that they are not to be regarded as the equivalent of the professional training given through the resident courses.

Scholarships provided by the New York State Alumni Association were held by the following: William B. Hunt, A.B., Carleton College, 1917, B.L.S., University of Illinois Library School, 1925; Lucy L. Lancaster, B.S., Virginia Polytechnic Institute, 1925, New York State Library School, 1926; Eura E. Wood, A.B., Franklin College, 1927, B.S., School of Library Service, Columbia University, 1927; Janet Woolsey, A.B., Middlebury College, 1925, Pratt Institute of Library Science, 1926.

Eight fellowships were granted by the Carnegie Corporation of New York for the year 1930-1931. Five of these Fellows elected to do their year's work in residence in the School of Library Service. Two others had planned a year's study and research under the auspices of the University, but one of them resigned before beginning her work. The five resident Carnegie Fellows were: Dorothy W. Curtiss, A.B., University of Rochester, 1918, B.L.S., New York State Library School, 1924; Francis E. Fitzgerald, A.B., Creighton University, 1924, student in the School of Library Service, Columbia University, 1927-1930; Margaret Hutchins, A.B., Smith College, 1906, B.L.S., University of Illinois Library School, 1908; Louis M. Nourse, A.B., University of Rochester, 1926, University of California School of Librarianship, 1928; Mrs. Catharine J. Pierce, A.B., North Carolina College for Women, 1924, B.S., School of Library Service, Columbia University, 1927.

Roberts Fellowships awarded annually by the University to students born in Iowa and graduated from an Iowa college or university were held in the year 1930-1931 by Louise E. Boyd, A.B., Grinnell College, 1927; Grace K. Neff, A.B., State University of Iowa, 1929; and Martha L. Tomlinson, A.B., Morningside College, 1929.

Several other students came to the School on fellowships granted by various organizations: Kwan-tsing Wu, of Nanking, China, B.A., University of Nanking, 1927, from the Carnegie Endowment

for International Peace; Adelpha S. Rodrigues, of Sao Paulo, Brazil, from the American Association of University Women; Mrs. Dorothy B. Porter, A.B., Howard University, 1928, from the Rosenwald Fund; Magdalena Lopez, A.B., University of Porto Rico, 1929, a special fellowship from the Carnegie Corporation; and Eleanore Flynn, A.B., Radcliffe College, 1928, the Dutton Fellowship for Library Work with Children.

It is a gratifying and rather remarkable fact that during its first five years the School did not lose a single member of its full-time teaching staff. The end of the year, however, brought the resignation of Miss Margaret S. Williams, Assistant Professor of Bibliography, who came to Columbia in 1926 with other members of the Faculty of the New York State Library School. Her place will be taken by Miss Margaret Hutchins, recently reference specialist in the Queens Borough Public Library and for several years reference librarian of the University of Illinois, and lecturer in the Library School.

By far the most important event in the history of the School of Library Service since it was established in 1926 was the announcement made at the close of the year that through the generosity of Mr. Edward S. Harkness the University is to have a new Library building in which permanent quarters will be provided for the School. References have been made in previous reports to the serious handicaps under which it has suffered because of inadequate and unsuitable classrooms, reading rooms, and offices. When it moves sometime in 1933 from East Hall to the Harkness Library, the School should find itself as well housed as any department of the University. Any considerable enlargement of the student body is not contemplated. The new quarters are being planned to accommodate comfortably and efficiently about the present number of first-year students, that is, a maximum of two hundred, of which not more than 160 will be carrying a full-time program. Some increase will be possible in the number of second-year and more advanced students.

The new building will be five stories high, 268 feet wide and 170 feet deep. The main book stack, fifteen tiers in height, 154 feet long and of varying widths on the different floors, will occupy the center of the structure from the basement floor to the roof. All reading rooms, workrooms, offices, and other facilities will be ranged

around this central stack room. The School of Library Service will occupy this peripheral space on the east, south, and west sides of the fourth floor, and the north side of the fifth floor.

Four laboratory or study rooms on the fourth floor, each with a maximum capacity of forty-eight individual desks, will accommodate the first-year students, while one room with a capacity of sixty to seventy desks will be assigned as a study room for second-year students. Six lecture rooms and three seminar rooms are also located on the fourth floor, together with the general offices and the offices of the Dean and Associate Dean. The departmental library and reading room, located in the original plans on the north side of the fourth floor, had finally, because of an increase in the height of the main reading room, to be located on the fifth floor. A special reference and bibliographical workroom, large enough to accommodate two sections of the first-year class at one time, will adjoin the reading room. A special room for children's literature and instruction in library work with children, as well as instructors' offices, is also provided on the fifth floor. A lecture room on the basement floor with over three hundred seats, readily accessible from entrances on all sides of the building and from the fourth and fifth floors by a pair of elevators at either end of the building, will be at the service of the School.

Although a number of desirable features which were incorporated in the original plans had finally to be omitted because of lack of space, it is believed that for many years to come the School will remain unexcelled by any library school in the country in respect to rooms and equipment. In addition to its location in the general University Library building, it will have the great advantages of having its own separate reading rooms and workrooms designed and equipped for its special needs.

It is not at all an uncommon occurrence to find men of high standing and influence in the educational world who deny to librarianship the status of a profession and refuse to recognize that special training for library service has a legitimate place within the university. Such an attitude indicates complete ignorance of the duties, responsibilities, and opportunities of workers on the higher levels of librarianship. Because library service requires much routine and clerical work for which even a college education is not necessary it is often ignorantly assumed that librarianship

is on a lower intellectual level than teaching, or engineering, or any of the other professions. No matter what the self-appointed guardians of university standards may say to the contrary, the essentially professional character of librarianship must be apparent to anyone who will take the trouble to look at the facts. It will also be found to require both general education of collegiate grade and an extended period of technical training on a university level.

Thirty years ago the New York State Library School, accurately sensing the educational and technical demands of librarianship, began to require a Bachelor's degree for admission, and required a two-year course of graduate study for the professional degree. As a consequence of its high standards its graduates have been notably successful and now occupy a large proportion of the more responsible library positions throughout the country. Similar standards for professional librarianship are now rapidly being made compulsory through certification and civil service laws and regulations. In New York State for example, the highest grade of the professional certificate, which is a prerequisite for appointment to the more responsible library positions, can be given only to those who hold a Bachelor's degree and have completed a two-year course of professional training. These standards have been set up as a result of long experience which has pointed the way to the kind and amount of training, which, by and large, make for successful librarianship. It is a significant fact that the School of Library Service, requiring a four-year course for admission and offering two years of professional training, is now merely meeting the minimum standards required by law for the more important positions in the tax-supported libraries of New York State. It must be obvious that to train for leadership in the library profession, for the most important executive posts, for types of service requiring thorough scholarship, and for the faculties of professional training agencies, much more than this legal minimum may reasonably be expected.

It may be suggested that the librarian with sufficient ability to derive any advantage from advanced study should be able after a four-year college course, two years of professional training, and a period of experience, to plan and direct his own further training in any direction he may desire, whether through the maze of social and psychological problems which confront the library administra-

tor or into the refinements of library technique, or into some field of scholarship. Perhaps the same could be said of advanced professional training in various other fields. The answer may be that for any socially necessary activity requiring a considerable number of highly trained workers opportunity should be offered to secure that training under the best possible conditions. For the professional education of librarians, a properly staffed university library school undoubtedly offers the best, if not the only satisfactory, environment.

At all events, there is a growing demand for professional library training beyond that represented by the Master's degree which is now conferred by the School of Library Service at the end of the second year of graduate study. This demand is most frequently expressed as a desire to pursue such advanced studies as may be necessary to secure the degree of Doctor of Philosophy. Ideas are often somewhat vague as to what addition the doctoral degree would make to the librarian's equipment or efficiency. In some cases, however, it is clear that the desire arises from the fact that in certain types of library service the librarian must needs be a scholar if he is to serve scholars by building up and administering libraries that aim to promote scholarship and research. Even without formal training in research and without academic degrees many librarians have won recognition for scholarship in their field. One of the criticisms most frequently leveled at American librarians is that as a class they are not scholarly. They may and often do have a wide, superficial acquaintance with the literature of a subject, but few of them can be called productive scholars.

Perhaps at this moment the most insistent demand for the doctorate in librarianship arises from the need for more thorough preparation of teachers in the library schools. With some exceptions those now teaching in the professional schools have had no opportunity to carry their formal training beyond the point to which they are expected to take their students. Now that library schools have generally been given a place among the graduate professional schools of the university, it is inevitable that members of their teaching staffs should be expected to meet the academic standards considered essential in other graduate and professional faculties. Library school faculties must conform to these standards or be content with an inferior status as to rank, salary, and general

university prestige. Without doubt those who are to train the librarians of the future should have the scholarship, the teaching ability, the capacity for writing and research that is supposed to be represented by the doctorate.

Assuming that advanced training equal to that represented by the degree of Doctor of Philosophy is essential for teachers of librarianship and for library workers who need thorough equipment in some field of scholarship, can the same be said of a third important group—the library administrators and executives? In educational institutions a tendency is observable to favor the selection for chief librarians and heads of important departments of men who have been trained as scholars. Other things being equal, the possession of the Doctor's degree probably helps to put the administrative librarian on a par with the deans and other academic officers with whom in most of the larger institutions he now ranks in point of salary and responsibility.

In public library administration pressure for the advanced training represented by the doctorate has not yet begun to be felt. However, the trend of events is in that direction. As public library systems grow in size and complexity their management will require administrators of broad information and sympathies, a scientific habit of mind, and highly specialized knowledge in certain fields. Problems of personnel, of business and finance, and of publishing and literary movements offer a field for the application of the most advanced training. When one considers the place of the public library in the political, economic, and social organization, and its potentiality as an educational agency in an age of increasing leisure, it does not seem fantastic to look forward to a time in the near future when the administrators of the larger public libraries may be expected to have undergone a period of postgraduate training equal in length and severity to that required of the lawyer, the physician, and the college teacher.

Ever since the School of Library Service was established it has been assumed by the profession at large that it would in due time offer the ambitious and competent student an opportunity to carry his professional training to a level represented in the teaching and other comparable professions by the degree of Doctor of Philosophy. In recent announcements of the School, under the heading "Degrees" the following statement has appeared:

By action of the University Council, students registered primarily in the School of Library Service may become candidates for the degree of Doctor of Philosophy under the general regulations for that degree which apply in the Faculties of Political Science, Philosophy, and Pure Science, subject to the approval of the Joint Committee on Graduate Instruction. Under supervision of this committee students registered primarily in the School of Library Service may be recommended to the Dean of the Faculties of Political Science, Philosophy, and Pure Science, both for matriculation for the degree and for final examination.

Although a number of informal applications have been received for permission to matriculate as a candidate for the degree of Doctor of Philosophy for work to be done primarily in the School of Library Service no candidate has yet been recommended. In some cases the applicant's qualifications were in doubt, but the main reason for delay in this part of the program of the School is the fact that up to the present time the Faculty has been fully occupied in caring for the needs of the large numbers of graduate students accepted each year as candidates for one of the first two professional degrees, the Bachelor of Science and the Master of Science. In fact, no adequate consideration has been given to the formulation of regulations supplementing the minimum requirements prescribed by the Graduate Faculties for admission to candidacy for the degree of Doctor of Philosophy.

Prospective candidates for the degree of Doctor of Philosophy in library service are increasing in number. Many of them, having already completed the work for the Master's degree, are asking when they may start to work for the higher degree, and whether there is anything they can be doing which will ultimately count toward that objective. At the present time only one library school in the United States, the Graduate Library School of the University of Chicago, actually accepts candidates for the Doctor's degree. For the time being, applicants for the higher degree are being advised to go to the University of Chicago or to take work under one of the Graduate Faculties of Columbia or of one of the other leading universities. The latter alternative does not satisfy those who, as librarians, feel the need of something more than intensive scholarship in some narrow subject field.

The present seems, therefore, to be an opportune time to raise the questions as to whether or not the School of Library Service should undertake to develop a program of work leading to the doctorate, what should be the nature of such a program, and what

additional resources will be required to put it into effect. It may be said at once that the necessary additional resources will be found to consist almost entirely of personnel. With the completion of the new library building which is to contain quarters for the School, adequate space for offices and for advanced instruction and research should be available for many years to come. Library resources, while far from ideal, are probably as satisfactory as those to be found anywhere, and are being developed with a view to making Columbia an important center for instruction and research in librarianship and related fields.

Advanced instruction in library science is now at a stage which calls for study and experimentation. The Chicago plan represents one type of experiment. Columbia may very well try a somewhat different plan. The answers to many important questions can be reached only by way of study and experience. Now is the time to experiment while the number of advanced students is relatively small. Probably in a few years the number of acceptable candidates for advanced degrees will be much greater than at present.

If librarianship has reached the point where the training represented by the doctorate is necessary, why should it not be secured under one of the established Graduate Faculties rather than under the auspices of a separate professional faculty? Would not the degree in the Department of English, or Social Science, or History, or Psychology, for example, meet the librarian's need quite as well as the same degree taken via the library school? In some cases it probably would. The degree in history, for example, might furnish the major part of the scholarly equipment needed by the librarian who is to be responsible for a special library devoted to some phase of history. In such cases, however, the technical or professional aspects of the librarian's task are relatively simple and distinctly subordinate to the need for scholarship in the field. Examples are not wanting also of librarians who can trace their professional success to graduate study in a field which can have no distinct relation to librarianship. On the whole, however, it does not seem that the traditional training of the graduate school is, in and of itself, adequate to meet the needs of present-day librarianship.

The situation seems clearly to call for a coöperative relationship between the professional school and the graduate school, the con-

tribution of each varying in amount and importance with the special interests and needs of individual students. In general, the graduate school would be expected to provide the student an opportunity to lay the foundation for thorough scholarship in a wide range of fields and subjects, both through survey and background courses and training in the methods of research.

The librarian does not aim in most cases to become a productive scholar or to engage in pure research. He will be more concerned with the application than with the discovery of knowledge. But it is highly important that he shall understand the aims and methods of research, that he shall acquire the scientific habit of mind, that he shall be able to evaluate the results of research in as many fields as possible, and that he shall instinctively apply sound research methods to any problem which confronts him in his work as a librarian. Much of this fundamental training he will be expected to get in the Graduate Faculties.

The professional faculty will have its own distinctive contribution to make, which in its primary emphasis on scholarship and research will not differ from that of the Graduate Faculties. Subjects of fundamental importance to professional librarians are not included at all or only casually in existing departments of instruction. These will have to be taken up by the Library School Faculty. Among them are scientific bibliography, the history and present-day aspects of book production, the book arts, and the history and contemporary status of publishing and the distribution of books and other printed matter. Such subjects as these offer as satisfactory a field for sound scholarship and research as many of the fields cultivated by existing departments of the Graduate Faculties, and at the same time have high value as informational background for the librarian.

The principal contribution of the professional faculty to the joint product would be, therefore, (1) selection of candidates for matriculation; (2) furnishing the individual student necessary guidance in formulating his program; (3) providing such instruction and guidance in research as may be necessary in the distinctly professional field; and (4) supplementing the offerings of the graduate faculties in subjects of importance to the librarian. The doctoral degree conferred on a student enrolled in the professional school would stand not only for a high standard of scholarship in one or

more fields, but also for superior professional aptitude and competency. From the Graduate Faculties alone it would stand only for scholarship and research ability.

It is true that from one point of view the graduate school is primarily a professional school for the training of college and secondary school teachers. It is estimated that 60 to 80 per cent of the successful candidates for the doctorate in American universities intend to and do become teachers. Although in this sense professional, the graduate school confines its attention almost exclusively to the one element in the teacher's equipment which is regarded as indispensable—training in research and competent scholarship in a special field. That same element is also necessary in any program of advanced training for other professions, such as librarianship. Librarianship, however, involves so much more than scholarship and skill in research that training for the doctorate can best be provided by the coöperation of the two faculties.

One responsibility of the professional faculty would be to see that the candidate does not, in acquiring the tools and methods of scholarship, specialize so narrowly as to limit his usefulness in library service. There is much complaint that this is taking place in teacher training, but the danger is far greater in training for librarianship. The need of the librarian is specialization in a *field* rather than in a *subject*; breadth of interest is probably more essential than in any other profession. This must not be interpreted, however, to mean that for the librarian a general taking of informational courses and assimilative study should be substituted for rigid discipline in research. On this point Professor Charles H. Judd¹ has put so much sound doctrine into the following paragraphs that they deserve to be widely quoted and read:

It is a fallacy to assume that general training in the broad fields of human interest will result from a mere reduction in research and from the pursuit of more courses of study. Broadmindedness is a quality which must be achieved by the most strenuous intellectual endeavor. Broadmindedness results from earnest inquiry rather than from mental relaxation. People do not become broadminded by listening to lectures or reading books. To be sure, good lectures and books are often strong stimulators of personal thinking. When an individual is aroused to thinking and does the thinking, he will begin to broaden his mental life.

A true view of the situation tends thus to correct the disposition to regard

¹Charles H. Judd: "The Nature of Professional Training." In *The Training of College Teachers*. University of Chicago Press, 1930, p. 101.

research as in itself narrowing and the pursuit of courses broadening. The desire to express one's self clearly is not a mental experience foreign to true research. Slovenly expression is often exhibited by a routine worker whose only interest in research is the vocational advantage which it brings. Good English and broad interests are not incompatible with scientific productivity. In fact, all these virtues belong together and are achieved by an active mind which is sensitive to its environment and eager to fulfil its functions as a leader in the intellectual world.

Under the Columbia system of dual control over candidates for the Doctor's degree who are registered primarily in a professional school, responsibility for the initial approval of candidates rests upon the professional faculty. Certain minimum requirements and a general procedure for the matriculation and admission to final examination of students admitted to the University under the faculties of a professional school are prescribed by the Graduate Faculties. For convenience of reference these conditions may be quoted here:

1. The student must be qualified for admission to the University under the Faculties of Political Science, Philosophy, and Pure Science.

2. With the recommendation of the Faculty under which he is admitted to the University, or of an appropriate officer or committee thereof, the student must submit for approval of the Joint Committee on Graduate Instruction: (1) a program of studies pursued and to be pursued; (2) one or more broad subjects of learning in which he will offer himself for oral examination (written examination may also be required); (3) two or more foreign languages of which he has a reading knowledge; (4) the subject of his proposed dissertation.

3. When these four items shall have been approved, the Dean will appoint a special committee to supervise the work of the student and conduct his examination. When he shall have passed his examination in subjects and demonstrated his ability to read the foreign languages accepted, the student will be matriculated as a candidate for the degree.

4. The candidate so matriculated will be admitted by the Dean to final examination by his committee after he has prepared a dissertation embodying the results of his researches, which dissertation must be printed either prior or subsequent to this final examination as the committee may require.

5. Before admission to final examination the candidate must have pursued advanced studies for at least two academic years, one of which must have been spent at this University.

These general regulations naturally concern themselves only with the quality of the candidate's scholarship in one or more important fields and with the quality of his research work as embodied in the doctoral dissertation. The professional faculty is concerned

not only with the candidate's scholarship and his skill in research, but also with his ability to apply his scholarship and his training in research to the problems of library service. The professional school must accept responsibility both for the candidate's scholarship and his professional attainments. This responsibility will necessitate supplementary regulations applicable only to candidates for the doctorate in the School of Library Service. Supplementary requirements of this kind have not yet been formulated and officially adopted but a forecast of what they are likely to be may have some value to prospective candidates and serve also as a basis for discussion of some points on which there may be a difference of opinion.

A student registered primarily in the School of Library Service can become a candidate for the degree of Doctor of Philosophy only through the recommendation of the Faculty of the School. Before such recommendation is given the student may be expected to comply with the following conditions:

1. He must have completed successfully the one-year general course in an accredited library school, and have received the degree of Master of Science in the School of Library Service, or have completed a similar second-year course in some other graduate library school which the Faculty of the School of Library Service can consider to be an equivalent.

2. He must have had a minimum of two years of successful professional experience, following the first year of professional training, in a position of considerable responsibility.

3. He must submit evidence of ability to plan and carry through a piece of sustained research in some problem of library service or in some department of knowledge related to library service. The most satisfactory evidence of this kind is likely to be the essay submitted for the Master's degree in the School of Library Service.

4. He must submit satisfactory evidence that he can write accurate and forceful English. This evidence may take the form of published articles, or manuscript in form for publication without editing; or the candidate may be required to submit to a special test.

5. Before being recommended as a candidate for the degree, the student should be required to demonstrate his ability to read rapidly and translate accurately French and German prose of ordinary difficulty.

6. He should be required to pass a preliminary examination, which may be oral or written or both, in the professional field in which he proposes to major. Final examinations for the degree of Master of Science may, with the approval of the Dean, be substituted for this examination.

Residence requirements should be extended and carefully defined. Since the doctorate in library service is to represent professional fitness and achievement as well as academic scholarship, the candidate should be required to spend not less than two academic years in full-time study, during both of which he should be registered in the School of Library Service, although an amount of time equivalent to not more than one semester might, with the approval of the Dean, be spent in such field work or foreign study and travel as may be necessitated by his special research. Such non-resident work would be carried on under the close supervision of his major professors and his special committee.

Full-time study should in no case be interpreted to mean simply registration for courses aggregating thirty or any other given number of points. No student should be considered as doing full-time work unless he devotes his entire time for not less than eight consecutive months in the calendar year to the work outlined in his approved program. In other words, he should not be permitted to count as part of the required period of full-time study any time during which he is engaged in any work for which he receives compensation. During his period of full-time study the student should be required to register for courses aggregating not less than twelve points each session, though classroom attendance should be voluntary. Having registered thus on a full-time basis, the student should be permitted to attend any classes in the University, whether he is registered for the courses or not, except that admission to seminars might be made to depend on the consent of the instructor in charge.

Every effort should be made to insure that no candidate receives the degree by plodding industry in the taking of courses and the accumulation of credits. Students of this familiar type should be excluded through the preliminary tests, but the evil can be successfully combated only by the practical elimination of the part-time system, which makes it possible for the industrious, mediocre student to meet the residence requirement and also seriously inter-

feres with the intellectual development and sound training of the superior student.

If the recommendations made above should be adopted, the minimum length of time in which a student in the School of Library Service could receive the degree of Doctor of Philosophy would be six years from the time he takes his first Bachelor's degree—one year for the general professional course, one year for the experience required to become a candidate for the Master's degree, one year of resident study required for that degree, an additional year of professional experience, and two years of resident graduate study. Few candidates would be able, as a matter of fact, to meet the experience requirement, prepare for their examinations, and complete their dissertations within this minimum period.

It is obvious that many librarians who desire the most thorough training available would be financially unable to give the necessary time to carry through the program outlined above without long delays. The School of Library Service ought, therefore, to have at its disposal a number of fellowships with a stipend of not less than \$1,500 a year. A larger amount would be necessary for students whose research involves much field work or travel, or who have personal responsibilities which would make it impossible to forego their normal salaries during a period of two or three years of full-time study. The number of doctorates required in the library field at the present time is not large. If Columbia is to accept any candidates at all during the experimental period they should represent a level of ability and professional promise which will make it certain that they will promptly assume positions of leadership and demonstrate the value to librarianship of scholarship and training in research.

The methods of study which the student is encouraged or required to follow will need to receive careful consideration. For the part of his work which falls wholly within one or more of the existing departments under the Graduate Faculties, methods will necessarily conform more or less closely to those followed by other students in the department. For that part of the work which lies in the professional field, or in the very important zone between the professional field and subject specialization, independent and individual study should largely take the place of class instruction. Courses of the formal type should have little place in the last two of the

student's four years in the Library School. In the form of honor courses or in some other form, independent study is being encouraged even in the best undergraduate colleges. The nature of the subject matter and the number of students make these methods impracticable for the first and even for the second year of graduate professional library study; for the later years they should be the main reliance.

Under the rules of the Graduate Faculties a student must select from the offerings of the various departments within those Faculties one or more broad subjects of learning in which he will offer himself for examination. This affords a wide field from which the librarian may choose subjects that will provide the scholarly background needed in almost any kind of library position. Some subjects are obviously of more value than others for the main types of library service. Those which seem to be of greatest importance and from which the student could ordinarily be expected to make his choice are the following:

- English literature
- Nineteenth-century literature
- American literature
- Comparative literature
- History of thought and culture
- Modern European history
- American history
- Sociology and statistics
- Economics—theory, history, and statistics
- Social economic problems
- Government and public law
- Social psychology
- Education—history, philosophy, psychology

Since his degree is to stand for a combination of scholarship in some field of knowledge represented in the Graduate Faculties, and of broad information and scholarship in his professional field, a student may be expected to include a double major in his program of studies. One major subject he would select from the above list, and the other from one of the following, each of which would be given the broadest interpretation:

- Library administration
- Bibliography
- Book arts

The student should also be expected to select a minor subject, which might be found in either of the above lists, or might be something entirely different if it met with the committee's approval.

The subject of the dissertation would ordinarily be found within the field of one or the other of the major fields, preferably in the subject major, and would be selected with reference to its importance for library service. As a rule the dissertation should present the results of organized research in some narrow field, but with the approval of his committee a mature student with a sufficiently broad background of scholarship might be permitted to substitute a generalized and critical treatment of the existing knowledge in a broader field.

It has already been pointed out that when the School moves into its new quarters in the new Library building it will be in a position to extend its program of advanced graduate study just as soon as the teaching staff can be strengthened. Even though candidates for the doctorate should be few, the anticipated increase in the number of second-year students will require additions to the Faculty in the near future. Definite plans should be made without delay for the appointment, as soon as qualified persons can be found, of two new teachers of professorial rank. In addition to expert bibliographical knowledge and familiarity with library practice, these new teachers should have the necessary training and experience to direct the independent study and research of candidates for higher degrees. One of them should be thoroughly trained in the methods of research in psychology and the social sciences, while the other should be a productive scholar in the field of comparative literature and literary criticism.

Every graduate student in the University is entitled to full privilege in every department of the University Library. No group of students, however, draws so heavily upon this privilege as the students in the School of Library Service. It is fitting, therefore, to record here our appreciation of the cordial and efficient service rendered by the staff of many departments of the University Library.

Respectfully submitted,

C. C. WILLIAMSON,

Dean

June 30, 1931

UNIVERSITY ADMISSIONS

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to present herewith my report for the academic year 1930-1931.

For several years past I have urged that steps be taken toward the adoption of a selective system of admission to the Graduate Schools. I am very glad to be able to report that while no faculty action has been taken, several departments have announced special requirements which an applicant must have met if he is to be eligible for matriculation. If a candidate holds an acceptable Bachelor's degree, he may register as a "regular graduate student," but to be eligible to begin work as a candidate for a higher degree under any of these departments he must have met the special requirements of that department. These requirements are materially different in different departments. One department requires that in order to be eligible for matriculation upon admission, the candidate must have stood in the upper half of his college class. Other graduate students may take courses offered by the department but may not be matriculated without further evidence than that of their Bachelor's degrees or their standing in their respective classes. Another department requires the prior completion of three years of undergraduate work in its field. Others require matriculation examinations at the beginning of the students' University residence. Certain science departments require a stated amount of preparatory training in mathematics as well as in the science itself.

Altogether nearly two-thirds of the departments have now adopted specific requirements either in subject matter or in quality or in both. In some departments these requirements are largely experimental for the present since the best method of determining fitness for graduate work in a department is not necessarily obvious in advance. As a matter of course departments will differ in their

subject-matter requirements though it might be possible for them to agree in qualitative requirements.

It is most encouraging that so many departments are now giving attention to the quality and preparation of those who offer themselves as advanced students. They thereby place a premium upon excellence and help to remove one of the most serious obstacles to effective work with those who are competent. They also render a service to those who are less competent if they dissuade them from undertaking tasks beyond their powers.

The whole matter of preparation for graduate work is in danger of being affected adversely as a result of certain tendencies which seem to be gaining currency in secondary schools in some parts of the country and which have their remoter effects in the colleges. Twenty years ago we heard much from secondary schools about "college domination." The cry is still heard from time to time though it is hard to believe it sincere since in the case of many colleges the tables have been so completely turned. Many colleges reluctantly or willingly have acceded completely to the demands of the schools that entrance requirements be made to fit the wishes of the school rather than the needs of higher education. There are great areas in the United States in which secondary school men, particularly those of the more vocal type, exert their influence to remove from the secondary school curriculum the more difficult subjects which still remain, such as mathematics and foreign languages—not merely the classical languages but the modern languages as well. There are, of course, many young persons who are not competent to make much progress in such fields and no doubt instruction should be provided for them in subjects which are within their grasp. There are also competent students for whom quickly acquired earning power is a necessity and who must perforce select vocational subjects as far as possible. But to insist that colleges shall require for admission only what the weaker students in the secondary schools can manage to pass, or what those who do not intend to go to college will take anyway, is ridiculous and harmful.

In defense of the elimination of certain of the more difficult subjects from the secondary school curriculum it is claimed that the quality of a student's work in college is unrelated to the subjects which he has studied in school. Studies have been made which purport to show that at least in certain institutions a student's

record in college bears no discoverable relation to the curriculum of his secondary school. They are alleged to show that, other things being equal, students who have pursued vocational courses in school did quite as well in college as those who had taken college preparatory courses.

Naturally, if the courses which a student follows in college do not presuppose preparation in any specified subject matter, it is not so surprising that it makes little difference just what subject matter the student may have been exposed to in school. The aim of studies of this sort is, of course, to show that there is no "carry over" from such subjects as foreign languages and mathematics. But the conclusiveness of the study is open to question because of the fact that there seems to be little in the college curricula which these studies cover which would make it possible to detect "carry over" if there were any. No sensible person supposes that a stupid person can be converted into a bright one by taking any given kind of course or combination of courses. A difference in subject matter is not believed by anyone to have really magical efficacy. There are those who believe in the educational value of the subjects which call for continued effort, for the ability to make careful distinctions, for the gradual mastery of organized bodies of information and principles, for competence in work which presupposes the retention and full control of things learned one, two, or three years earlier. There are few enough such subjects in the secondary school curriculum. But those who believe most in such subjects, contrary to the opinion of some of their critics, do not believe that training of this kind necessarily leads to immediate and unmistakable superiority in all kinds of later work.

A so-called college curriculum which is merely an assemblage of unrelated courses with occasional agglomerations of small groups of more or less related courses gives no basis for judging among the results of different types of preparation. In too many colleges it is possible for a student to select three-fourths of his courses from among those which are open to freshmen and sophomores, and such courses are sometimes indistinguishable in their demands from courses given in the really good secondary schools. Indeed there is no question that in their demands for ability to do intellectual work and for real intellectual achievement, the best secondary schools far surpass many institutions which are known as

colleges. To be sure, a student of good ability, determination, and initiative can get a fairly good education in an inferior college but that is no justification for inferior colleges.

This tendency to remove from the secondary school course whatever is difficult and distasteful has been given effect in some schools by the abolition of all examinations. Exemption from examinations for high-standing students has been permitted in a good many schools in the past. Such a policy may seem to present a reward for good and faithful work but it has the unfortunate result of removing from the student the incentive for obtaining a comprehensive mastery of the subject matter. Some students who have been prepared under such a system seem to have acquired the ability to learn from day to day and to forget from week to week. To excuse all from examinations no doubt puts all upon an equal basis. It is very democratic but it seems to have no merit from the standpoint of education. Instead of abolishing final examinations others would provide that a pupil who has failed in such an examination three times be given credit for the subject anyway; though the more scrupulous of those who hold this view would have the record show whether the pupil had earned credit by passing the subject or by failing in it three times.

There are yet other plans for the removal of what is unpleasant from the work of the school. Homework has long been a bugbear to many pupils and to their parents. The obvious way to meet the difficulty is to abolish homework. It is reported on good authority that in at least one school near New York City where such a policy has been adopted the school has considerable difficulty in preventing certain of its misguided pupils from smuggling books from the school so as to be able to indulge in the forbidden homework.

In such a state of affairs it is perhaps not surprising that at least one university is reported to have announced its willingness to accept any applicant eighteen years of age or older, who passes a general aptitude test without raising any question regarding his training in secondary schools. If it does not matter what a student has studied, or if he has been prohibited from studying outside of the few brief school hours, or if he has never been asked to summarize what he has studied in any course, or if he has been given credit because of three successive failures, or if he has combined these educational advantages, there is apparently no point in

asking him whether he has studied anything. If a college bases its work upon the absence of preparation, it is obvious that its entering students will not be ready for advanced study in any field. The college must, therefore, be prepared to offer education at the secondary level for all its students. Four years in a college based upon nothing in particular can hardly be expected to give to a student the same preparation for graduate work as four years based upon a solid secondary school preparation. Those who have observed in the past the work of American students in European universities have frequently commented upon the lack of thoroughness in the training of our students. Such tendencies as I have just described would seem to make absence of thoroughness a major educational doctrine.

An inspection of records submitted by many of those who offer themselves as graduate students too often discloses a mere hodge-podge of vocational and elementary courses with no continuous work in any subject and with no coherent body of courses in any field. They seem to have had "college" courses which continue the practices outlined above. No wonder such applicants are frequently in doubt as to the subject in which they wish to specialize. What they want is a Master's degree and they want it in the subject in which they can get it most quickly. It is the fashion to blame the "commercialization" of degrees for this state of affairs. School boards and colleges place a premium upon the possession of a higher degree; hence some teachers and prospective teachers are eager to obtain such degrees for the sake of their money value rather than for the sake of the scholarship which the degrees are supposed to represent.

All this may be true, but the attempt to place the blame for low standards of graduate work anywhere than upon the graduate schools themselves is inexcusable. School boards ask for higher degrees because such degrees are supposed to give evidence of advanced scholarship and of intellectual interests. If the degrees do not represent those achievements and qualities, the blame can rest only upon those who grant degrees for something else. If higher degrees have become commercialized, they have become so because in their competition for graduate students, or for other reasons, institutions have been willing to accept almost anyone as a candidate for such a degree and to confer higher degrees without being too exacting in their requirements. There are colleges here

and there whose Bachelor's degrees are not up to the standard but which still grant many Master's degrees. There are larger institutions whose requirements for higher degrees are even now unworthy of a first-rate junior college.

If, as seems probable, the Bachelor's degree is to lose its meaning still further, it will be necessary for graduate schools to be very much more specific in their entrance requirements. The mere possession of a Bachelor's degree is not enough. It has frequently been said that an A.B. degree no longer means anything. An A.B. in and of itself does not mean anything in particular. It is a degree which is now granted by many different types of institutions for the greatest variety of courses. It has been regarded as above all others the respectable degree; if an institution calls itself a college and grants the A.B. degree, it feels that it has become respectable, whereas it may simply have helped to take the meaning out of the words "college" and "A.B. degree." A distinction which is possessed by everybody is no longer a distinction, and a degree which means nothing in particular is hardly a basis for graduate work.

The Bachelor's degree even from reputable institutions no longer has any clear meaning. Many colleges still maintain high standards and confer degrees which do mean something, and they will continue to do so, however low the requirements for admission to graduate schools may be; but if the tendencies to debase college standards are to be combated in any effective way, the graduate schools must assist by demanding sound training on the part of those who are to begin graduate work and they must make it unmistakably clear that they themselves do not countenance low standards.

The action taken by several departments which has been outlined in an earlier paragraph is a clear indication of their attitude toward inadequate preparation.

Aside from these changes there has been no notable change in the entrance requirements or in their administration in any department of the University in the course of the past year.

A committee of the Faculty of Law is making a careful study of the results of the application of the method of admission to the School of Law which went into effect in 1928. In general the results seem to have been very satisfactory. Certainly the number of failures has been greatly reduced.

The work of this office beginning with the next academic year

will be undertaken in quarters which have been completely transformed from the dingy and poorly arranged offices which we formerly occupied. The office of University Admissions is the place in which the new student most frequently receives his first impression of the University. It is important, therefore, that the office be a place of beauty and dignity. The new office with its excellent and tasteful furnishings and its admirable arrangements is worthy of its function. A separate reception room is provided for the applicants for admission to Columbia College. Formerly they entered a general waiting room with applicants for admission to the graduate and professional schools, foreign students, and others. These improvements have long been desired by those most interested in the work of this office including many alumni of Columbia College. The Trustees made generous provision for the new arrangements and the work was carried out immediately after Commencement.

I have to announce with regret the resignation of the former Assistant Director, Harold K. Chadwick. Mr. Chadwick had been in the office for a period of twelve years and had contributed much by his interest and devotion to the work of the office and the development of its procedure.

This year for the first time in many years no freshman class will be admitted in February. The whole matter was carefully considered by the Faculties of Columbia College and Barnard College several years ago. This will doubtless make possible in the future the admission of somewhat larger classes in September. The classes will be less broken up and their unity as classes will probably be emphasized. The unity of the college will doubtless be increased. The February freshmen entered after the class organization for the year had been completed and it was not easy for them to become full members of any class. Full membership in a class with the interests and activities which go with it has been an extremely important factor in the social education of the American undergraduate. It may not be indispensable but it has been typical and nothing has developed which can fully take its place.

Respectfully submitted,

ADAM LEROY JONES,

Director

June 30, 1931

REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

The following is a brief statement of the service rendered by the staff of the University Medical Officer during the academic year 1930-1931.

The year has been a satisfactory one. The medical staff itself has been fortunate in its almost perfect attendance record. The good health of each member has permitted him to do his daily work with regularity and efficiency. This steady service on the part of the staff has made it possible to give to most patients a conference period of sufficient length to satisfy their needs. The number of patients requiring long conference sessions and extensive examinations for diagnosis and treatment increased during the year. By January it was found necessary to add a part-time physician to the staff in order to meet the growing demand for medical service during the afternoon hours. On February first Dr. Robert H. F. Dinegar, P. and S. 1919, was appointed as a part-time assistant to the University Medical Officer. This additional service has been justified by the fact that Dr. Dinegar's office hours have been fully occupied with cases that could not have been cared for without an extension of the clinic hours. The surgical division too has had an active service, and it may be necessary to appoint an additional surgeon for part-time work during the coming year.

Our University community is a busy one and its population is steadily increasing. It is therefore to be expected that the volume of work done in the medical office should grow, and that some of this increase should be in accidents to students and employees. This larger number of persons seeking aid for accidents is due not only to our increased population, but also to the fact that the Faculty, students, and employees are becoming more dependent upon the medical office on the Campus. The Workmen's Compen-

sation Act has been another factor in adding to the volume of our work, since all injuries to employees must be reported immediately to the medical office. The detailed reports which must be prepared and sent to the Compensation Bureau and to the insurance companies add to the duties of the physicians and of the secretarial staff as well.

In the Departments of Buildings and Grounds of Columbia University, including Teachers College and Barnard, we employ about 424 men and 357 women; in the restaurants, cafeterias, and grills approximately 76 men and 193 women are on duty, with an additional 208 students on part-time schedule. In the libraries, Home Study Department, the bookstore, and in the various departments of administration there are employed some 1,242 men and women. With the above numbers in mind it is not surprising that the emergency service of the medical office should be well patronized, in spite of every precaution taken by the executives in charge of these departments, who realize that the prevention of injuries is a greater social and economic asset than the restoration of the injured to full efficiency through medical attention. Although we have a number of students and employees who received minor, and a few major injuries while working in our laboratories, the proportion of such accidents to the number of workers is small, due largely to the care that is exercised by the supervising instructors and professional advisers. Fortunately the medical office is located conveniently to the chemical and engineering buildings, which makes it possible to give aid almost immediately to patients from these buildings in which the nature of the work makes accidents more likely to occur. Where the time element is so important as it is in dealing with chemical and other injuries to the face and especially to the eyes, convenience to the medical office is essential, and in 1912 when medical service was inaugurated on the Campus, this was one of the important considerations in selecting Earl Hall as the logical place for the University Physician's office. The wisdom of this site has been demonstrated many times in the past nineteen years.

The following summary will give some measure of the service rendered during the past year by the medical staff.

SUMMARY

OFFICE CONSULTATIONS

University Office	28,298
Barnard Office	10,133
Johnson Infirmary Office	3,349
John Jay Infirmary Office	1,543
<i>Total</i>	<u>43,323</u>

NUMBER OF INDIVIDUALS RECEIVING OFFICE SERVICE

	<i>Men</i>	<i>Women</i>	<i>Total</i>
University Office	3,885	3,142	7,027
Barnard Office . . . . .	....	1,308	1,308
Johnson Hall . . . . .	....	493	493
John Jay Hall	419	....	419
<i>Grand Total</i> . . . . .	....	....	<u>9,247</u>

INFIRMARIES

	<i>Bed Patients</i>	<i>Infirmary Days</i>	<i>Average Length of Treatment</i>
Johnson Hall	376	1,940	5.2
John Jay Hall	314	1,821	5.8

ORAL HYGIENE, CAMPUS CLINIC

Patients	1,114
Treatments	1,553

The University day has no arbitrary beginning or end. During the academic year, even at night, there is rarely an hour when one or more windows in buildings on the Campus are not illuminated by the light from the desks of students whose problems must be finished before they can call the day's work complete. When the students who have been attending morning and afternoon lectures, reading, and working in the laboratories are leaving the Campus, there is a second group of about five thousand men and women who come from business and professional duties to attend evening lectures or to work in the libraries or laboratories. It has been

found necessary to arrange for emergency medical care for this evening group that is busy on the Campus from five until ten o'clock six days a week. During the coming year a nurse will be on duty during these hours each night. Her headquarters will be in a specially equipped room in the School of Business on the main floor of the McMillin Theater. She will be in telephonic communication with the infirmaries, and all emergency calls from buildings where evening classes are being held will go directly to her desk. She will attend to these calls and will be able to secure from the infirmaries any additional help which she may need. The Earl Hall office closes officially at five o'clock and from this hour until ten p. m. this special nurse will be on call. The infirmaries in Johnson and in John Jay Halls are on a twenty-four hour schedule and therefore can be reached for advice or service by telephone from any part of the Campus, at all hours of the night and day throughout the college year. It is impossible for the nurses to leave their posts at night but in case of necessity they will summon physicians to care for acute illness occurring in the dormitories or in private houses where students are in residence. Our organization is such that help for any section of the student community may be secured by telephone communication with the medical office or the infirmaries during any of the twenty-four hours of the day. Our aim is to safeguard as completely as possible the health of the men and women who are here at the University.

The Addendum contains a list of the conditions treated and the sum total of visits made by patients to the University office in Earl Hall. The classification of the medical work done at the infirmaries and at Barnard is not included in this summary. It is difficult to assign adequate emphasis or relative values to the various types of work done for patients. The diagnosis most frequently represents the major difficulty but cannot measure the value of the medical conference, nor indicate the time element that was necessary to satisfy the patient in explaining his difficulties and in outlining for him a program of treatment. The medical staff is cognizant of the fact that our busy service compels us to see too many individuals within a prescribed period of time. The members of the staff, however, have made an effort to estimate the value of each problem presented and to give as much time as possible to solve the urgent problem even if it has necessitated the shortening

of time spent with those patients whose cases were less troublesome and less serious.

Although the Earl Hall office is open from nine-thirty until five, except on Saturdays when it closes at twelve, the days are too short and there has been a call for evening medical conferences. We know, however, that with our present equipment and staff, we cannot extend our consultation hours without loss of efficiency. At some future time it may be necessary to provide for an evening clinic, but at this time we do not wish to make any definite recommendations.

The students are taking advantage of the opportunity of calling for assistance upon the nursing staff at the infirmaries when the Earl Hall office is closed. The nurses do not make a diagnosis nor assume responsibility without the advice of a physician, but if the problem is one that can be taken care of by a nurse, she does so until the office hours at Earl Hall permit the patient to see a physician. If, however, such a procedure is unwise, a physician is summoned and the patient is put to bed in the Infirmary if he is a resident of one of the dormitories and his case indicates infirmary care. If the patient's condition is such that it is safe for him to do so, he is permitted to go home and have a physician take charge of his case there. Our rules governing the conduct of medical service at the University are exacting upon the staff as a whole, medical, nursing, and clerical divisions alike; for it is far safer to be overcautious than by less rigid methods to risk oversights and preventable mistakes.

In so far as we can interpret human reactions, we try to arrive at an understanding of the individual patient's physical and mental makeup and in the treatment of his illness we try to approach his problem with consideration for his particular outlook. In this period of strong individualities and of varying moral and religious ideals, one must practice the art and science of healing with an elasticity of approach. The confidence of the patient must be won before the advice and treatment outlined can be effective. Without complete understanding between patient and doctor, no program can be satisfactorily worked out. The physician must not only be well equipped through education and experience, but he must have the personality and character that measure up to the standards of his patients. These qualifications have been especially sought after in assembling the staff of the Columbia Medical Service.

In the development of the bedside service in our infirmaries every endeavor has been made to give to the patients not only the best nursing care, but comfortable and homelike surroundings as well, by eliminating as far as possible the institutional atmosphere of a hospital. We have a staff of nurses who combine professional skill with the art of making their patients at home and contented. Their unselfish interest in their work makes the comfort of the patient uppermost in their minds and the matter of labor and hours of secondary importance. As their supervisor, I wish to express my appreciation of their willing and faithful service.

Occasionally suggestions and criticisms show new ways in which a patient may be made more comfortable or contented during an illness or convalescence. To prompt patients to give others the benefit of such suggestions and criticisms, we give to each patient the following letter on his last day in the infirmary.

DEAR MR. _____,

It has been a pleasure to care for you here at the infirmary during your illness. We are happy to know that you have recovered and may now once more take up your active responsibilities as a student of this University.

While we hope that you may not again be ill during your residence in the dormitory, we trust, however, that should you need medical care you will come back promptly so that we may look after your needs and your comfort while you are ill.

If, while you have been a patient here at the infirmary, you have found cause for criticism, I trust you will write these facts to me or in conference tell me or the nurse on duty the cause for your dissatisfaction. If you have been well cared for and have no adverse criticism you may still perhaps have in mind some constructive suggestion that would improve our service and therefore make it more comfortable and helpful for the next patient who will spend hours in this room.

We have made every effort to make the Infirmary efficient and a pleasant and comfortable place to be when ill. You may assist us to make it more so by your constructive suggestions.

Sincerely yours,

WILLIAM H. McCASTLINE, M.D.,
University Medical Officer

In this way the patient is encouraged without embarrassment to tell us freely of unpleasant as well as pleasant experiences in the infirmary, before these memories become less vivid and more or less changed by the crowding in of new impressions during the days following his discharge from the infirmary. Since the medical

care is both clinical and educational in scope and character, every effort should be made to determine whether our methods of treatment and policies of administration give to our patients confidence and satisfaction as well as the desired medical results.

Mental health is a vital problem under all circumstances. The University group, like every other community in every state of the Union, has its quota of the mentally ill. These problems among the students at the University do not differ in most respects from similar problems of any district of equal numbers in town or city. The feature common to the members of our community is that each is seeking a college education, and so a chance for greater leadership in some capacity. These students represent an investment in time and substance. If every means is not sought to restore these persons to normal mental vigor, this investment is wasted and the paths which they might have chosen have lost productive wayfarers.

To cope with this situation, upon the recommendation of the University Medical Officer, the President of the University appointed a committee made up of men especially trained and experienced in this realm of mental diseases, to consider ways and means of dealing with the disposition of the individual who is so unfortunate as to develop a state of mind that does not function within the zone of normal mental operations. In the future, therefore, with this committee's experienced counsel, the University Medical Officer anticipates effective supervision of those students whose minds have been disassociated from constructive thinking and acting.

It would seem in the light of experience unwise for colleges and universities to admit as students persons who have had serious mental derangements. Exceptions to this ruling might be found in cases that have been treated by a psychiatrist who can vouch for the future health of his patient and the effect of hard mental application in respect to a recurrence of the abnormal mental condition.

The special studies in the field of periodic medical examinations are still in progress. Two years of the dental survey are complete and data from the third group of five hundred freshmen will be added by the Dental School staff this fall. The investigation by a group from the School of Dentistry is using the pertinent facts

assembled through the freshmen medical examinations to study the cause and prevention of dental caries and the chain of pathological conditions that are associated with poor teeth. No final conclusions will be drawn in this study until we have material from two thousand cases.

A definite effort has been made to gain the intelligent coöperation of the college group in our program of health examinations. Without a clear understanding of our aims and ultimate purpose, the student is not a constructive force in our program. We have therefore endeavored to acquaint each freshman with the health program and its object immediately upon his entrance into the college community. The University Medical Officer attends the Freshmen Assembly the week before classes begin and presents an outline of the freshman medical examinations and their follow-up. He explains on the same occasion the organization of the medical service. When the student reports for his health examination, he is given the following letter so that he may interpret more intelligently the meaning and value of the medical contacts that he is about to make.

DEAR MR. _____,

Please read this explanation carefully before you begin to answer the printed questions.

Do not put your name on the history form. The number identifies you through the private files of the medical office. This procedure is adopted so that no one other than the Medical Officer can identify the writer. The information asked for is to be used as a basis for giving you constructive health advice. You will therefore appreciate the value of accuracy.

Health is one of the most valuable assets in life, and with care can be preserved and improved in youth. As a part of your college training we wish to assist you in securing as accurate a rating of your own health endowment as possible, and also to acquaint you with a better understanding of the value of modern medical science in the care and prevention of illness. To do things most efficiently we must have the best state of health that our physical endowment will permit, for health not only leads to successful living but adds greatly to the joy and satisfaction of life.

It is our hope that you may receive as much help as possible through the medical examination that you are to take today. If you have any problem that you would like to discuss with any member of the medical staff we would be very glad to make an appointment for a conference. These appointments may be made through Miss Pott, Room C, Medical Office, Earl Hall.

During the examination the physician would be glad to have you ask questions regarding your physical condition, or bring to his attention any matter that you think may be detrimental to your physical efficiency or health.

The medical office is open at stated hours daily for conference and treatment. The Men's Infirmary on the fourteenth floor of John Jay Hall is open for service day and night throughout the college year. It is suggested that you report promptly to the medical office or the infirmary if you become ill. It is wiser to report too frequently, and for conditions that may be found unimportant than to risk being ill without proper medical supervision. Our effort will be to keep you well, and we sincerely hope you will cooperate with us to this end.

Sincerely yours,

WILLIAM H. MCCASTLINE, M.D.,
University Medical Officer

The routine examination has been made as complete as possible so that the record will be of value in the preparation of a constructive health program to meet the particular needs of each student. The group studies are of secondary consideration, since the primary emphasis continues to be on the personal problems of each individual student.

To insure a complete understanding by the student of the follow-up program, the following letter is enclosed with the appointment for each initial examination, conference, or treatment for a disability recorded at the physical examination.

DEAR MR.———,

Our records of your medical examination show one or more conditions that require further observation. The object of the complete physical examination is to give us a basis for judging your present state of health and to discover, if possible, any tendencies you may have which, if uncorrected, may develop into conditions that will cut down your efficiency and decrease your ability to enjoy life to its fullest capacity.

The inclosed request to call at the medical office is sent to you so that we may make an appointment convenient to you when you may come to discuss in further detail the results of your medical examination. We will endeavor to meet your convenience for this conference.

Faithfully yours,

WILLIAM H. MCCASTLINE, M.D.,
University Medical Officer

By this procedure it is hoped to eliminate diffidence or misunderstanding on the part of the student and also to bring about when desirable a close relationship between our health service and the family physician.

Of the 600 men examined upon entering Columbia College in 1930, 265 were found to be suffering from conditions that made it desirable to place them under medical supervision. The majority of these defects were of a minor nature and required but one conference or examination to outline the treatment necessary to correct the difficulty. In all, 453 visits were made to the medical office as a result of conditions found by the examining physicians. In 1929, 229 students were discovered who needed follow-up advice. This group made, during the academic year 1929-1930, 619 visits to the medical office. This year this sophomore group was reduced to 45 patients who made 109 visits for the supervision of health handicaps that were discovered in the fall of 1929. This work is of great value to the patient and every opportunity will be seized to strengthen this branch of our organization so that we may meet the increasing demands of the student population for the privilege of conferences and examinations to bring to the surface and eliminate latent physical defects and functional disturbances. The following chart shows the types of defects dealt with in this particular group.

<i>Conditions</i>	<i>Number of Students</i>
Anemia	2
Appendicitis (chronic)	3
Colitis	3
Congenital malformation	1
Cyst	1
Cystitis	1
Diabetes	2
Digestive disturbances	29
Ear diseases	7
Epilepsy	4
Eye diseases	8
Fatigue	3
Flat foot	6
Floating kidney (old)	1
Heart disease (functional or organic)	74
Hernia	5
Hypertension	36
Hypotension	1
Joint ankylosis	2
Muscular development (poor)	1
Nervousness	4
Nose and throat diseases	13

Nutrition problems	14
Osteomyelitis	3
Poliomyelitis	5
Problems of adolescence	16
Psychoneurosis	3
Respiratory diseases (non-tuberculous)	13
Skin diseases	25
Speech defects	1
Tonsils (diseased)	9
Tuberculosis (healed)	5
Varicocele (painful)	1
Varicose veins	1
Wax in ears	5

It is of interest to record that the refractive eye examinations of the incoming students show that many men either needed glasses and did not use them, or were wearing glasses that did not give them the full benefit of carefully fitted lenses. Professor Treleven found that of 587 men examined, in 301, refractive correction was indicated; in 81, refractive correction was not indicated; in 11, refractive correction was urgently advised; in 122, the lenses worn were satisfactory; in 49, a change of glasses was indicated; in 23, a change of glasses was urgently advised. These figures show the value of a careful refractive check-up on students entering college.

The same plan was used this year as last in sending reports to the Dean, to the Medical Director of the University Gymnasium, and to the Secretary of the Employment Bureau.

The group as a whole has an excellent health history; only 38, because of temporary ill health, have had to modify their past programs of study or activity.

The question of self-support during the time that they are in college is one that faces at least 377 men in this group:

- 184 stated that they planned to work full time during vacations.
- 31 planned on part-time vacation employment.
- 14 must work full time during school periods and vacations.
- 47 must work part time during school periods and vacations.
- 10 must work full time during the school year.
- 27 must work part time during the school year.
- 60 must work full time during the school year and part time during vacations.

With these facts before us it is encouraging to know that the results of the physical examinations justified the University Medical

Officer in classifying 467 of the 600 men as A in his report to the Secretary of the Employment Bureau, which makes these men eligible for all types of work. At a time when positions open to students are scarce, the lack of physical handicaps gives a man a wider range of manual as well as clerical and tutoring opportunities from which to choose. It was found necessary to recommend that 66 of the students confine themselves to very light manual labor or to tutoring. A group of 33 was recommended for tutoring only; and 27 were limited to various types of part-time work only. There were 7 students in the group who were advised to do no work whatever outside of their academic schedules.

With the reorganization of our athletic activities this past year, the medical and surgical care of the students in competitive sports has been placed under the supervision of the medical service department. Dr. Rudolph N. Schullinger, a member of the surgical staff of the Medical Center, has been appointed to take charge of this special branch of the service. The men on the football squad if injured, will receive immediate and expert treatment. The medical supervision at Baker Field training quarters has been planned in detail for the coming season and the men will receive every care that experience can provide to keep them in good physical condition and to repair any injury that may occur during practice or in competitive games. The players will be under Dr. Schullinger's personal supervision daily throughout the football season, while they are living at the Manor House. After the active season is over, since Dr. Schullinger's appointment covers the academic year, he will continue his oversight through the regular medical service on the Campus of the University.

The University Medical Officer plans also to appoint a doctor to attend all athletic meets held throughout the winter in the gymnasium and in the swimming pool, and to care for any emergencies that may occur. It is planned further to arrange for a physician, familiar with athletic conditions and exigencies, to hold office hours daily to advise with all college students on matters of health related to physical activities. Generalized advice in this broad field is not altogether safe since individuals differ widely as to their ability to participate beneficially in the various forms of gymnastic and athletic recreation. It is therefore advisable for students to receive individual suggestions from a medical man who, after a study of

the health examination, can advise each student as to which types of activity best meet his individual needs. The physician will also discuss with students problems in the field of personal hygiene. Many students have difficulties which, if not solved, may lead later to inefficiency if not to ill health. The University Medical Officer wishes to develop this sort of helpfulness for the physically normal who have disturbing problems in matters of diet, of activities or of troublesome habits. This advisory practice is a link between our medical service and the Department of Physical Education and Hygiene. It is one of the practical sides of preventive medicine that turns into living experience facts in hygiene as taught in the classroom. Individual conferences, dealing with matters of personal hygiene and of public health, where the physician has an opportunity to apply and interpret personal and community health regulations for the benefit of the individual, are a valuable method of education. Furthermore this sort of conference is a branch of general practice that must be stressed more emphatically by the private physician if he is to hold the important post of health adviser to the men and women of our younger generation. Our students are interested in the subject of good health attainment and preservation and they gladly accept opportunities to secure reliable scientific facts, especially when these may be applied to their own needs. We appreciate an opportunity to develop this particular phase of applied personal hygiene by assigning a qualified physician to full duty in a field which we have been cultivating for some years. This physician will not lecture in physical education, hygiene or medicine, but will devote his time to the solution of the health problems of those who are in most respects physically fit, but who wish to increase their health assets and to decrease their health handicaps. We might term it a "health investment department," not with the slogan "a longer span of life," but rather "a more efficient life with increased usefulness, comfort, and happiness."

As a large urban university we would profit greatly by the acquisition of a rural site to afford means to supplement our academic pursuits. This suburban campus should be a place convenient to the city where groups of students, especially those from New York and other cities, might go for week-ends throughout the academic year and during vacation periods, for participation in outdoor

studies and activities. With proper equipment, each season would bring its appropriate interests. This outdoor center would furnish opportunity for the improvement of health and the use of leisure. It would give to the Department of Physical Education as well as to other departments a place for practical field work. There should be similar provision made for our women students. We hope that some friend may present to the University not only the property for these camp sites, but also a fund sufficiently large to maintain them.

In closing this report I wish to express on behalf of my staff and myself our grateful appreciation to the President and Trustees for their interest and support; and to the officers of administration and staff members of St. Luke's Hospital and the Medical Center for their helpful coöperation. The University Medical Officer wishes also to express his thanks to the members of his staff, who have worked so faithfully during the year to make the department of real assistance to students and Faculty alike.

Respectfully submitted,

WILLIAM H. MCCASTLINE,
University Medical Officer

June 30, 1931

ADDENDUM

UNIVERSITY MEDICAL OFFICE TABULATIONS

OCTOBER 1, 1930-JUNE 30, 1931

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
<i>Specific Infectious Diseases:</i>		
Abscesses		
abdominal wall	4	5
arm	2	2
axilla	4	4
back	2	2
breast	1	2
buttocks	2	2
cervical region	1	1
cheek	3	3
finger	2	2
groin	1	1
gum	1	2
heel	2	2
leg	1	2
lip	5	7
lung	1	1
mouth	1	1
nasal	3	3
neck	5	5
peri-tonsillar	1	1
pilonidal	2	2
pustules	17	17
unclassified	55	60
Arthritis		
acute	51	64
chronic	19	19
Carbuncle		
neck	2	2
Cellulitis		
arm	1	1
ear canal	3	3
face	4	5
finger	5	5
foot	8	8
hand	4	5
leg	19	22

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Coryza (common cold)	1,559	3,984
Diphtheria	4	6
exposed	2	2
Furunculosis		
abdomen	2	2
axilla	4	4
back	1	1
buttocks	7	7
external auditory canal	28	39
Impetigo Contagiosa	37	71
Infections, acute		
chest and abdominal surface	10	11
ear, auricle	2	3
extremities	233	243
face	29	29
neck	7	7
nose	15	16
scalp	1	1
Influenza		
intestinal	1	1
respiratory	489	558
Measles	4	4
exposed	1	1
Mumps, Epidemic Parotitis	3	4
Paronychia	43	45
Poliomyelitis		
convalescent	1	1
old	4	10
Rheumatic fever	2	2
convalescent	1	1
Rheumatism, chronic	33	49
Scarlet fever	2	2
exposed	2	2
Tinea		
barbae	2	3
epidermophytosis	144	319
ringworm	90	136
versicolor	3	4
Trachoma	1	1
Tuberculosis		
elbow joints	3	3
lungs, active	6	10

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
lungs, arrested	4	21
spine	2	3
Ulcer		
finger	1	1
leg	6	8
neck	1	1
thigh	2	2
wrist	3	4
Whooping cough	2	2
<i>Total</i>	3,020	5,885
<i>Diseases Due to Animal Parasites:</i>		
Ascariasis	1	3
Malaria	3	8
Pediculosis		
corporis	3	3
pubes	4	4
Scabies	12	28
Tenia Solium	1	1
<i>Total</i>	24	47
<i>Diseases of Metabolism and Deficiency:</i>		
Acidosis, non-diabetic	1	1
Diabetes Mellitus	2	4
<i>Total</i>	3	5
<i>Diseases Due to Physical Agents:</i>		
Burns		
1st degree }	67	67
2d degree }		
chemical, 1st degree }	33	49
2d degree }		
scalds, 1st degree }	34	34
2d degree }		
<i>Total</i>	134	150
<i>Intoxications and Poisonings:</i>		
Alcoholism, acute	1	1
Poisoning, food	6	6
<i>Total</i>	7	7

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
<i>Tumors, Benign and Malignant:</i>		
Carcinoma		
lip	1	1
Chalazion	6	8
Cysts		
ovarian	4	4
pilonidal	2	4
sebaceous	45	52
Epithelioma		
thigh	2	6
Fibroma	1	1
Lipoma		
arm	1	2
back	1	2
Nevus, non-vascularis	3	5
Papilloma	19	20
Polypus		
nose	5	5
uterine	1	1
Tumor		
breast	5	5
epiglottis	1	1
fibroid	7	7
unclassified	2	3
Verruca	49	54
<i>Total</i>	<i>153</i>	<i>181</i>
<i>Congenital Malformations:</i>		
Talipes varus	2	2
<i>Total</i>	<i>2</i>	<i>2</i>
<i>Injuries:</i>		
Abrasion		
ankle	3	3
extremities	95	97
face	3	3
Amputation		
breast, post-operative	1	1
finger (traumatic)	3	3
toe	1	1
Avulsion (finger nail)	2	2

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Bee sting		
face	1	1
Bites (insect)		
extremities	28	31
eyelid	1	1
Concussion		
brain	1	1
Contusion		
body	13	18
chest	7	8
ear	1	1
esophageal	1	1
extremities	130	132
eye	7	9
face	12	13
head	9	9
knee	7	7
nail	1	1
nose	10	10
Dislocation		
knee, recurrent	1	1
metatarsal phalangeal	1	1
shoulder (chronic)	6	6
Evulsion (finger nail)	3	3
Fracture		
cervical vertebrae	1	1
Colles	10	10
comminuted (phalanx)	1	1
elbow	1	1
fibula	1	1
finger (distal phalanx)	6	6
finger (proximal phalanx)	1	1
foot, metatarsal bone	2	2
hand (not verified by X-ray)	7	7
lumbar vertebrae	1	1
metacarpal	4	4
nose (displacement)	1	1
nose (without displacement)	1	1
rib	3	3
skull	1	5
toe	3	3
ulna	1	1

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Hematoma		
back	1	1
eyelid	6	6
face	1	1
leg	4	5
nail	2	2
scalp	1	1
sub-conjunctival (traumatic)	1	1
Sprains		
ankle	113	113
back	13	13
elbow	1	1
finger	26	27
hand	6	6
knee	12	12
neck	1	1
shoulder	4	4
toe	1	1
wrist	18	18
Strains		
abdomen	3	3
back	5	5
calf	1	1
chest muscles	2	2
extremities	44	46
sacro-iliac	15	15
thigh	1	2
trapezius muscle	1	1
Subluxation of		
metacarpo-phalangeal	1	1
temporomandibular joint	1	1
Traumatic injuries		
body (fall)	5	5
head	3	3
testicle	1	1
tongue	1	1
Wounds		
lacerated		
ear	1	1
extremities	148	154
face	31	31
head	19	20

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
skin	1	1
tongue	1	1
puncture		
finger	52	53
foot	7	7
hand	5	5
transfusional	1	1
<i>Total</i>	<i>952</i>	<i>987</i>
<i>Diseases of the Skin:</i>		
<i>Acne</i>		
facialis	34	57
rosacea	9	23
vulgaris (simple)	56	101
<i>Alopecia</i>		
areata	5	12
seborrheic	1	2
<i>Callositas</i>	27	27
<i>Clavus</i>	16	16
<i>Dermatitis</i>		
actinica	28	28
calorica	4	4
chemical	4	5
exfoliativa	2	5
herpetiformis	1	6
medicamentosa	2	2
neuro	8	14
pigmentolysis	1	1
picric acid	2	2
primrose	1	1
scrotal	1	1
venenata (ivy)	40	63
unclassified	36	71
<i>Diaphrosis</i>	1	1
<i>Eczema</i>		
acute	26	40
chronic	24	27
papular	1	1
<i>Erythema</i>		
multiforme	1	3
nodosum	2	2
toxicum	3	3

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Herpes		
facialis	9	9
labialis	26	43
Hypertrichosis	1	1
Hyperidrosis	2	2
Keratosis pilaris	1	1
Leukoderma	1	2
Lichen planus	1	3
Pigmented mole	3	3
Pompholyx	14	40
Pruritus	6	10
Psoriasis	8	27
Seborrhea capitis	82	155
Seborrheic eczema		
body and extremities	12	19
face	6	8
Sudamen	1	1
Urticaria	89	105
<i>Total</i>	<i>598</i>	<i>947</i>
<i>Diseases of the Circulatory System:</i>		
Angina pectoris	3	3
Arteriosclerosis, general	3	3
Auricular fibrillation	14	35
Bradycardia	1	1
Cardio valvular disease	15	23
Endocarditis, chronic	4	6
Heart affections		
acute dilatation	1	2
aortic diastolic	1	2
aortic systolic	2	2
extra systolic	13	15
mitral insufficiency	8	12
mitral presystolic murmur	1	1
mitral stenosis	1	5
mitral systolic murmur	2	4
myocardial insufficiency	1	1
neurosis, cardiac	12	16
overactive	4	5
pulmonic systolic murmur	1	1
tachycardia, paroxysmal	32	46

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
sinus arrhythmia	2	2
Hypertension		
essential	8	21
nervous	2	4
renal	2	2
unclassified	73	113
Hypotension	31	45
Telangiectasis	1	1
Veins		
phlebitis	4	4
varicose	18	19
<i>Total</i>	<i>260</i>	<i>394</i>
<i>Diseases of the Lymphatic System:</i>		
Adenitis, acute		
axillary	4	4
cervical anterior	18	19
cervical posterior	1	1
inguinal	2	2
Lymphangitis, acute		
extremities	5	5
<i>Total</i>	<i>30</i>	<i>31</i>
<i>Diseases of the Blood and Blood-forming Organs:</i>		
Anemia		
chlorosis	2	2
pernicious	1	1
secondary	44	53
Hemophilia	1	1
<i>Total</i>	<i>48</i>	<i>57</i>
<i>Diseases of the Ductless Glands:</i>		
Acromegaly	1	1
Dyspituitarism	2	2
Goiter		
adenomatous	1	1
adenomatous with normal function	4	4
exophthalmic	2	2
Hyperthyroidism	37	52

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Hypothyroidism	56	99
Thyro-pituitary insufficiency	2	4
Thyroid disfunction (not classified)	8	13
<i>Total</i>	<i>113</i>	<i>178</i>
<i>Diseases of the Nervous System:</i>		
Angioneurotic edema	3	4
Angiospastic hemiplegia	2	2
Cephalalgia	63	89
Cerebral thrombosis	1	2
Dementia praecox	2	2
Dementia senile, pre-senile form	1	1
Dysarthria	1	1
Epilepsy	3	9
Herpes Zoster	15	23
Hiccough	3	4
Hysteria	1	2
Insomnia	70	83
Metatarsalgia (Morton's toe)	5	5
Migraine	1	2
Myalgia	8	8
Myokymia	1	1
Myositis		
abdominal muscles	1	1
arm	5	7
hip	1	2
intercostal muscles	22	22
leg	6	8
lumbar muscles	82	85
neck	36	54
pectoral muscles	22	28
shoulder	20	24
unclassified	126	157
Nervousness	61	74
Neuralgia		
cervical	1	1
facial	18	21
intercostal	9	10
post-occipital	3	3
sciatica	11	12
supraorbital	8	8

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
traumatic	I	I
not specified	II	12
Neuritis	28	39
traumatic (ulna)	3	4
post-diphtheretic	2	2
Paralyses		
Bell's	3	7
6th cranial nerve	2	2
spastic	I	I
unclassified	I	I
Psychoneuroses		
anxiety	4	5
neurasthenia	64	104
psychasthenia	51	71
sex-hypochondriasis	2	2
shock	I	I
toxic	I	I
Psychoses		
fatigue	I	I
involutional	2	2
toxic (delirium tremens)	I	I
Scleroderma	I	I
Speech defect	2	3
Vagotonia	I	I
Vertigo	19	25
<i>Total</i>	<i>814</i>	<i>1,042</i>
<i>Diseases of the Bones, Joints, Muscles, Tendons, and Fascia:</i>		
Arthritis		
fingers, chronic	2	2
knee, acute	2	4
polyarticular	3	3
sacro-iliac, chronic	6	7
tempero-maxillary, acute	I	I
wrist, acute	I	I
Bursitis		
knee, acute	9	10
subacromial	2	3
Exostosis		
os calcis	I	I

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
spine of tibia	3	3
Flat foot	12	13
Ganglion		
hand	3	3
wrist	9	9
Hallux		
valgus	4	4
Hammer toe		
non-congenital	2	2
Ligament tear, acromio-clavicular	1	1
Loose body in joint, knee	11	11
Muscle tear (leg)	1	1
Osteomyelitis		
ulna (chronic)	3	4
Periostitis		
chronic (non-traumatic) tibia	1	1
traumatic, tibia	2	3
Rickets, chest deformity	2	2
Scoliosis		
postural	2	7
Synovitis	6	6
acute traumatic knee	6	8
chronic (non-traumatic) knee	1	1
Talipes	2	2
Tenosynovitis		
ankle	1	1
tendon Achilles	6	6
wrist	1	1
Torticollis, non-spastic	5	6
Weak feet	52	54
<i>Total</i>	<i>163</i>	<i>181</i>
<i>Diseases and Injuries of the Eye and Ear:</i>		
Ear		
abscesses, auricle	9	18
cerumen	194	302
deafness		
catarrhal	18	23
foreign body		
external auditory canal	3	3
fungus		
external canal	6	8

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
furunculosis		
external auditory canal	39	49
hematoma		
auricle	7	10
mastoiditis		
post-operative	2	4
myringitis	4	15
otitis media		
acute	68	185
acute suppurative	20	36
chronic simplex	34	164
chronic suppurative	11	24
otosclerosis	2	4
retracted tympanic membrane due to chronic otitis media simplex	18	19
rupture, tympanic membrane traumatic . . .	9	37
Eye		
abscess of eyelid	72	85
amblyopia, toxic	1	2
blepharitis	10	16
cataract (traumatic without perforation) . . .	1	1
chemical burns		
lids	6	24
cornea, sclera, conjunctiva	13	14
choroiditis	2	10
conjunctivitis		
acute	121	152
chronic follicular	3	5
chronic simple catarrhal	145	208
granular	1	2
phlyctenular	1	2
rheumatic	2	4
vernal	3	4
ecchymosis, lids	4	4
edema, lids	12	15
errors of refraction, corrected	111	111
eye strain	37	43
exophoria	4	4
foreign body		
ocular conjunctiva	346	350
glaucoma	1	1

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
hemorrhage		
sub-conjunctival	13	18
hordeolum	21	36
iritis		
rheumatic	3	6
keratitis	1	1
keratoconus	1	2
muscae volitantes	2	2
myopia, progressive	1	1
pterygium	3	4
scotoma	1	1
strabismus, divergent	1	1
<i>Total</i>	<i>1,387</i>	<i>2,030</i>
<i>Diseases of the Nose and Accessory Sinuses:</i>		
Deviated septum	6	7
Epistaxis	40	48
Foreign body in nasal passage	1	1
Furunculosis		
nasal vestibule	76	99
Hypertrophy, middle turbinates	1	1
Rhinitis		
acute	42	52
atrophic	1	2
hyperplastic	6	6
hypertrophic	135	192
Sinusitis		
acute	327	1,902
chronic	11	22
Ulcer	7	11
<i>Total</i>	<i>653</i>	<i>2,343</i>
<i>Diseases of the Mouth, Lips, Cheeks, Pharynx, Tonsils, and Palate:</i>		
Edema, uvula	5	5
Fauces	1	1
Foreign body, pharynx	5	6
Fissure, lip	3	3
Pharyngitis		
acute	1,088	1,748
chronic	11	17

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Quinsy	2	3
Salivary glands, concretion	1	2
Stomatitis		
aphthous	38	76
herpatic	44	48
Tonsillitis		
acute follicular	198	335
chronic	23	46
Ulcers		
lip	1	1
pharynx	2	2
tongue	2	2
Vincent's angina	4	10
<i>Total</i>	<i>1,428</i>	<i>2,305</i>
<i>Diseases of the Jaw, Teeth, and Gums:</i>		
Gingivitis	4	13
Pyorrhea alveolaris	19	19
Teeth		
alveolar abscess	42	61
broken	2	2
caries (toothache)	10	10
unerupted	16	17
<i>Total</i>	<i>93</i>	<i>122</i>
<i>Diseases of the Tongue:</i>		
Lingua geographica	1	5
Glossitis, acute	2	2
<i>Total</i>	<i>3</i>	<i>7</i>
<i>Diseases of the Stomach:</i>		
Anorexia nervosa	1	1
Gastric spasm	1	1
Gastritis		
acute	12	14
Hyperchlorhydria	48	56
Hypochlorhydria	16	19
Indigestion, gastric	56	69
Neurosis, gastric	5	11

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Pylorospasm	4	4
Ulcer, gastric	10	21
<i>Total</i>	153	196
<i>Diseases of the Intestines:</i>		
Adhesions	1	1
Appendicitis		
acute	28	32
chronic	23	35
post-operative care	8	13
subacute	10	11
Autointoxication	30	43
Colic, intestinal	2	2
Colitis, chronic	71	101
Constipation	116	139
Diarrhea, acute	13	15
Duodenitis	1	2
Enteritis, acute	97	123
Enteroptosis	6	8
Indigestion, acute intestinal	175	203
Indigestion, chronic intestinal	26	28
Ulcer, duodenal	17	27
<i>Total</i>	624	782
<i>Diseases of the Liver and Biliary Tract:</i>		
Cholecystitis		
acute	3	5
chronic	6	11
Cholelithiasis	2	3
Jaundice, catarrhal	5	5
<i>Total</i>	16	24
<i>Diseases of the Abdomen and Peritoneum:</i>		
Hernia, inguinal indirect	19	29
double	1	1
epigastric	2	2
umbilical	2	2
ventral	1	1
<i>Total</i>	25	35

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
<i>Diseases of the Rectum and Anus:</i>		
Fissure (anus)	2	2
Fistula in anus	4	6
Hemorrhoids		
external	45	51
internal	5	5
Pruritus ani	5	5
<i>Total</i>	<i>61</i>	<i>69</i>
<i>Diseases of the Larynx:</i>		
Epiglottiditis	1	1
Laryngitis		
acute catarrhal	176	254
chronic	7	12
<i>Total</i>	<i>184</i>	<i>267</i>
<i>Diseases of the Trachea and Bronchi:</i>		
Asthma	5	5
Bronchitis	13	16
acute	251	310
chronic	3	3
Tracheitis	192	218
<i>Total</i>	<i>464</i>	<i>552</i>
<i>Diseases of the Lungs:</i>		
Emphysema	1	1
Hemoptysis	1	1
<i>Total</i>	<i>2</i>	<i>2</i>
<i>Diseases of the Pleura and Mediastinum:</i>		
Pleurisy, acute fibrinous	8	12
<i>Total</i>	<i>8</i>	<i>12</i>
<i>Diseases of the Kidney and Ureter:</i>		
Calculus, ureteral	5	7
Colic		
renal	4	4
ureteral	2	3

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Nephritis		
chronic, without edema	14	21
chronic, with edema	2	3
pyelonephritis	2	2
sub-acute	1	1
Nephrolithiasis	2	2
Nephroptosis	7	7
Nephrosis	5	10
Pyelitis	7	10
Ureteral spasm	1	1
<i>Total</i>	<i>52</i>	<i>71</i>
<i>Diseases of the Bladder:</i>		
Calculus, direct	1	1
Cystitis, acute	16	30
Micturition, frequent	8	8
Micturition, painful	1	1
<i>Total</i>	<i>26</i>	<i>40</i>
<i>Diseases of the Urethra:</i>		
Calculus	1	1
Urethritis, acute	13	21
Vesical tenesmus	1	1
<i>Total</i>	<i>15</i>	<i>23</i>
<i>Diseases of the Generative Organs:</i>		
Amenorrhea	14	16
Cervicitis	1	1
Dysmenorrhea	29	32
vulvitis, acute	1	5
Hydrocele	3	4
Leucorrhea	14	19
Menopause	17	19
Menorrhagia	20	25
Menstruation, irregular	8	8
Metrorrhagia	7	7
Oophoritis, acute	2	2
Orchitis	6	8
post-operative orchidectomy	1	1

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Ovarian cyst	17	17
Phimosis	2	6
para	1	1
Prostatitis, chronic	18	18
Rectocele	2	2
Testicle, undescended	4	7
Uterus		
prolapsis	2	2
retroversion	7	7
Varicocele	4	4
<i>Total</i>	<i>190</i>	<i>211</i>
<i>Pregnancy</i>	<i>12</i>	<i>21</i>
<i>Total</i>	<i>12</i>	<i>21</i>
<i>Diseases of the Breast:</i>		
Mastitis, acute	4	4
<i>Total</i>	<i>4</i>	<i>4</i>
<i>Anaphylaxis:</i>		
Hayfever	9	13
<i>Total</i>	<i>9</i>	<i>13</i>
<i>Abnormalities of Urine:</i>		
Albuminuria orthostatic	8	8
Glycosuria	1	2
Hematuria	6	6
Polyuria	2	4
Pyuria	2	2
<i>Total</i>	<i>19</i>	<i>22</i>
<i>Unclassified Diseases:</i>		
Edema, general	11	14
Fatigue	200	237
Halitosis	3	3
Ingrowing toe nail	25	26
Low vitality	1	3

<i>Conditions</i>	<i>Cases</i>	<i>Conferences, Examinations, and Treatment</i>
Malnutrition	12	14
nutrition, problems of	31	67
Nausea	8	8
Syncope	2	2
<i>Total</i>	293	374
TOTAL	12,043	19,619
<i>Miscellaneous:</i>		
Audiometer tests		8
Basal metabolism		70
Baking treatments		11
Blood chemistry		23
Conferences (medical problems)		1,742
Conferences (miscellaneous information)		317
Diagnostic examinations		376
Electrocardiograms		56
Heart examinations		292
Infra-red treatments		249
Medical Examinations:		
Columbia College		
freshman examinations		600
Surgical dressings		2,670
Ultra-violet ray treatments		665
Vaccines, etc.		755
X-rays		
teeth		694
other parts of body		151
<i>Total</i>		8,679
GRAND TOTAL		28,298

INSTITUTE OF CANCER RESEARCH

ENDOWED BY GEORGE CROCKER

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit the eighteenth annual report of the Institute of Cancer Research.

During the past year there have been no outstanding discoveries concerning cancer, yet all the institutes which have been working on the subject have made contributions of interest and some of real value. It is probable that if the problem of cancer is ever solved it will be done by just such patient industry on the part of a large number of trained investigators and not by a brilliant stroke of the imagination. It may be that when the accumulation of fundamental facts concerning the life and growth of the cell has progressed considerably further, some Pasteur or Darwin of the cancer world will synthesize the already accumulated facts and draw far-reaching conclusions which may facilitate cancer investigation along novel and perhaps more fruitful lines than hitherto touched. But it would be presumptuous to hazard a guess as to how soon such a situation will arise. In the meantime everyone who studies the biology of living cells, who isolates ferments, who expands our knowledge of the chemistry of the cell, is doing in a sense cancer research, for it is upon the foundation work of the fundamental sciences that the final edifice will be erected. Primarily the fundamental problem is one of the laboratory and not one of the clinic. Yet with ever widening knowledge we know less. The situation may be illustrated by the statement of a famous biologist who, when a student asked him why a cell divided, replied that he could have told him if he had asked him the question twenty years ago, but that now we know so much more about the cell that he was quite in doubt as to the valid underlying causes of so simple a process as the splitting of a cell.

In a recent volume on the cultivation of tissues, a method which owes its inception to the brilliant work of Professor Ross G. Harrison of Yale, is recorded an experiment where the growing nerve cells of a frog in a solution put out living nerve filaments which in the body ultimately would grow to some muscle. Harrison's discovery was developed by Carrel who so improved the technic that it was possible to keep under cultivation cells from an unhatched chick for eighteen years. This new method of studying the life of the cell has proved, as far as cancer is concerned, only the discouraging fact that the cancer cell differs in no way from the healthy normal cell from which it is derived except in a quantitative way. In other words, the cancer cell is equipped with no new mechanisms, no new abilities, no unknown powers, but rather is a somewhat feeble cell which does not live as long under similar conditions as healthy cells. The old idea of a cancer being a powerful army of victorious soldiers has changed to the view that these are rather feeble parasitic cells which only grow because they die so easily, their very death bringing fresh growth. This is the epitome of a quarter of a century of most painstaking research. But if the business man considers this progress slow, he should be reminded that there is a difference between discovery and invention. The production of improved machinery is very different from the discovery of hitherto unrevealed facts. The scientist could well reply that in the whole world there are no more funds for cancer research each year than the annual interest on the cost of two destroyers. Perhaps the solution of the cancer problem may come as soon as the solution of the problem of the prevention of poverty or of old age.

There has been much in the public press concerning enormous X-ray tubes, and a certain amount of misunderstanding has resulted from the assumption that because these tubes carry high voltages they will accomplish in the cure of cancer something entirely unexpected and of extraordinary value, but as a matter of fact such high-voltage X-rays are no more effective in the killing of the individual cell than are any other X-rays, and inasmuch as miracles have not followed the use of radium, which gives off the equivalent of a two million volt X-ray tube, disappointment might have been avoided with a little more accurate information. It was therefore fortunate that during the past winter, through the kindness of Professor Robert A. Millikan, an opportunity was

given to Dr. Packard of this Institute to make a practical test on the eggs of the fruit fly *Drosophila* and on the well-known tumor of the Crocker Laboratory, Mouse Tumor 180, of the great X-ray tube set up by Dr. Lauritsen in the California Institute of Technology. When the X-rays were measured with the usual standard apparatus in Roentgen units, they were found to be no more effective in killing cells than X-rays of much lower power. However, they possess one advantage. They penetrate more deeply into the body; but such penetration is not always necessary or even desirable. So, while these tubes which have been developed at Pasadena and elsewhere are of extraordinary interest scientifically in physical research, they may not bring nearer a practical solution of the cancer problem.

During the year the Institute has been fortunate in receiving a number of donations which have been very valuable in that they have permitted the development of certain pieces of work which otherwise would have had to be abandoned. For some years, for instance, the Director has been desirous of taking up again tissue culture and of completing certain lines of investigation which had been abandoned for lack of funds. He was fortunate in being able to get Dr. Johannes P. M. Vogelaar who comes from Leyden, Holland, with a reputation for high technical skill in this field, and through the kindness of the Board of Managers of Saint Luke's Hospital has obtained abundant space near the operating rooms for this research work. The development of tissue culture technic has reached the point where it is perfectly simple to culture animal tumors over a long period. It is much more difficult to grow human tumors, so by this fortunate fusion of university and hospital it has been possible to give Dr. Vogelaar an opportunity to obtain fresh human material for cultivation just after its removal from the body. The human tumors are so delicate that their transportation any distance, with the consequent damage to the cells, adds greatly to the difficulty of obtaining consistent results. Dr. Vogelaar has succeeded in keeping a variety of normal human tissues alive for many months. These stocks of cultivated normal tissues are used as standards to compare with the descendants of the same type of cells which were once normal and have now become a cancer.

The Institute is also fortunate in having as a guest from Johns Hopkins Mr. William Mendelsohn, who is likewise carrying on tissue culture work.

Professor Wood and Dr. Krehbiel are still continuing their investigation on the distribution of colloidal metals in tumors and have begun a study as to the effect of a variety of lead compounds on metastases of animal tumors produced by massaging them.

Dr. William H. Woglom is continuing his studies of the immunity which develops after the inoculation of certain types of transplantable tumors. Various sources of fallacy are being eliminated one by one, but as always where new ground is being broken there is no method of advance developed save that of trial and error—a notoriously slow and laborious process. Additional studies have been made on the transplantation of tumors in various phases of growth, but as the work continues, it is evident that the size and age of the tumor is a matter of comparative indifference so far as its subsequent growth in another series of animals is concerned.

The work of Dr. Charles Packard during the year 1930-1931 has been devoted almost entirely to the effect of the shortest and longest X-ray wavelengths now available for radiation therapy. Through the fortunate circumstance previously mentioned, a study on the radiation given off by the 550,000 volt tube at the California Institute of Technology was possible. The problem was to determine whether these rays have the same biological effect as the radiations of much longer wavelength which have been studied during the last fourteen years in the Institute of Cancer Research. As test objects *Drosophila* eggs and Mouse Tumor 180 were used. These two types of cells, biologically very different, responded to the measured doses in precisely the same way regardless of the wavelength and demonstrated the fact that the biological effect of penetrating radiation was correlated with the amount of ionization produced and not with the wavelength. Similar experiments with the same tube running at 300,000 volts showed results exactly comparable to those found at 550,000. At 550,000 volts the shortest wavelength, about 0.02 Ångstrom units, is well within the range of the gamma rays of the radium used in practice in the treatment of cancer. No gamma rays have been demonstrated shorter than 0.005 Å, which corresponds to a pressure of over 2,000,000 volts. The ordinary range of gamma rays used

is from 0.07 to 0.005 Å. Dr. Packard's observations at 550,000 volts included all the rays from 0.07 to 0.02 Å, the shortest known radium wavelength therefore being about one-quarter of the shortest X-ray. It is very doubtful, therefore, that there is any biological difference in the remaining range of short wavelengths. That a molecule of protoplasm injured by a flying electron is able to determine whether the projectile comes from a gamma ray four times as short as the other is very questionable in the light of the fact that such a molecule has been shown not to distinguish between electrons from rays varying 100 times in their wavelengths, for that is the difference between the soft Grenz rays of 2 Å and the hardest X-rays tested at 0.02 Å. It may therefore be regarded as settled that there is no real difference between the action of X-rays and radium on individual cells. Credit for the demonstration of this fact must be given to the workers in the Crocker Laboratory.

Mr. Frank M. Exner has recently been doing graduate work at Yale on gamma rays from radioactive materials, and is therefore especially fitted by his experience for the handling of the physical aspects of these difficult biological problems. His latest work with Dr. Packard had been in collaboration with him in determining the survival curves of *Drosophila* eggs for soft X-rays covering a wavelength band of from 1 to 2 Å. The wavelength determination was made with a specially accurate spectrometer. The intensity was measured in Roentgen units by means of a small open air chamber and all necessary corrections were made for air path absorption. During the spring a series of preliminary investigations were made to clear up if possible some hitherto unrecognized factors affecting the biological action of the gamma rays under given experimental conditions.

Drs. F. D. Bullock, M. R. Curtis, and W. F. Dunning are continuing experiments with cysticercus disease of the rat and the frequently associated cysticercus sarcoma of the rat liver, with special reference to the mode of inheritance of susceptibility both to the disease and the complication. To date more than thirty-five hundred cases of induced cysticercus sarcoma have occurred in their stock. In the same stock they have observed almost one thousand primary tumors of a wide variety of structure and located in almost every organ and tissue of the body, which arose independent of the direct action of the parasite or of any experimental

irritation. To each of several types of these tumors there is apparently an inherited susceptibility and the mode of inheritance of these susceptibilities is under investigation. The inheritance of susceptibility to transplanted cysticercus sarcoma and the relation of this susceptibility to a susceptibility to other transplanted tumors, to induced cysticercus tumors, and to primary spontaneous tumors, is also being investigated.

Recently interesting observations have been made on the digestion of the shells of the eggs of *Taenia crassicollis* *in vivo* and *in vitro*, and such encouraging results have been obtained by the employment of a mixture of commercial steapsin and desiccated bile as a digestive agent or solvent that it seems likely that a method will soon be found to liberate the oncospheres from their shells under sterile conditions.

The study of the effect of X-ray radiation on the parasitic wasp *Habrobracon juglandis* (Ashmead) has been continued by Dr. W. F. Dunning. A genetic analysis has been made of several of the new hereditary characters induced by the treatment with X-rays, and will soon be ready for publication. It is interesting that each of these new characters represents a loss of some anatomical structure. Three of the characters, *bar* eye, *small*, and *extremely small* eye are characterized by the absence of some of the ommatidia which normally make up the structure of the compound eyes. *Eyeless* represents the complete absence of the compound eyes, and fused antennæ the loss of several segments of the antennæ and a fusion of the joints.

Dr. Jacob Heiman has continued his studies on the development of sarcoma following repeated transplantations of fibroadenoma of the rat, and the segregation of these into adenomata and fibromata and other interesting biological phenomena connected with this group of rat tumors, some of which have practical bearing in clearing up some hitherto puzzling changes in human tumors.

Mr. Leonard B. Brabec is working on a group of experiments on vitamin content of tumor tissue and the possibility that the vitamin content of other tissues of the body may be influenced by the growing tumors. Such experiments are very time-consuming and so far no final conclusions have been reached.

Professor Woglom gave a course in the morphology of tumors at the Institute during the Summer Session.

It was mentioned last year in the report that the *Journal of Cancer Research* was to be continued under a new title as the *American Journal of Cancer*. This has been accomplished and the success of the new journal has been most gratifying. The ample funds placed at the disposal of the new journal by the Chemical Foundation have permitted the acceptance of monographic articles with many illustrations which hitherto could not be published in any journal unless the institution from which it appeared provided a considerable part of the expense of printing and illustrations. Freed from these restrictions the *American Journal of Cancer* has been able to offer not only space to such extensive surveys in the cancer field but also to print promptly a large series of clinical articles. About half the *Journal* has been occupied by abstracts of all the important cancer literature. The response to this great expansion of the *Journal's* range of activity has been remarkable and at present the subscription list amounts to over two thousand, most of which has been obtained within six months.

The Institute continues to furnish a large number of animals to various workers and research laboratories.

A list of the most important publications of the members of the laboratory staff during the year follows:

- "A Statistical Study of the Occurrence of Spontaneous Tumors in a Large Colony of Rats," M. R. Curtis, F. D. Bullock, and W. F. Dunning. *The American Journal of Cancer*, 1931, xv (January), pp. 67-121.
- "The Relation between Division Rate and the Radiosensitivity of Cells," Charles Packard. *Journal of Cancer Research*, 1930, xiv (August), pp. 359-69.
- "A Nomogram for Calculating X-Ray Dosage," Charles Packard. *Journal of Cancer Research*, 1930, xiv (October), pp. 502-8.
- "The Biological Effect of High Voltage X-Rays," Charles Packard (with C. C. Lauritsen). *Science*, 1931, lxxiii (March 20), pp. 321-22.
- "The Suprarenal Cortex and Tumor," William H. Woglom. *Journal of the American Medical Association*, 1930, xcv (August), p. 473.
- "The Experimental Study of Cancer," William H. Woglom. *The American Journal of Cancer*, 1931, xv (January), pp. 12-14.
- "The Suprarenal and Tumor Growth," William H. Woglom. *The American Journal of Cancer*, 1931, xv (April), pp. 704-6.
- "Experimental Cancer Research," William H. Woglom. *American Journal of the Medical Sciences*, 1931, clxxxi (February), pp. 157-69.
- "The Impending Developments in the Diagnosis and Treatment of Cancer," Francis Carter Wood. *The Ohio State Medical Journal*, 1930, August.
- "The Detection of Small Quantities of Lead in the Tissues," Francis Carter Wood. *Journal of Cancer Research*, 1930, xiv (August), pp. 476-85.

- "The Diagnosis of Cancer," Francis Carter Wood. *Journal of the American Medical Association*, 1930, xcv (October), pp. 1141-44.
- "Animal Tumors as Therapeutic Reagents," Francis Carter Wood. *Annals of Surgery*, 1931, xciii (January), pp. 200-204.
- "The Principles of Radiation Treatment," Francis Carter Wood. *Annals of Internal Medicine*, 1931, iv (January), pp. 607-704.
- "Therapy with Long Wavelength X-Rays," Francis Carter Wood (with George M. MacKee). *Journal of the American Medical Association*, 1931, xcvi (January), pp. 111-15.
- "Palliative Radiotherapy of Malignant Growths," Francis Carter Wood. *Radiology*, 1931, xvi (March), pp. 291-301.
- "Protection of Patients and Operators from X-Rays," Francis Carter Wood. *Journal of the American Medical Association*, 1931, xcvi (May), pp. 1750-62.
- "Short Wavelength Radiation—Present Standards for Measuring Quantity and Quality," Francis Carter Wood. *Journal of the American Medical Association*, 1931, xcvi (May), pp. 1753-57.
- Chapter on Cancer, Francis Carter Wood. *Americana Annual*.
- Chapter on Cancer, Francis Carter Wood. *Nelson's Loose Leaf Living Medicine; American Journal of Cancer*. Francis Carter Wood, editor.

Respectfully submitted,

FRANCIS CARTER WOOD,
Director

June 30, 1931

REPORT OF THE LIBRARIAN
FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit the following report for the year ending June 30, 1931.

A new building for a Library at Columbia is now a thing of fact and certainty, and there are many expectations of the advantages that will come through it. Librarians are dependent inevitably on machinery and on mechanical methods of shelving the volumes with whose care they are charged, and of producing them without delay for use when requested. Lowell sets down in one of his essays his opinion that libraries have made all nations equally old in all those respects where age is an advantage and not a defect. Regarded in this light, as repositories of accumulated wisdom—storage batteries, so to say, charged with the knowledge of all times and of all countries—the mechanical and clerical part of library work does appear in more important form. The anonymous librarians who guarded watchfully and tenderly their manuscripts throughout history might well deserve such a statue as that of the anonymous historian at Budapest. A custodian should use without reluctance mechanical aids to his custody, and no clear line can be drawn between clerical labor and professional skill in the day's work in a library. Last April the Board of Regents of New York State gave professional status to librarians, and a set of Standards of Service was approved. By this action librarians in New York State are entitled to certificates that will bring them an equivalence in professional status to that held by osteopaths and chiropractors. Perhaps in the future, instances in this state of that which Lord Chesterfield termed the "oscitancy of the librarian" will become rarer and less important.

It is, I think, only fair to set down in this report the reasons that led to the selection of the exact site for the new building. It was recognized that there were, on the face of it, grave arguments against any site that was not central and that was not quiet, but the obvious place had to be ruled out. Advice on this was taken

from certain architects and engineers, and their opinion, given from their own angle of the problem, was the deciding factor. It is important that this should be clearly stated, in order that fifty years from now the selection of this particular site should be given its proper attribution. The building that is being planned will possess convenience and comfort for those who work in it whether as members of the staff or as users of its resources. There will be precision in the design of every part, and every section will stand in definite and reasoned relation to the other sections and to the building as a whole. Consultation is being had with all who are concerned and interested, and while any structure that is planned by human brains and built by human hands will have certain defects in it, it is hopefully anticipated that the interior arrangements of the building will stand all intelligent criticism when everything is finished and the new Library opens for actual work some two years from now.

Space was given in some New York newspapers at the time that the gift was announced to a report that the student body at Columbia was presenting some vigorous opposition to the location of the Library on South Field. This piece of news was due, as far as it can be traced, to the spontaneous enterprise of the reporters. No communication reached the Library and I believe that no protest was entered at the office of the University. The new quarters for the college rooms in the new Library will be in every way more adapted to the needs of the college student, and it takes little consideration to realize the great gain that will come to the whole body of students by the sacrifice of certain facilities that a small proportion of this student body found to their advantage. The question was in reality settled when Baker Field was adopted as the center for college athletics; Baker Field was to be a newer and a better South Field, and to South Field fell a different and more academic destiny. It is to be hoped that the architects will use the opportunity with a high degree of proportion, both absolute and relative. They are charged with the devising of a new raiment for the Library of the University, a raiment that will be dignified, not outmoded, comfortable, and in keeping. The new Library building should bear in it some indication of its date of origin, and yet it must fit in. It is a task that requires ingenuity in invention with steadfastness in ideals. In New York those who use

space are using something of which there is all too little and vacancy in itself possesses an attraction and a value.

During this year, for the first time in its history, the Library was open for certain hours on Sunday afternoon. This included, besides the main library, the law library, the College Study, Avery library, and the reading room of the Library School. The results of this innovation were varied. It was decided that to open the main library with modifications would be definitely unsatisfactory, and accordingly adequate service was provided for the stacks, seminar rooms, reading room, and loan desk. The figures that have been kept tell a story, but are an imperfect justification, since it is not the quantity, but the quality, of the demand that should guide. The law library and the library of the Library School have had, as was foreseen without any difficulty, readers in large numbers. The use of College Study on Sundays has been disappointing to those who urged the change on the ground of straight numbers. The opening of the Avery library, which is a reference library open to visitors, is a necessary concomitant to Sunday openings. Since there are continuously exhibitions on view in the Avery cases, there is in fact a double reason for it.

The decision of the authorities of the New York Public Library to close the use of the reference library at 42d Street to college students without a special admission card was a step forced upon them by the crowded condition of their room. It has been abundantly proved by experience that this crowding was not due to Columbia students, and less than twenty-five cards have been applied for and issued by the College Study. It appeared to me at the time illogical and unfair to group students at this University, where library facilities are large and continuous, with students at certain other institutions whose library resources are notoriously inadequate. It was, however, the problem of the New York Public Library, and their way of meeting the problem had probably to be devised upon a line of general policy. It can be set down that we have carried out their wishes scrupulously and loyally. We owe too much to this great library and to the men who regard its interests, to do less than this. I regret, however, the necessity of their decision, and I wish that they had found it possible to secure relief through some less sweeping policy of restriction. The Trustees of Columbia University have not been niggardly of library provision,

and a large proportion of our student body is New York City born and New York City bred.

The report of the first year of work in the new department of rare books is hopeful. The work began with the installation of the Seligman Library of Economics. The arranging and cataloguing of this library was taken up in June, 1930, and the technical equipment was finished some time after the beginning of the winter. By the end of June, 1931, the classification and preliminary listing by authors of the main body of books was completed. In order to make possible the immediate use of the Library a temporary classification was worked out to fit the present arrangement of the material. All books are in a definite place and available. While the collection from the very beginning has proved its value to a number of serious students, its popularity with casual visitors has increased with the growing attraction which care and organization may have given the general appearance of the room. As a result of the special restrictions in the use of the library, the number of students has not been a high one, but those who were admitted have taken full advantage of this privilege.

The books in the Dale Library of Weights and Measures have been arranged and the cataloguing is well under way. Several hundred cards are already in the main catalogue. This library has also attracted a good many visitors.

Professor David Eugene Smith has given to the University his collection of books on the history of mathematics, autograph letters and manuscripts, and orientalia, and the material in this collection was brought over to the department during the course of the year. The books are arranged on the shelves, the history of mathematics collection according to its classification, and the process of cataloguing will begin in the fall. Professor Smith is an old and generous friend to the Library and to its staff.

Apart from the care for these special collections, the rare book department has been developed to demonstrate in documental form the history as well as the contemporary aspects of book production. The history of writing and illumination, of printing and illustration, of bookbinding and papermaking, of bookselling and publishing, has been considered. Although a fair amount of attention has been given to each of these branches, the development has to some extent been influenced by the immediate demands of the

instructors and students giving or taking courses in these fields at the School of Library Service. The construction has been carried out in two principal directions, first, the collection of a reference library in book production; second, the gathering of outstanding original specimens to illustrate the various phases of book production in its historic, technical, and aesthetic aspects.

Exhibitions sponsored by the department should be mentioned. At an early period in the academic year, the curator prepared an exhibit in Avery. Books were gathered from the general resources of the Library and presented under the title "Five Centuries of Book Design." Well-directed newspaper publicity given on this occasion resulted in general interest of the public. In collaboration with the American Institute of Graphic Arts and the Institute of Czechoslovak Studies, an exhibition was shown of modern books and posters of Czechoslovakia, displaying material gathered by the Typographia, the leading graphic arts association of Prague. The exhibition was formally opened on the evening of Friday, May 22. Mr. Joseph Lavicka, Acting Consul General of Czechoslovakia and the guest of honor, and Professor C. A. Manning were the speakers. Also through the courtesy of the American Institute of Graphic Arts, the Fifty Books of the Year 1930, were brought to Columbia and put on display in Avery.

Much reclassification work has been done in order to provide classification spaces for more specific collection, and the catalogue will in the course of time be a much-needed subject index that will cover the important points in the whole field of book production.

A simple bookplate for the specimen collection has been worked out to carry the class mark, and the mark of University ownership, and by its use it is possible to avoid the necessity of setting such things on the books themselves.

The reclassification of books in the Avery library has progressed steadily during the year, and it has now reached a point at which the end is either in sight or else just around the corner. It has been a task of large proportions, but the library is much more usable as a result. The extra appropriation for binding has greatly improved the appearance of the Avery shelves and saved many of the valuable books from disintegration. The continuance of this appropriation for another year will put the library into excellent condition, so that in the future a reasonable amount of money each year will take care of ordinary demands.

The change in the organization of the School of Architecture has resulted in greater and more intelligent use of both Ware and Avery books by the students. With the growth of the fine arts library, that department has transferred most of its work to Fayerweather, and almost all Avery books required for reserves have been sent there. The number of books sent to the fine arts library for such reserves during the year was 266.

At the beginning of 1930-1931 the School of Architecture was reorganized. Professor Dillenbach, formerly of the University of Illinois, was put in charge of the Drafting Department. This change affected both Avery and Ware. Definite suggestions as to the best material were given by the critics and the coöperation between the drafting-room staff and libraries became definite. It became possible for the librarians to get into touch with critics who had regular office and drafting-room hours. More intelligent use, as well as greater use, of Ware books is reported. With the reorganization of the department and the advent of new men, it became imperative to purchase books on modern architecture for Ware. Extra funds were provided for this purpose, but it will be necessary to increase this collection next year.

As a convenience that is almost a necessity, the installation of a clock on the grill-work above the main entrance deserves record. It has been a source of comfort to staff, students, and visitors, and it does not seem to offend the eye of the architect.

For various reasons it was decided to consolidate the Engineering, Engineering Catalogue, and Egleston libraries and house them in new quarters in Rooms 301-303, School of Mines. A move which would provide more space for the libraries and would free one assistant to help with the ever increasing problem of promptness in cataloguing would, of course, be of distinct advantage to the libraries. The advantages of the present move, however, are accompanied by several distinct disadvantages, which will be faced from the beginning.

The policy of changing exhibits was continued in all three of the applied science libraries this year. Special exhibits were placed in the cases of the physics reading room for the members of the American Physical Society and in the Engineering and Egleston libraries on Alumni day.

Gifts of books to the applied science libraries have been numer-

ous this year. A large collection of miscellaneous civil engineering pamphlets came from Mr. C. G. Massa, who had given books to the library previously. The librarian devoted several afternoons during the spring to transporting a large gift of books from Mr. A. H. Mayer of Maplewood, New Jersey, to the library. It has yielded books on aviation for the engineering reading room and a number of older books not at present in the physics collection.

The five to six-thirty and Saturday afternoon hours were well patronized during the year and the demands for still longer hours justify keeping the library open until ten o'clock in the future. This should be of particular aid to the students of the extension courses in electrical and industrial engineering.

There are in the reference collection over 33,000 engineering catalogues, of which 3,638 were accessioned within the year.

It is important to set down at regular intervals the fact that our medical library is a selective collection gathered with direct reference to the immediate needs of the medical staff and of the medical students. This is the decision adopted at the instance of the Faculty of the School, and it remains the principle that guides our policy of accessions. The New York Academy of Medicine has, since February of this year, given us an extended loan service that has been prompt and unstinted. Much use has been made of this kindness, and this supplementation of our own resources has been most welcome.

The Curator of the Columbiana collection reports a satisfactory growth of the material touching the history of the College and the University. He has devoted much time during the year to bibliographical and personal work of Columbia and Columbia men. The resurrection of the *Columbia University Quarterly* was a happy idea, and its death seems more than ever to have been one of those accidental passings that are termed casualties. Six numbers and an index of it went through proof in his office, and a *Bibliography of the Faculty of Political Science of Columbia University, 1880-1930*, a volume of some 370 pages, was prepared by him.

Last year it was reported with much satisfaction that the Class of 1880 had begun the Columbiana endowment fund with a gift of \$5,000. This year, the Class of 1881, celebrating its fiftieth anniversary of graduation, contributed \$10,000 to the Fund. The Curator of the collection supplied explanations and material regard-

ing the collection, but the credit must go to Mr. James Duane Livingston, '80, the chairman of the committee, and more particularly to the uncommon loyalty and affection of these gentlemen for their Alma Mater.

The income from the funds contributed last June has been used this year, for the most part, for part-time assistance in dealing with the material in the collection. Our newspaper clippings, of which there are thousands, some dating back a century, have for some time been easily available in vertical files. It has been thought, however, that a more careful method of preserving them was demanded. Accordingly, a considerable number this year have been mounted on uniform sheets of Holliston cloth, which insures their preservation even with frequent use, and also adds considerably to the appearance of the files.

At the time of writing, the Curator is making the final revision for the press of the manuscript of the *General Catalogue of Columbia University, 1754-1857*. Sixteen times such a catalogue has been printed by the University, but all previous revisions have consisted in the addition of dates of death. It is hoped that by this revision a volume will be issued that will be final. Three thousand names were checked against the standard biographical dictionaries, and spellings and dates were investigated. Genealogical libraries were carefully searched for middle names given after so much thought to infants and dropped, or abbreviated to an initial, with very little thought by the infant himself twenty years later. About a dozen imaginary names were found that represented a misreading of a signature, and these ghosts have been laid.

Two large projects have been started which will cover a number of years. The first is a definite effort to collect what might be called a corpus of documentary material relating to the early days of the College. The second is a biographical sketch of every graduate (and perhaps every non-graduate) previous to 1857, written in the manner of the Yale and Harvard biographies. This seems like a large undertaking, but material already exists for fully one-third of the men, noticeably the statesmen and ministers, and it is unlikely that many new sources of information will come to light in the future. It is a task that will call for persistence, but there is little doubt as to its utility, and none as to its appropriateness as a Columbian endeavor.

As a result of the continuation of the program of last year in the law library, namely, that of attempting to complete sets and to discover by careful perusal of check-lists and bibliographies the weaker spots in the collection, any account of the activities of the law library for this academic year makes rather dull reading. No large collections have been purchased; only one important collection, of 265 volumes, has been received by gift.

The results of the check-up of continuations were not reassuring. The law library possesses a remarkably well-selected list of continuations, due to the energy of Mr. F. C. Hicks. For various reasons, many of these sets are incomplete. Sometimes this is due to the fact that when the original purchase was made it was impossible to procure complete runs; sometimes it is due to the fact that faulty record-keeping has permitted a subscription to lapse; sometimes because missing numbers have prevented the binding of complete volumes; and, unfortunately quite often it is because constant efforts to purchase missing volumes have been still unavailing. Owing to the increased emphasis placed upon legislation and factors influencing legislation by the Law School, it has been thought wise to subscribe to the hearings of several committees of Congress, and also to the bills as printed.

The policy of acquiring important foreign law material has been continued. The most notable acquisition in this field was the gift from Senator Dwight W. Morrow, '99, former ambassador to Mexico, and consisted of 265 volumes of Mexican legal publications.

One of the most interesting and useful developments during the year was that in the John Bassett Moore library, in charge of Miss Florence K. Ferner. The use of this collection has increased, and I feel that it can now safely be said that the experiment of keeping a special reference librarian there has ceased to be an experiment. This increased use is the result of just one major factor, the students in international law and relations are getting the service they require. So far the material, other than gifts, selected for this collection has been largely confined to League of Nations and allied publications; source material, i.e. official documents of the various countries, and such secondary material as has seemed to possess real significance.

The Richthofen collection has been completely catalogued,

and 1,250 volumes were added to the law library as material that was legal in nature. All the accumulated foreign theses, to a total of 3,750 have been catalogued by author, and this will save much time and do away with much uncertainty.

The classification in use in the law library was devised when the School was small, and when little research work in law was done. It is really a throwing together of five or six different classifications, and its defects are practical defects. It is possible to correct, and we are in fact correcting, some of the more trying but simpler mistakes, but it is uncertain whether the question does not lie deeper. It is quite certain that the Faculty and graduate students are dissatisfied with the present classification. I am inclined to agree with them that the time has come, with the library growing at such a rapid rate, to go seriously into the matter of an adequate classification. Mr. Justice Stone, former Dean of the Law School, has continued to present the United States Supreme Court briefs to the library. These are so useful that there should be some method of publication whereby such law schools as desire these briefs could subscribe for them and obtain them completely and speedily.

In Philosophy Hall there are five reading rooms steadily used and supervised; for their purposes four of them are reasonably adequate, but the fifth, the Carpenter library, is unsatisfactory. The shelves in this room are overcrowded with a collection of books that bears little correspondence to the actual needs of the students. The lack of space for additional volumes is, and has been, quite definite and no remedy is possible until the new Library building will give us larger quarters.

A small group of new documents is being added to the collection of Greek papyri in the Library. The distribution of the forty-eight pieces which were obtained during the academic year 1930-1931 in a combined purchase is still to be made between the University of Michigan and Columbia University. The Columbia Library is certain to receive one specimen which is a type new to its collection. It is an account of eleven leaves in codex (book) form, containing lists of garments, arranged by villages. These were probably garments supplied by the villages on requisition by the government.

The first volume of the projected publication of Greek papyri

at Columbia is now in the hands of the Columbia University Press. In this volume Professors Westermann and Keyes are publishing government reports of the second century A.D., totaling 63 columns, with introductions and commentary. These documents contribute important information upon Roman taxation of Egypt, as well as upon various other aspects of the economic life of that province. The History Department has generously allotted the income from the Dunning fund for 1930-1931 to meet the cost of the publication of this volume, which is expected to appear in the summer or autumn of 1931.

All of the Greek papyri which are large enough, or of enough importance to warrant the expenditure at present, have now been sealed between sheets of shatter-proof glass, so as to be protected from the action of the air, as well as from any other possible injury.

The fine arts library has just completed the first decade of its existence. Its first annual appropriation was \$1,000 and the present one is \$3,500, which really represents the minimum necessary to keep the library up to date. In addition to these regular departmental appropriations we have received from the special grant known as Research Fine Arts the sum of \$22,882, distributed over a period of eight years, and two other special appropriations of \$10,000 each (in 1929-1930 and 1930-1931), known as the Library Development Account, Fine Arts. These very generous appropriations were necessary in building up a new library in a field not previously covered by Columbia University, since the Avery library is primarily architectural and had never attempted to cover the rest of the fine arts in a thorough manner.

The fine arts library now contains approximately 8,300 volumes, comprising some 3,900 titles, of which about 125 are periodicals, congresses, and other serials. In the field of architecture there are only 200 titles, since the Avery collection covers the major part of this field more than adequately.

During the past year some 1,100 volumes were purchased, over 200 of these being in periodical sets. The special funds, moreover, enabled us to obtain nearly all the important Russian art books and periodicals, including the only complete sets of certain works to be found in New York. The sections dealing with painting and the graphic arts have been considerably strengthened, as well as that concerned with the minor arts.

The large appropriations made for this expensive subject by the Trustees have, I know, been deeply appreciated by the Department of Fine Arts. Professor J. D. Young has given to the library very seriously of his time. He has devoted much thought to prudence in its development and to wisdom in its arrangement on the shelves.

The general lack of arrangement and of analysis in Chinese reference books means inevitably an expenditure of serious time in bibliographical effort even of a preliminary nature. Mr. Yen, who came to us for two years' study in the Library School from the National Library at Peiping, has put in many hours in work of this kind, but students have profited by the help that he has given them. No other institution in the city is prepared to give this service, and those who have found their way to us for it, have, I believe, appreciated the result of their visit.

The Library is indebted to the National Library of Peiping for its coöperation in securing for us Chinese books. Our collection has been very notably enriched by the acquisition of books bought at Peiping through the good offices of Mr. T. L. Yuan, acting director of that library. We have now secured a complete set of the works compiled and published by Lo Chen-yu, the eminent archaeologist. These deal with the oracle bones of Honan, unearthed years ago, and the archaeological remains found in Chinese Turkestan. Standing orders have been placed with the National Library of Peiping and the Institute of History and Philology for their publication. The publications for the former are most of them reprints of works of intrinsic value, and those relating to the history of the later years of the Ming dynasty.

During the past nine months the total number of books catalogued and classified was 612. For these books, 1,915 cards were made, on the average of three cards for a work, or one each for the author and title entries and one for the shelf-list. A change has been made in the arrangement of cards in the Chinese catalogue. After long discussion and careful consideration the four-corner filing system has been adopted.

Mr. Tsunoda, the curator of our Japanese collection, reports that the collection under his charge is fast increasing. Since February, 1930, about 6,000 volumes have been received from Japanese donors in Japan. A recent shipment contains two hundred books

on Japan in English, French, German, Dutch, and Italian, many of them very rare and precious. Important publications on Japanese arts by Fenollosa, Binyon, Bowes, Seidlitz, Kurth, Ledoux, Stewart, Strange, Brown, and others are here.

The cataloguing of this collection will be taken up at the earliest opportunity, so that the students of Japanese civilization may enjoy ease in access to the collection. Many important dictionaries and encyclopedias are placed at the disposal of those who use the collection. The oldest dictionary extant in Japan is in our collection. *Shikiyo-Jirui-Sho* is the title, meaning the collection of Chinese characters grouped according to their usages. It is a manuscript copy dated 1181 A.D., covering 500 pages and containing 3,000 words. This dictionary is indispensable in the appraisal of the intellectual life of the Japanese in the medieval ages. Next in importance comes the one hundred-and-five volume encyclopedia entitled *Wakwan Sansai Zuyē* ("Things Japanese and Chinese") illustrated. Our copy is in the original edition of 1712 and one of the many gifts that have come to us from the Imperial Household of Japan. *Dainippon Hyakka Jiten*, or "Encyclopaedia Japonica," published by Sansei-do, Tokyo, Japan, consisting of ten volumes, each with 1,400 pages, is an epochal undertaking in this field, more than three hundred scholars having contributed to the completion of the work that took twenty-two years. *Nippon Katei Hyakka Ji-i* ("Encyclopedia for the Japanese Home") consists of five volumes, each of some 1,000 pages.

Dr. T. Mozume's *Kobunko* ("Everybody's Library") is also noteworthy. It is a stupendous work of twenty large-sized volumes, covering the entire field of Japanese culture and is indispensable to the student of the oriental civilization. The work is all the more remarkable as it was an individual undertaking of Dr. Takami Mozume, who devoted not only his whole life, but his personal fortune to it. Several dictionaries on special subjects, such as the names of places, the proverbial expressions, and the flora and fauna of Japan have been added. The purchase of these books was made possible through the generosity of Baron Koyata Iwasaki and Baron H. Mitsui.

A study has been made of the different aspects of what is known as business, and the relation each aspect bears to the whole subject in the instruction scheme at Columbia. Banking appears in the

very front, and obviously our collection of books on banking should have its corresponding place in the library of the School of Business. A systematic attempt was made to secure a greater number and a more continuous file of central bank reports. Some forty-seven banks of issue were approached for reports, with the result that publications were received from all but one, and in some cases long files dating back to the origin of the bank, together with histories or other works on the organization were sent. The Reichsbank, the South American banks, and the Java banks were the most generous in supplementary material. Our files of the reports of the Reserve banks were incomplete or entirely missing. Requests for both reports and monthly letters, addressed to the twelve agents, brought in some cases complete files of reports and all of the current issues of letters.

There has been serious use of the Montgomery accounting library during the year, and it is encouraging to note a slight increase in the users of the Marvyn Scudder collection. This is due in part at least to change in the course in security analysis, where definite problems have made recourse to this material necessary. More extensive consultation of the reference books by students of corporation finance has also been made.

In Barnard College Miss Rockwell makes a comparison with the first year of work there in 1905-1906. Then she received 500 books, as against 3,250 this year; 22 volumes were repaired or rebound as against 1,300; and the fines in those days came to \$28 as compared with \$980 in penalties of this year. These figures give a graphic picture of the development of this particular library, and incidentally of Barnard College itself. During the year the "List of Books for College Libraries," which Mr. C. B. Shaw prepared for the Carnegie Corporation, was checked against the Barnard catalogue, but just how much actual benefit to the library came through this slow and tedious and expensive labor is difficult to say.

Several changes and developments in the music library have taken place during the past year. The library was open last year forty-three hours weekly as against thirty the year before. It was also opened a week earlier and remained open a week later than in previous years.

As to the matter of equipment, a large additional supply of

phonograph records was added last year, bringing the total supply to 470 loose records and 80 albums, or an entire total of 950 records. These records are available to all students of the University from nine to five daily, and on Monday evenings from five to ten. This is over twice the amount of time available for hearing these records the year before. Binding of both books and music has put many valuable volumes in first-class condition and has helped the appearance of the library room very materially. A recataloguing of phonograph records and orchestra music was also completed as part of a plan for a complete recataloguing of the music in the library.

The library of the School of Journalism has given satisfactory service to students in its School. Some adjustment of the regulations was made in order to meet the special needs of the students, and the alteration seemed to prove satisfactory.

Some early numbers of the *London Times* covering the years 1792-1799 in a broken file were obtained from England. The library owns a complete file from 1834 to date.

The Newspaper Clipping Bureau report shows an increase of 317 in circulation of envelopes of clippings. More research workers have found their way to the Morgue and made use of its resources than ever before.

In Seth Low College in Brooklyn, under the supervision of Mrs. Florence L. Voorhis, the new librarian in charge of the library, the three-year-old problem of the discipline of readers has been solved and the reading room has become quiet and orderly; a new tradition is making itself felt among the students, who at first resented the rigor of the new regime but have since slowly and amiably been making themselves, if not into better students, at least into quieter ones.

The Library has again been responsible for the editing of the *University Bibliography*, and for the annual list of *Masters' Essays*. A volume recording the gifts of Brander Matthews and a supplementary pamphlet of accessions to the Montgomery library of accountancy have been issued. A booklet describing the maps that are in the frames around the map room was printed through the coöperation of Professor Berkey and Dr. Raisz.

The development of the Union catalogue in the Library of Congress at Washington has been of great help to us in locating books

of which we possessed no copy. Its growth is continuing along conservative lines, and without any spectacular publicity. It is very certainly the most useful present piece of library undertaking in this country, and we are helping in it. We send cards for insertion in this catalogue of all American and English books that we acquire, printed before 1850, and of foreign books printed before 1880. Exceptions are made for books on law and medicine, for special Collections, for books in other alphabets, for dissertations, and for pamphlets, and of course for books for which there is a card in our Depository Catalogue. During the year we have sent in cards for 587 titles. Cards for 66 titles, located for interlibrary loan among other libraries, were sent for insertion in the same Union catalogue.

Old letters and documents are not easy material to record, and the effort required seems sometimes out of all proportion to the importance of the papers themselves. Fortunately, through Miss Rudolph's interest in such things, we have not fallen behind. One important piece of work that has been undertaken is the indexing in adequate fashion of the De Witt Clinton papers. The first eleven volumes have already been indexed, and the work should be completed during the next year.

A most pleasant gift during the year came from Professor W. T. Brewster of the English Department. Some score of years ago Professor Brewster spent a year in Portugal, and made a very careful collection of its literature. These he offered to the University with the request that he should be allowed to defray the cost of binding those volumes that had to be bound before they could be set on the Library shelves. With this gift, we can now boast of a really good Portuguese section.

We have been fortunate in securing for Columbia the library of the Russian historian, Presniakov. It represents a fairly complete collection of material on Russian history up to 1920, and contains many sets of periodicals. These periodicals are in good condition, and in the case of incomplete sets steps are taken to fill them out.

Another section of the Library which is being built up this year is that of Hebrew literature and history. Professor Baron is devoting much time and thought for the purchase of books on these subjects in Hebrew, English, German, and Russian.

This year we finished writing to the long list of commercial and industrial organizations of the United States for their accounting systems. We received data on 159 accounting systems. Work on this list began in 1928 and we have received approximately 450 replies to the thousand letters sent out. This can be considered a satisfactory showing.

The reduction of the number of copies of a dissertation to be deposited in the Library by the incipient Doctor of Philosophy from 100 to 75 went into effect this year. The readjustment of the mailing list was worked out and the annual distribution made according to the new list.

Before bringing this report to its usual conclusion with the statistics of the year, I should like to add a word of expectation about one feature of the new Library building. Columbia University in the City of New York is a proud title, and it is no paper relationship. Each year in New York City a number of cases of infantile paralysis occur, some years indeed stand out as epidemic years. For the last thirty years the hope that doctors will find a remedy has been an idle hope, and most certainly part of the duty of any architect who plans a public building in New York City is to take adequate and careful consideration of his building, having regard to the actual condition of some of the people who will frequent it. Those who have been attacked by this disease are hampered physically, but in many cases only physically. There should be provision made for an entry to the new Library building from the street that will give level access to the elevators, or if steps are inevitable, these steps should be properly supplied with hand rails that are designedly convenient. Architects should recognize that dependence has been placed upon them to make to the very best of their ability the ways of life less difficult for those who have been stricken before they really had a chance at life for themselves.

By the system of interlibrary loans, 1,378 volumes were lent to 170 libraries, and 383 volumes were borrowed from 42 libraries; besides this, 152 volumes were borrowed by us from scientific libraries in the city, of which number the American Museum of Natural History lent us 81.

In the bindery, leaves were cut in 9,918 volumes; book pockets were affixed in the back of 54,983 volumes; bookplates were affixed in front covers of 75,119 volumes and new book cards were made

for 1,125 volumes. The income from fines for lost books and belated returns amounted to \$2,341.12 and photostat work brought in \$2,313.17.

There were twenty-six showings of different issues of the Yale University films.

The exhibitions in Avery library during the year were as follows:

- July* Thesis work of students in the School of Architecture—Schmerhorn Fellowship competition, "a municipal auditorium." Geoffrey Platt, winner.
Holbein facsimiles from the fine arts library.
Etchings, etc., by Carl Troedsen, winner of the McKim Fellowship in the School of Architecture, 1929.
- August* Books from the Seligman library.
- October* European sketches by J. M. Gates, School of Architecture, '29.
- November* Studies of mosaics of the Roman and Byzantine periods, and examples of modern mosaics. Exhibition of Albert Oppenheim, Manchester, England, November 1-3.
European sketches in pencil by Max Marek Feldman.
Books and book production from the fifteenth century until modern times, arranged by Dr. Lehmann-Haupt.
- January* Cameragraphs by Palmer Shannon, the Architectural League of New York.
- February* Work of students of the School of Architecture, 1930-1931, February 12-25.
Exhibition showing architectural delineation, nineteenth century, and Brangwyn of the twentieth century. Arranged by the Avery library, February 12-27.
- March* Chinese rubbings and materials illustrating the development of printing in China. Arranged by the Department of Chinese of Columbia University in coöperation with the China Institute of America, March 1 to 24.
- April* Reproductions of modern French painting and modern industrial photographic art. Arranged by Mr. Robert L. Carey of the Department of Economics.
- May* Columbia-Yale-Princeton junior competition for a "college administration building."
Pulitzer prizes, 1930.
School of Architecture, Columbia University; Perkins-Boring Fellowship "a museum of antiquities and a memorial monument."
Leon McMinn, winner.
Etchings and lithographs by advanced students, and water color and pencil sketches by first and second year students.

The record of gifts to the University Library is again gratefully set down. Sums of money were given for specific purposes by:

J. W. Barker, for the purchase of engineering books	\$20.00
Reverend Acton Griscom, for the Joan of Arc collection	400.00
James Loeb, for the purchase of labor literature	175.00
William G. Low, for the international law collection	250.00
R. H. Montgomery, for the Montgomery library	425.00
Ella Reussner, for the purchase of German literature	100.00
Carl F. Stiefel, for the purchase of German literature	100.00

From officers of the University we have received the following gifts:

President Nicholas Murray		Armistead C. Crump	136
Butler	1,147	John W. Cunliffe	2
Hugh Auchincloss	19	Modern Language Association, complete file, 118 parts	
Harry M. Ayres	2	Walter A. Curry	4
Charles S. Baldwin		William Darrach	548
The Prayer Book, Merrymount Press	1	James C. Egbert	186
Joseph W. Barker	1	Haven Emerson	83
Adriaan J. Barnouw	7	Austin P. Evans	8
Frederick Barry	1	Colin G. Fink	57
Louis Bauman	26	W. Benjamin Fite	6
Albin H. Beyer	3	Dixon Ryan Fox	5
Ralph H. Blanchard	1	Frederick P. Gay	16
Franz Boas	15	William J. Gies	1,055
Charles F. Bodecker	2	Henry W. Gillett	363
James C. Bonbright	1	Richard J. H. Gottheil	1
William A. Boring	1	Louis Herbert Gray	1
Rabbi Baruch Braunstein	2	Evarts B. Greene	113
J. Bartlet Brebner	1	Robert M. Haig	2
William T. Brewster		Philip M. Hayden	373
Portuguese books	228	Carlton J. H. Hayes	1
Paul F. Brissenden	1	Frederick H. Howard	73
Irving H. Brown	1	Francis Huber	18
Mendor T. Brunetti	2	Douglas W. Johnson	14
Wendell T. Bush	15	Charles Knapp	1
William Campbell	10	Raymond C. Knox	1
Joseph P. Chamberlain	75	William W. Lawrence	1
Hans T. Clarke	185	Frederic S. Lee	167
Shepard B. Clough		Hellmut Lehmann-Haupt	2
Pamphlets and books in Flemish	76	Samuel M. Lindsay	443
Arthur P. Coleman	1	Armin K. Lobeck	1
Photostat copies of Kotzebue's playbills, manuscripts and early editions		Clarence E. Lovejoy	1
John J. Coss	25	Mary L. McClure	16
		Nelson G. McCrea	2
		Roswell C. McCrea	1

Joseph D. McGoldrick	1	Cargill Sprietsma	
Ralph H. McKee	2	French papers containing	
Harriet D. MacPherson	1	death notices of Foch and	
Clarence A. Manning	3	Clemenceau	
Walton Martin	57	Paris paper special edition—	
Ralph F. Miller	2	Lindbergh's arrival at Bour-	
John Bassett Moore	1	get	
Adelaide Nutting		J. Bentley Squier	1,171
Spenser's <i>Faerie Queene</i> , 1611		Stereoscopic prints	6
Paul H. Nystrom	13	Archibald H. Stockder	7
George C. D. Odell	1	T. Clinton Taylor	1
John E. Orchard	3	Altha E. Terry	8
Henry F. Osborn	1	Milton H. Thomas	1
Alfred Owre	23	Lynn Thorndike	3
Walter W. Palmer	34	Edward D. Thurston	15
Robert Peele	2	Frederick Tilney	289
George B. Pegram	6	Norman E. Titus	120
Edward D. Perry	2	Ryusaku Tsunoda	1
Giuseppe Prezzolini	8	Rexford G. Tugwell	
Thomas T. Read	20	Papers and books by Simon	
Ralph W. Robey	2	N. Patten	80
Lindsay Rogers	1	Frederick T. Van Beuren, Jr. . .	522
Frank A. Ross	11	Gustave L. van Roosbroeck . . .	20
Albin E. Russman	71	Cuneiform tablets	3
Herbert W. Schneider	8	John B. Walker	652
Henry H. Schulze	1	Chi-Chen Wang	1
Robert L. Schuyler		Henry W. Wells	5
War numbers of Mid-Week		William Linn Westermann . . .	1
Pictorial	312	Allen O. Whipple	8
Edwin R. A. Seligman	222	Edmund B. Wilson	150
William R. Shepherd	53	William H. Woglom	42
David Eugene Smith	4	Robert S. Woodworth	1
		J. Enrique Zanetti	
		Lewis Carroll items	2

From divisions of the University:

Columbia Optometric Association	1
Columbia University Press	106
John Milton, Works, de luxe edition, vols. 1-4.	
Pulitzer Prize Committee	305

Publishing houses sent us the following:

Bremer Press	4
A. H. Clark Company	2
Doubleday Doran and Company	8
Editor and Publisher and Fourth Estate	49

Encyclopedia of Social Sciences	3
Harcourt Brace	59
P. B. Hoeber, medical books	484
Isidor Kner, of his publications	38
B. Mosher Company	1
Oxford University Press	10
United French Publishers	4
Playing card company, Hargrave, <i>A History of Playing Cards and a Bibliography of Cards and Games</i>	
H. W. Wilson, war books	168

From governmental sources and from organizations have come:

Belgrade, Institut géographique militaire, Carte speciale, sheets	15
British Library of Information	169
Bureau of Railway Economics	3
Carnegie Corporation Stow, <i>Rock Paintings in South Africa</i>	
Secretary of State for India Catalogue of the Arabic manuscripts in the library of the Indian office, Volume 2	

From libraries and other institutions:

American Institute of Weights and Measures	36
American Museum of Natural History	25
Baroda—Central Library	1
British Academy	2
Carnegie Endowment for International Peace	59
Numbers of Latin-American periodicals	700
Publications on South America	17
Carnegie Foundation for the Advancement of Teaching	103
Library of William Andrews Clark, Jr. Cowan and Clark, <i>Index</i> R. L. Stevenson, <i>Father Damien</i> , an open letter	
Detroit Public Library Quaife, <i>The John Askin Papers</i> , Volume 2	
The India Society The <i>Shah-Namah</i> of Firdausi Portrait sculpture in South India, Gujarati painting in the fifteenth century	
Mayo clinic Medical reprints	224
New York Public Library	3
Newberry Library	7
National Bank of New Zealand Annual Reports, 1873-1930	58
Pennsylvania Society	12

National Library of Peiping	52
Pierpont Morgan library	
Omont's Miniatures des plus anciens manuscrits grecs de la Bibliothèque nationale du VI ^e siècle aux XIV ^e siècle	
Rockefeller Institute	18
Social Science Abstracts	505
Texas Folklore Society	
Dobie, <i>Coronado's Children</i>	

Individual donors to whom our gratitude is due are:

Columbiana:

Cane, Melville H.	
Collection of Columbia publications	150
Reed, S. Albert	
Original sketch of the four-oared crew of Class of 1878	
From the library of:	
Professor F. N. Cole	
War books and pamphlets	347
Herbert Gardiner Lord	
Books on philosophy and psychology presented by his wife	414
Henry R. Seager	
Books and pamphlets on economics	311
Stella Hadden Alexander	
Books on Christian Science	40
Lady Martin Archer-Shee	
Books	309
Microscopes	2
M. N. Baker	
Japanese books	37
Marcus Benjamin	
"Our Japanese Classmates"	
Joseph Blumenthal	
Max Weber's—Primitives—poems and woodcuts	
W. L. Bogert	
<i>Art and Archaeology</i> , 23 numbers	
General J. P. Boskovic	
Yugoslav topographic maps	83
H. L. Bullen	
Hand type-casting mould used in Philadelphia about 1798	
Mrs. Irwin Bussing	3
Sarah Schuyler Butler	
Volumes—Americana	21
Mrs. Jay Chambers	
Bookplates from the collection of the late Jay Chambers	165
A. S. Cochran	
Sarre and Martin, <i>Ausstellung von Meisterwerken Muhammedanischer Kunst in Munchen, 1910</i> , volumes	3

- Mrs. Adolphe Cohn
S. Aurelii Augustini, Confessionum libri X, 1646
- Mrs. E. S. Coolidge
Monteverdi works—volumes 12 and 13
- Rebekah Crawford 61
- Miguel Curchaga
Works—Volumes 10
- R. A. Curry
Oesterreichisch-Kaiserliche Privilegirte Weiner Zeitung No. 48-51, 51
Anhang (1811)
- H. G. Friedman
R. Caracciolus de Licio Quadragesimale de Poenitentia, 1475
- Clyde Furst
His *Merlin* 1
- Harry L. Gage, on behalf of Edward E. Bartlett
Medals to be known as Edward E. Bartlett Gift of Gutenberg Memorabilia 51
- Charles Griffin
Acevado Historia del Uruguay. Volumes 2-5. (We have been trying to get these for a long time) 5
- Mrs. Mary G. Griffin
The *Tokio Times*, 1876-1880. Volumes 7
- Reverend A. Griscom 51
- Fairfax Harrison
The *Roanoke Stud*, 1795-1833
- Mrs. G. G. Heye
An account of conferences held and treaties made between Major General Sir William Johnson, Bart. and the chief sachems and warriors, etc. (facsimile).
- J. P. B. Hyndman
Icelandic papers 4
- Jeffrey Jennings
The Gentlemen's and Ladies' Diary and Almanac, 1799
- T. S. Jones
Leaflets of his poems 5
- C. C. Kalbfleisch 38
- J. Taylor Kemp
Books from his father's library 151
- Margaret Ladd-Franklin
Papers by C. S. Pierce 17
- G. F. Laidlaw
English grammars and dictionaries 17
- E. Lefevre
Armana Prouvencau, 1931, Bibliographie 1929 to 1930
- Louis Spencer Levy
Parry—Sandalwood oil

L. B. McCagg	
Beaux Arts Institute of Design <i>Bulletin</i> , 1924-1929	5
J. W. T. Mason	
Books and pamphlets on Japan	244
C. G. Massa	45
A. H. Mayer	2,150
F. Melcher of R. R. Bowker Company	10
R. H. Montgomery	2
Dwight W. Morrow	
Mexican legal publications	265
Montrose J. Moses	1
W. K. Palmer	
Four letters of Timothy Cole	
Elsie C. Parsons	
Volumes of United States Supreme Court Reports and Digest	70
G. A. Pfeiffer	
Siebold—Nippon register and index	
Edmund Astley Prentis	
Sixteenth-century Spanish manuscript together with a translation made by W. I. Crowley	
Ralph Pulitzer	
Books on German language	119
Duc de Richelieu	
Volumes of bound periodicals	228
Albin Russman	49
T. F. Ryan	
Curtis, <i>The North American Indian</i> , Volumes 17 and 18 and portfolios	
Mrs. Carl Stoeckel	2
Wilbur Macy Stone	
Bookplates for children's books	26
Helen Sutro	
Byne and Stapley—Rejeria of the Spanish Renaissance	
Mrs. Calvin Thomas	1
Mrs. Albert von Le Coq	
Kurdische texte, gesammelt und hrsg. von A. von Le Coq. Volumes . .	2
William Woodward	
Cherished portraits of thoroughbred horses	

The general statistics of the University Library are as follows:

Accessions:

Volumes added:

General Library and departments	28,613
School of Law	8,362
School of Medicine	3,533
Avery Library	323

Barnard College	2,973
Teachers College	46,951
College of Pharmacy	317

Total 91,072

Total of volumes in University Libraries, June 30, 1931 1,305,596

Gifts:

Pamphlets and volumes 22,310

Exchanges:

Pieces received 5,527

Pieces sent out 15,604

Total 21,131

Orders placed 14,657

Serials checked 77,790

Cataloguing:

Cards made and filed:

General Library 64,319

Departments 31,101

Barnard College 7,604

Law Library 24,882

Medical Library 9,577

Replaced (including Law) 6,628

Depository 52,219

Autograph letter file 4,098

Total 200,424

Volumes catalogued 52,572

Volumes recatalogued or transferred 33,929

Volumes lost or withdrawn 2,141

Total volumes handled 88,642

Binding:

In Library bindery:

Books bound 115

Volumes repaired 4,418

Pamphlets bound 16,009

Total 26,542

Outside of library:

Volumes bound and rebound 26,534

Total 47,076

Circulation:

Volumes supplied from loan desk, including renewals	167,306
Volumes in libraries, loaned and used	1,718,536
	<hr/>
<i>Total recorded use of libraries</i>	<i>1,885,842</i>

Respectfully submitted,

ROGER HOWSON,

*Librarian of the University**June 30, 1931*

REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1930, TO MAY 30, 1931

To the President of the University

SIR:

I have the honor to present herewith a record of the work of the Appointments Office from June 1, 1930, to May 30, 1931.

Before entering upon a discussion of the year's record may I point out that the close of our year's operations, except in the Division of Teaching Appointments, has been moved forward from October 1 to June 1, so that the period covered in this report comprises the summer of 1930 and the academic year 1930-1931. It has been felt for several years that it would be desirable for the report of this office to coincide chronologically with the other annual reports and there is a number of additional reasons for the change. In this report for 1931 I am again including, for purposes of comparison, the statistics for the summer of 1930.

For the first time in eleven years this office is unable to report an increase in the number of positions filled. The summary of the year's results, which appears with comparative figures on the next page, shows clearly the present state of our employment efforts. The continued unemployment situation in New York has inevitably resulted in a serious reduction in the number of opportunities available to our students and graduates. I think it would serve no useful purpose to discuss the statistics in detail. The success of the University employment program is so completely bound up in the current conditions in New York, and indeed in the nation, that it would be futile to attempt in this report an analysis of the causes of our decrease or to offer any prediction for the year to come.

The hardships of our self-supporting students have been greatly increased. Many have had to carry undesirable jobs and others have found it necessary to give up their studies until their financial situations might be improved. The loan fund has been of great help in reducing the total number of the latter instances.

	Registration		Positions Offered		Interviews		Positions Filled		
	1930-1931	1929-1930	1930-1931	1929-1930	1930-1931	1929-1930	1930-1931	1929-1930	1928-1929
	<i>Full Time</i> Men	1,009	1,067	686	915	2,177	2,210	155	240	279
<i>Full Time</i> Women	1,011	1,109	320	515	902	1,302	173	223	212
<i>Full Time</i> Teaching	1,577	977	440	411	932	639	105	68	70
<i>Total Full Time</i>	3,597	3,153	1,446	1,841	4,011	4,151	433	531	561
<i>Summer</i> Men	1,485	1,182	1,017	1,159	1,922	1,737	849	980	1,090
<i>Summer</i> Women	1,110	698	579	649	1,042	1,101	451	427	368
<i>Part Time School Year</i> Men	1,423	1,435	2,848	3,171	3,230	3,594	2,691	3,050	2,663
<i>Part Time School Year</i> Women	1,109	980	1,193	1,305	1,599	1,728	1,147	1,176	1,151
<i>Total Part Time and Summer</i>	5,127	4,295	5,637	6,284	7,786	8,140	5,138	5,633	5,272
<i>Grand Total</i>	8,724	7,448	7,083	8,125	11,797	12,291	5,571	6,164	5,833

There has been a decrease of 12 per cent in the number of term-time jobs filled by men. This loss almost exactly wipes out the gain made in 1929-1930 and puts us back at the 1929 level. Term-time employment for women lost 9 per cent, falling back to the 1928 level.

In the field of permanent employment, which is largely a matter of new graduates, similar losses are indicated. Few of our seniors, either in the College, or in the various professional schools, found job-getting a simple matter. The law graduates experienced the greatest difficulty since present economic conditions merely served to render more acute a condition of oversupply which has been steadily developing in the New York legal field for a number of years.

The graduates of a year ago who sought positions in business or industrial organizations secured employment in many cases at the expense of the graduates of 1931. Many of the large corporations which make a practice of sending recruiting officers to colleges did not reduce their quotas a year ago and consequently found themselves in 1931 with such an excess supply of young men that it was obvious that no additional recruits could be assimilated. This situation in itself has made the job problem of the 1931 graduates serious throughout the country.

The demands upon the office have naturally been appreciably increased by the re-registration of many graduates of previous years who have been forced to seek new positions. I am glad to report that in a number of particularly urgent instances we have been able to make satisfactory placements, but our efforts have fallen far short of meeting the total need.

The division of college teaching appointments shows a substantial increase. While the total of 105 positions filled is small in comparison with the number of recipients of degrees in the graduate schools, the increase of 50 per cent over the previous year is encouraging, and in view of the present conditions causes us to feel that the efforts we are making to strengthen this branch of our work are producing results.

During the past year the loan fund has been of tremendous assistance in meeting financial emergencies that would have forced many of our students to discontinue their courses in the middle of the year and in some instances in the middle of a session. Despite most careful administration, it has been impossible to keep the total number of loans granted within the limit planned when the fund was established.

The members of the Advisory Committee on Student Loans are keenly conscious of the dangers involved in thus exceeding the

fund's normal yearly quota. The present needs of our students are so acute, however, that the committee has felt itself warranted in granting each deserving application even though such action may result at a later date in a shortage of available funds.

During the two-year period since September, 1929, the committee has loaned about \$64,000 more than is justified by the present size of the loan fund. It is clear that provisions will have to be made for increasing the eventual size of the fund by at least that amount if an adequate sum is to be annually available in the future.

During the year 1930-1931, 787 loans were made to 591 students, a total amount of \$116,775.49. The corresponding figures for the previous year are 736 loans, 562 borrowers, \$109,350.57. The increase in loans occurs almost entirely among the students in the Medical School, the figures for the other schools being practically identical for both years.

The distribution of loans according to schools is shown in the table on page 482.

In earlier reports I have frequently spoken of the various hazards and hardships which our self-supporting students have to face.

Close and continued association with this particular problem of our undergraduates has caused me to be impressed with certain facts and to develop certain opinions concerning student employment in the College, which I should like to set down in this, my final report as Secretary of Appointments, together with a proposal for reshaping our activities on behalf of the self-supporting students in that school. For purposes of discussion I shall use the term "self-supporting student" to mean any student whose college expenses are not completely provided for by his family or friends.

In 1930-1931, the year just ended, the office filled about 5,000 term-time and summer jobs. The previous year the total was 5,700 which is about twice as many as were filled in 1923-1924. On the face of it, since the total number of resident students in the University increased but little during this period, it would seem that this doubling of placements in seven years might mean that we can take care of practically all the requests which we receive for assistance in finding work. Such is not the case. Whereas in 1923-1924 about 2,500 students registered for term-time and summer employment, during the year just ended there were a few over 5,000

School	Total No. Loans		Men Granted 1 Loan		Men Granted 2 Loans		Men Granted 3 Loans		Total Amount Lent
	Total No. Loans	Total No. Borrowers	Number	Average Amount	Number	Average Amount	Number	Average Amount	
College	320	238	163	\$137.01	68	\$283.34	7	\$247.88	\$43,335.48
Law	62	45	28	143.87	17	307.18	..	.....	9,250.66
Physicians and Surgeons	66	46	27	231.24	18	418.61	1	410.00	14,398.50
Engineering	34	25	17	148.94	7	313.09	1	441.00	5,164.67
Graduate	138	104	72	124.86	30	282.68	2	377.50	18,215.00
Business	44	32	20	153.37	12	227.00	..	.....	5,791.50
Architecture	11	9	7	219.07	2	345.00	..	.....	2,223.50
Journalism	17	11	5	125.50	6	317.50	..	.....	2,532.50
Dentistry	45	39	33	209.69	6	512.60	..	.....	9,995.00
Library	13	12	11	127.72	1	270.00	..	.....	1,675.00
Extension	28	22	16	93.29	6	208.16	..	.....	2,741.68
University Undergraduates	4	3	2	102.50	1	300.00	..	.....	505.00
Optometry	4	4	4	192.50	..	.....	..	.....	770.00
Seth Low	1	1	1	177.00	..	.....	..	.....	177.00
<i>Total</i>	<i>787</i>	<i>591</i>	<i>406</i>	<i>\$148.58</i>	<i>174</i>	<i>\$304.07</i>	<i>11</i>	<i>\$303.74</i>	<i>\$116,775.49</i>

registrants. An analysis of the statistics of the years between 1924 and 1931 shows steady and yearly increases in both registration and placements, the percentages of increase being almost identical each year.

This means, of course, that while the results of our efforts, expressed in terms of jobs filled have been doubled, the amount of assistance which we render to the average registrant remains unchanged. It also means that since the supply of jobs is still more than equaled by the demand for them, we are not able to eliminate from our list of job opportunities certain kinds of work which are frequently undesirable for a student.

Looking to the future, it appears that if the College remains the same size in the next ten years and the percentage of self-supporting students increases at the same rate as during the past seven, in 1941 we shall have an undergraduate body almost entirely composed of self-supporting students. No matter whether an increase in the

demand for jobs results in an increased supply of jobs or vice versa, our past experience indicates what we may expect in the future unless some method of controlling this trend is employed.

It is clear that the best interests of the College require that the number of self-supporting students be held within certain limits. It is also clear that such limits will not be fixed by the number of available opportunities for work since under normal circumstances New York is a practically inexhaustible reservoir of positions for students.

It is estimated that at present about 60 per cent of the students in the College engage in some sort of outside work during the academic year. Of these, about one-third are entirely self-supporting except for such scholarships and loans as may have been awarded to them. The degree of self-support among the other two-thirds ranges all the way from complete living expenses, except for tuition, to several dollars a week for incidental expenses.

It is natural that the percentage of self-supporting students in Columbia College should be large. Our location makes the chances of success in such an enterprise seem bright. The educational standards and methods of the College attract students whose own intellectual aims cause them to make great sacrifices in order to attend. The cost of living is considerably greater than in many parts of the West and South so that some students from those regions must be partially self-supporting in New York although they would not be so were they near their homes.

Our self-supporting students unquestionably constitute an outstanding group. Among them we find many of the men who distinguish themselves in every phase of the College life. It is conceivable that as we become more highly selective in our admissions procedure we may find that we tend to increase still further the percentage of self-supporting students in each entering class.

I should like now to indicate briefly the extent to which the problem of the self-supporting student is related to every phase of college activity, academic and otherwise. It is an accepted fact, often stated by the Dean of the College, that financial stringency is the most frequent cause of academic failure. By this is meant not only that men drop out of College because they can no longer pay their way, but also that they fail their work on account of the interference of unsuitable outside jobs which competition forces them to

undertake. In many cases even though the student successfully passes the courses he takes, he would do better work in a much more ambitious and scholarly program were he not too heavily engaged in earning his living.

On the non-academic side excessive outside employment practically prevents that participation in some student activity which would be distinctly helpful not only to the student but to the activity itself, and which might constitute a real contribution to the life of the College. As the percentage of self-supporting students increases, the extracurricular life of the College declines for lack of man-power, and social life as well. Many of the ills which have affected our fraternities have been directly traceable to the fact that too large a proportion of their members were constantly concerned with the problem of supporting themselves. Except in the case of the unusual student or the unusual job it is fair, I believe, to say that a part-time worker is of necessity a part-time student. When he devotes a sizable portion of each day to an outside job he is forced to decide whether he will reduce the amount of time spent on his studies or deny himself the opportunity to enter into one of the activities which constitute the extracurricular and social life of the College.

The considerations which I have set down above lead me to propose a policy and plan which I shall outline in the following paragraphs. The aims of the plan, briefly stated, are to control the number of self-supporting students and to systematize the methods of aiding them so as more completely to insure their success. I may say that what follows has already been discussed with the Dean of the College, and other University officers who would naturally be concerned.

We should first secure all available objective data which bears on the matter. We should learn exactly how many of our students are carrying outside jobs, whether through the aid of the Appointments Office or otherwise. We should classify the jobs as to the amount of time and mental and physical energy required, and see what the effects have been on the work of the men holding them. We should attempt to formulate from these data a definite principle of the amount of outside work which various types of men can carry without injuring themselves academically or physically and without denying themselves a normal share of participation in the life of the College and the cultural opportunities of New York.

We should then study carefully the relationship of our self-supporting students as a group to the intellectual and social life of the student body as a whole, in an attempt to determine what percentage of the entire undergraduate body it is desirable should be composed of self-supporting students. Whether sixty is the desirable percentage or whether it should be altered we do not at present know. It seems to me, however, that the figure, whatever it is, should be determined not by chance, as at present, but by careful study, with thought being given not only to the situation of each individual student but also to the welfare of the College as a whole. We cannot disregard the well-being of the entire undergraduate body for it is on the character of the whole group that the success of our educational enterprise in large part depends.

Having fixed this percentage it should forthwith be incorporated into our selective process of admission. Just as we now undertake to maintain in each entering class balances with respect to such points as geographical distribution and professional school distribution, so should a balance be sought between self-supporting students and financially independent ones.

It would further be necessary to consider carefully at the time of admission the physical condition, mental traits, and employment possibilities of each applicant in the self-supporting group and to guard against the admission of men whose chances of success in self-support are slight and whose problems cannot be solved by other means.

I now come to my second proposal. Our group of self-supporting students, having been chosen according to plan rather than by chance, we have the problem of working out with them their financial success. We know the extent of their needs from the study made at the time of their admission, and we know our own resources. The three existing aids to self-supporting students are scholarships, loans, and employment. At present, scholarships are assigned in advance of the time the assistance is needed, loans are granted to meet needs as they arise, and jobs are secured largely on a labor exchange basis. We attempt to allocate the positions according to relative need, but our present lack of advance information as to the extent of the demand for employment prevents the use of methods that are really systematic.

I would propose that we coördinate completely the activities

of the Committee on Scholarships, the Advisory Committee on Student Loans, and the Division of Student Employment of the Appointments Office, through the formation, under the direction of the Dean of the College, of a Committee on Self-supporting Students comprising representatives of the above groups and such other officers as might be desirable. This body would have the responsibility for studying regularly and in advance of the opening of each session, the entire financial, scholastic, and personal situation of each self-supporting student, and the authority to prescribe for him the kind of financial aid best calculated to meet his needs. Each case would be treated individually rather than according to formula. In one instance a scholarship covering tuition might be the solution; in another, a job for meals and a loan to meet dormitory fees.

In order that the system might work effectively it would be necessary that jobs be as readily assignable as scholarships. There would be no sense in prescribing a job unless the kind prescribed were securable. I believe the Appointments Office could meet the demand provided the group of candidates for jobs was definitely known in advance, and provided only those with promising qualifications for employment were allowed to become candidates. There is at the present time a large number of positions directly under our control and the establishment of an integrated system such as I have in mind would be in itself a great help in developing additional permanent sources of controllable positions.

The Committee on Self-supporting Students would be executive rather than advisory. Just as we now regulate the nature and amount of our students' academic work and the extent of their participation in extracurricular activities, so would this Committee administer principles governing the extent of their participation in outside work. Careful study of budgets would be necessary as would constant reference to academic and health reports.

Although the procedure I describe would make heavy demands on the time of the members of the Committee, I doubt that such demands would equal the amount of time those same individuals now devote to solving problems that constantly arise at present with entire unexpectedness. It is apparent of course that the affairs of a thousand men can never be completely systematized. Their situations change for better or worse and flexibility is essential to

the plan I propose. It would not be expected that all the jobs should come from the Committee's reservoir, nor all the scholarships, nor all the loans, but just as our physically handicapped students are under the supervision of the Medical Office, so those who are crippled financially would be directly under the supervision of the Committee on Self-supporting Students.

You will note that I have spoken only of the self-supporting students in Columbia College. It is possible that the plan, if successful, could be extended to those other schools in the University in which the matter of self-support is a problem and in which there exists a personnel system in which such a plan could be incorporated. At the beginning, however, it seems to me that the greatest need and the greatest promise of success lie in the College.

The various student agencies which I have described in previous reports have continued in operation during the past year. In addition there has been organized a student newspaper service which, under student management, has furnished effective newspaper delivery service in the South Quadrangle Dormitories.

Representatives of the New York *Herald Tribune* and the New York *Times* have aided substantially in the establishment and operation of this service. It is to be hoped that during the coming year those in charge of the other University Residence Halls will see fit to permit the extension of the service to their preserves.

Definite arrangements have also been made for the establishment in 1931 of a student laundry agency with headquarters in Hartley Hall. This agency will be under student management directly responsible to the University through the Secretary of Appointments. It is patterned after the highly successful agency at Cornell and should eventually provide a livelihood to eight students at the same time contributing a real service to the residents of the Halls.

It is naturally a matter of keen regret to me that my last report as Secretary of Appointments should reveal a lessened effectiveness in the work of the office. This fact is partly compensated for, however, by the knowledge that my successor finds in the office a group of able, experienced, and loyal workers, who are undismayed by the disappointments of the past eighteen months and who are determined to make the most of every opportunity which the future

may offer to increase the usefulness of this office to our students. To the staff of the office I express my gratitude for their unfailing devotion to the standards which we have set for ourselves.

Respectfully submitted,

NICHOLAS MCDOWELL MCKNIGHT,

Secretary of Appointments

June 30, 1931

FULL-TIME PERMANENT PLACEMENTS
MEN

JUNE 1, 1930—MAY 31, 1931

	<i>Total</i>		<i>Total</i>
Accounting	8 ¹	Miscellaneous	2
Advertising	7 ²	Printing	1
Banking	3 ³	Sales	2 3
Chain Store Work	1 ⁴	Public Utilities	
Chemistry	1	Office	1 1
Credit Investigation	1	Publishing	1
Department Store Work	9 ²	Business	1
Drafting	1	Editorial	5
Educational Administration	2	Office	1
Insurance	2	Sales	2 9
Research	1 3	Radio Broadcasting	
Investment Banking and Broker- age	3 ⁵	Sales	14 14
Journalism	2	Research	1
Law	49 ⁶	Resident Tutor	1
Manufacturing		Retail Trade	3
Office	3 ⁵	Secretarial Work	2
Production	2	Statistics	7 ²
Sales	12 ²	University Administration	3
Sales Promotion	1 18	<i>Total</i>	<u>155</u>

¹ Seven filled in coöperation with the School of Business Committees on Employment.

² Four filled in coöperation with the School of Business Committees on Employment.

³ Three filled in coöperation with the School of Business Committees on Employment.

⁴ One filled in coöperation with the School of Business Committees on Employment.

⁵ Two filled in coöperation with the School of Business Committees on Employment.

⁶ Filled in coöperation with the Law Clerkship Committees of the Alumni Association of the Law School and the Clerkship Committee of the Third Year Class of the School of Law.

FULL-TIME PERMANENT PLACEMENTS
WOMEN

JUNE 1, 1930—MAY 31, 1931

<i>Total</i>	<i>Total</i>
Accounting 2	Private Secretarial Work 1
Advertising 1	Private Tutoring 2
Architecture 1	Psychiatric Social Work 2
Art 2	Psychological Research 1
Chemistry 3	Psychology 5
Department Store Work 4 ¹	Public Health 1
Education 21 ²	Public Organization 9 ³
Educational Administration 3	Public Utilities 3
Engineering 2	Publicity 4
Foreign Relations 2	Publishing 13 ³
Foreign Trade 2 ¹	Recreational Work 1
Foreign Travel 3	Religious Education 1
Insurance 2	Research 9 ²
Investment, Banking, and Brokerage 4 ³	Retail Trade 1
Journalism 5	Social Service 5
Law	Statistics 5
Attorney 1	Welfare Work 4 ¹
Stenographer 7	
Library Work 5	
Manufacturing 10 ²	
Marketing and Merchandising 3 ¹	
Medicine 7	
Motion Picture Production 7	
Personal Service 1	
Personnel 6	
Personnel Research 2	
	<i>Total</i> 173

¹ One filled in coöperation with the School of Business Committees on Employment.

² Two filled in coöperation with the School of Business Committees on Employment.

³ Three filled in coöperation with the School of Business Committees on Employment.

COLLEGE AND UNIVERSITY TEACHING APPOINTMENTS

OCTOBER 1, 1930—SEPTEMBER 30, 1931

<i>Department</i>	<i>Rank</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Accounting	Instructor	2	...	2
Biology	Instructor	2	1	3
Business Administration . .	Instructor	1	...	1
Business Law	Instructor	1	...	1
Chemical Engineering	Assistant Professor	1	...	1
Chemistry	Instructor	2	1	
	Associate Professor	1	...	4
Commercial Subjects	Instructor	...	1	1
Economics	Instructor	8		
	Assistant Professor	1	1	10
English	Instructor	15	3	
	Assistant Professor	2		
	Associate Professor	1		
	Professor	1	...	22
Geology	Instructor	...	1	1
Government	Instructor	2	...	2
Government and Economics .	Instructor	1	...	1
Government and International Law	Instructor	2	...	2
History	Instructor	6	3	9
Latin	Instructor	1	...	1
Latin and French	Instructor	...	1	1
Mathematics	Instructor	7	1	
	Assistant Professor	2	...	10
Mathematics and Physics . .	Instructor	...	1	1
Modern Languages	Instructor	1		
	Assistant Professor	2		
French	Instructor	1	2	
	Associate Professor	1		
French and German	Instructor	1		
German	Instructor	3		
Romance Languages	Department Head	1		
Spanish	Instructor	1	...	13
Political Science	Instructor	1	...	1
Psychology	Assistant	...	1	
	Instructor	6	2	9
Public Speaking	Instructor	1	...	1
Sociology	Instructor	6		
	Assistant Professor	1	1	8
	<i>Total</i>	85	20	105

MEN'S REGISTRATION FOR PART-TIME WORK
ACCORDING TO SCHOOLS

JUNE 1, 1930—MAY 31, 1931

<i>School</i>	<i>Summer</i>	<i>Winter</i>	<i>Total</i>
College	636	607	1,243
Law	93	84	177
Physicians and Surgeons	62	21	83
Engineering	39	40	79
Graduate	262	327	589
Business	75	72	147
Architecture	12	14	26
Journalism	13	27	40
Dentistry	33	18	51
Library Service . . . . .	....	4	4
St. Stephen's	8	....	8
Extension	44	83	127
University Undergraduate	3	24	27
Seth Low	46	21	67
Optometry	5	4	9
Pharmacy	6	3	9
Summer Session	66	....	66
Teachers College	68	67	135
Union Theological Seminary	14	7	21
<i>Total</i>	<i>1,485</i>	<i>1,423</i>	<i>2,908</i>

PART-TIME AND SUMMER PLACEMENTS
MEN

JUNE 1, 1930—MAY 31, 1931

Classification	Summer June 1—Sept. 30			School Year Oct. 1—May 31		
	Steady	Tempo- rary	Service	Steady	Tempo- rary	Service
Accountant	1	1	...	1		
Architect . . . . .	...	...	...	...	2	
Athletic Coach	2	1	...	7	1	
Athletic Director	1	...	...	2		
Attendance Checker . . . . .	...	...	...	...	1	
Attendant to Invalid . . . . .	...	...	...	...	1	
Baker Field Guard . . . . .	...	...	...	...	...	7
Beach Attendant	1					
Bell Boy . . . . .	...	...	...	...	1	
Bookkeeper . . . . .	...	...	...	2	1	
Bookshop Attendant . . . . .	...	...	...	...	2	
Boys' Club Leader	1	...	...	13	2	
Bridge Coach . . . . .	...	...	...	1		
Camp						
Activities Director	1					
Assistant Director	1					
Councilor						
Dramatic	1					
General	6					
Head	2					
Music	2					
Nature Study	4					
Sailing	1					
Swimming	1					
Handy Man	1					
Manager of Supplies	1					
Secretary	1					
Waiter	4					
Carpenter . . . . .	...	1				
Cashier	1	3	...	7		
Chauffeur	3	10	...	3	4	
Chemist	1	1				
Chess Coach . . . . .	...	...	...	1		
Church Singer . . . . .	...	...	...	2		

PART-TIME AND SUMMER PLACEMENTS—MEN (CONTINUED)

<i>Classification</i>	<i>Summer June 1—Sept. 30</i>			<i>School Year Oct. 1—May 31</i>		
	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>
Clerk						
Box Office . . . . .	...	...	...	...	4	
Hotel . . . . .	...	...	...	2		
Information	I	I	...	I	I	
Inventory	2					
Law	I	2	...	2		
Library . . . . .	...	...	...	2	I	
Night	3					
Nurses' Registry	I					
Office	11	15	I	7	34	5
Railway Mail . . . . .	...	...	...	...	32	
Residence Hall . . . . .	...	...	...	2		
Store	8	20	...	38	30	
Cloak Room Attendant . . . . .	...	...	...	I	28	
Club Attendant . . . . .	...	6	...	...	2	
Collector . . . . .	...	...	...	...	I	
Commencement Day Officials . . . . .	...	...	...	...	60	
Commercial Artist . . . . .	...	...	...	I	I	
Cook	I	...	...	I		
Correspondent	14					
Dancing Teacher . . . . .	...	...	...	2		
Debater . . . . .	...	I	...			
Delivery Man	I	...	...	...	3	
Demonstrator . . . . .	...	6	...	...	7	
Detective . . . . .	...	...	...	...	I	
Distributor of Food to Poor . . . . .	...	...	...	...	124	
Doorman . . . . .	...	...	...	...	I	
Draftsman . . . . .	...	...	...	4	10	
Election Worker . . . . .	...	...	...	...	34	
Elevator Operator	I	...	...	5		
Elevator Starter . . . . .	...	...	...	I		
Endorser . . . . .	...	2	...	...
Engineer	2	I	...	...	4	
Escort . . . . .	...	...	...	...	I	
Examination Grader . . . . .	...	...	...	...	31	
Financial Analyser . . . . .	...	...	...	I		
Floorwalker	I	...	...	5	2	
Gardener . . . . .	...	...	...	...	2	

PART-TIME AND SUMMER PLACEMENTS—MEN (CONTINUED)

Classification	Summer June 1—Sept. 30			School Year Oct. 1—May 31		
	Steady	Tempo- rary	Service	Steady	Tempo- rary	Service
Genealogist . . . . .	...	...	...	...	1	
House Man	1	2	...	6		
Interpreter . . . . .	...	...	...	...	2	
Investigator	13	...	...	...	14	
Journalist . . . . .	...	...	...	1		
Laboratory Assistant	1	9	...	...
Language Specialist . . . . .	...	...	...	...	1	
Lecturer . . . . .	...	1	...	7	10	
Letterer . . . . .	...	...	...	...	1	
Librarian . . . . .	...	...	...	1		
Life Guard	3					
Literary Worker						
Assistant . . . . .	...	1	...	1	3	
Critic . . . . .	...	1	...	...	5	
Writer	1	1	...	...	1	
Manager	1	1	...	...
Manual Laborer . . . . .	...	6	2	1	25	14
Mathematician . . . . .	...	...	...	...	1	
Mental Tester . . . . .	...	...	...	2		
Messenger . . . . .	...	14	9	...	8	46
Mimeograph Operator . . . . .	...	...	...	...	4	
Model . . . . .	...	6	...	...	19	
Motion Picture Operator . . . . .	...	...	...	...	1	
Motor Bus Checker	1					
Musician	8	1	...	2	63	
Newspaper Checker . . . . .	...	...	...	...	12	
Newspaper Delivery Boy . . . . .	...	...	...	1	6	
Non-classified . . . . .	...	41 ¹	...	...	29 ¹	
Ornithologist . . . . .	...	...	...	...	1	
Part-Time Teacher . . . . .	...	...	...	7	1	
Photographer . . . . .	...	1	...	...	1	
Physicist . . . . .	...	...	...	...	1	
Playground Director . . . . .	...	...	...	1		
Poet . . . . .	...	...	...	...	1	
Process Server . . . . .	...	...	...	...	2	
Proctor . . . . .	...	44	...	...	65	
Proof Reader . . . . .	...	1	...	...	1	
Psychological Test Subject . . . . .	...	1	...	...	3	

¹ Filled through the Cosmopolitan Club of International House.

PART-TIME AND SUMMER PLACEMENTS—MEN (CONTINUED)

Classification	Summer June 1—Sept. 30			School Year Oct. 1—May 31		
	Steady	Tempo- rary	Service	Steady	Tempo- rary	Service
Publicity Worker . . . . .	...	...	...	...	1	
Purser	1					
Radio Actor . . . . .	...	...	...	...	4	
Radio Recorder . . . . .	...	6	...	...	1	
Reader . . . . .	...	...	...	1		
Refreshment Stand Attendant	1					
Renting Agent	2	...	...	2		
Reporter . . . . .	...	...	...	...	1	
Research Worker	5	4	...	4	7	
Salesman	33	...	...	2	5	
Seaman . . . . .	...	1				
Secretary . . . . .	...	...	...	2		
Section Manager . . . . .	...	...	...	7		
Settlement House Worker	2	...	...	1		
Soda Dispenser	2	1	...	2		
Solicitor . . . . .	...	...	...	13	7	
Sports Official . . . . .	...	...	...	...	11	29
Statistician	2	1	...	...	3	
Stenographer . . . . .	...	4	...	6	7	
Student Agency						
Blotter Publisher . . . . .	...	...	...	1		
Baker Field Refreshment Stand						
Manager . . . . .	...	...	...	2		
Attendants . . . . .	...	...	...	...	...	123
Newspaper Service						
Manager . . . . .	...	...	...	1		
Assistants . . . . .	...	...	...	3		
Newspaper Representative . . . . .	...	...	...	5		
Bookstore . . . . .	...	...	...	5		
Sunday School Teacher . . . . .	...	...	...	1		
Superintendent Floating Hospital	1					
Supernumerary . . . . .	...	...	...	4		
Supervisor . . . . .	...	5	...			
Surveyor . . . . .	...	1	...			
Switchboard Operator	3	...	...	7	1	
Telephone Company Workers	10					
Traffic Counter . . . . .	...	...	...	...	10	
Translator . . . . .	...	17	...	...	98 ²	

² Fifty-three filled through the Cosmopolitan Club of International House.

PART-TIME AND SUMMER PLACEMENTS—MEN (CONTINUED)

Classification	Summer June 1—Sept. 30			School Year Oct. 1—May 31		
	Steady	Tempo- rary	Service	Steady	Tempo- rary	Service
Tutor Companion						
Companion	2	5	...	15	11	
Tutor	37	42	...	107	114 ³	
Resident Tutor Companion	23	...	...	5	3	
Traveling Tutor Companion	2	...	...	...	1	
Typist	1	9	...	2	13	
Usher . . . . .	...	99	...	11	101	645
Waiter	178	22	...	299	32	25
Watchman . . . . .	...	...	...	1		
Writer . . . . .	...	...	...	1	1	
<i>Totals</i>	418	419	12	654	1,143	894
<i>Total Summer</i>	849			<i>School Year</i> 2,691		
Total—Steady Positions	1,072					
Total—Temporary Positions	1,562					
Total—Service Positions	906					
<i>Grand Total</i>	3,540					

³ Forty-eight filled through the Cosmopolitan Club of International House.

PART-TIME AND SUMMER PLACEMENTS
WOMEN

JUNE 1, 1930—MAY 31, 1931

<i>Classification</i>	<i>Summer</i> <i>June 1—Sept. 30</i>			<i>School Year</i> <i>Oct. 1—May 31</i>		
	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>
Advertising Assistant . . . . .	...	...	...	...	2	
Artist . . . . .	...	...	...	...	3	
Athletic Coach	I	...	...	I		
Bookkeeper . . . . .	...	...	...	2	I	
Bookmaker . . . . .	...	...	...	I		
Camp						
Councilor						
Arts and Crafts	I					
General	4					
Head	I					
Music	I					
Recreational Director	I					
Canvasser . . . . .	...	I				
Cashier . . . . .	...	...	...	I		
Clerk						
Correspondence . . . . .	...	3	...	I	25	9
Library	I					
Office	3	30	2	11	34	5
Sales	11	...	...	38	124	
Coat Checker . . . . .	...	...	...	...	6	
Collaborator . . . . .	...	...	...	...	I	
Companion	2	8	...	22	56	5
Copywriter . . . . .	...	...	...	I		
Dramatic Critic	I					
Editor . . . . .	...	...	...	...	I	I
Editorial Assistant . . . . .	...	...	...	I		
Endorser . . . . .	...	3				
Entertainer . . . . .	...	...	...	...	I	
Guide . . . . .	...	I				
Hostess	2	I	...	7		
Houseworker	2	I	...	...	I	
Interpreter	I	I				
Investigator . . . . .	...	I	...	...	3	
Journalist	2					
Letterer	I					

PART-TIME AND SUMMER PLACEMENTS—WOMEN (CONTINUED)

Classification	Summer June 1—Sept. 30			School Year Oct. 1—May 31		
	Steady	Tempo- rary	Service	Steady	Tempo- rary	Service
	Librarian	2	2	
Literary						
Assistant	1					
Critic	1					
Writer . . . . .	...	...	...	1		
Mental Tester . . . . .	...	...	...	...	2	
Mimeograph Operator . . . . .	...	2	...	...	1	
Model . . . . .	...	3	...	...	5	
Monroe Calculator Operator . . . . .	...	...	...	...	1	
Mother's Helper	2	13	...	...	12	4
Motion Picture Critic	3					
Musician . . . . .	...	...	...	...	1	
Newspaper Reporter . . . . .	...	...	...	...	1	
Organizer . . . . .	...	...	...	...	1	
Part-Time Teacher . . . . .	...	...	...	8		
Proctor . . . . .	...	...	...	...	1	
Professional Packer . . . . .	...	...	1			
Psychological Test Subject . . . . .	...	11				
Psychology Assistant . . . . .	...	1				
Reader . . . . .	...	...	...	3	9	
Receptionist . . . . .	...	...	...	...	7	
Recreational Worker	1	...	...	...	1	
Research Worker . . . . .	...	11	...	1	3	
Resident Companion	8	2	...	26	5	
Resident Secretary	3					
Resident Tutor Companion	3					
Scorer . . . . .	...	6	...	2	96	
Seamstress . . . . .	...	1	...	...	1	
Secretary	1	...	...	1	4	
Settlement Worker . . . . .	...	...	...	...	1	
Singer . . . . .	...	...	...	2	2	
Social Service Worker . . . . .	...	...	...	2		
Statistician . . . . .	...	...	...	...	1	
Stenographer	7	42	3	21	81	15
Sunday School Teacher . . . . .	...	...	...	1		
Switchboard Operator . . . . .	...	1	...	1	1	
Translator . . . . .	...	2	...	1	28 ¹	1
Tutor	22	9	...	85 ²	28	

¹ Twenty-seven filled through the Cosmopolitan Club of International House.

² Twenty-four filled through the Cosmopolitan Club of International House.

PART-TIME AND SUMMER PLACEMENTS—WOMEN (CONTINUED)

<i>Classification</i>	<i>Summer June 1—Sept. 30</i>			<i>School Year Oct. 1—May 31</i>		
	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>	<i>Steady</i>	<i>Tempo- rary</i>	<i>Service</i>
Tutor Companion	1	...	...	1		
Typist	3	136	2	7	245	22
Unclassified	30 ³	...	...	...	15 ³	
Usher	2	...	...	1		
Waitress	19	9	...	5	17	
<i>Totals</i>	<i>144</i>	<i>299</i>	<i>8</i>	<i>257</i>	<i>828</i>	<i>62</i>
<i>Total Summer</i>	<i>451</i>			<i>School Year 1,147</i>		
Total—Steady Positions	401					
Total—Temporary Positions	1,127					
Total—Service Positions	70					
<i>Grand Total</i>	<i>1,598</i>					

³ Filled through the Cosmopolitan Club of International House.

ST. STEPHEN'S COLLEGE

REPORT OF THE WARDEN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931

To the President of the University

SIR:

I have the honor to submit a report of St. Stephen's College for the academic year 1930-1931, the seventy-first since its founding, and the third after its incorporation into the educational system of the University.

The College has continued to work in accordance with those principles which were understood to be ours when we were made a member of the University family of schools and colleges. These principles have been stated so often and with such fullness, in former reports of mine, that there seems no need to repeat them in detail. Suffice it to say that we at St. Stephen's define the chief business of an undergraduate college as the teaching of men how to think accurately and competently; and that here the making of a curriculum, the choice of methods, the direction of student life, are all consistently and definitely subordinated to that chief end. Moreover, all of our work is devised to throw the burden of learning upon the student rather than upon the teacher. Increasingly, year by year, we have eliminated the use of textbooks which may be memorized; and we have come to regard lectures as occasional decorations to the college program, in the helpfulness of which we place no particular reliance. When a student listens to lectures, he gets another man's learning, and soon forgets it. Only when he digs things out for himself, is what is learned really learned; and, more important, only then does he learn how to learn and the joy of learning. We try constantly so to throw on the student the burden of study as to make it for him, as time goes on, less a burden and more a source of happiness. The old regimented classroom has disappeared at Annandale, replaced by small associated groups of fellow-learners, in which the staff are not so much teachers as guides and counselors of self-propelling undergraduates. We have learned how to eliminate from our midst, with kindness

but firmly, such undergraduates as do not prove to be capable of self-propulsion; and those whom we do retain we leave more and more free for rapid study. These things have been characteristic of our work for years. The only development in respect to them is that, as term follows term, we learn a little better what is involved in realizing our professed theories.

This year, we have turned our attention seriously to the question of further curricular adjustment. We have not attempted merely to tinker with the curriculum, but instead to arrive at a fundamental principle which we think ought to guide curricular building in an American undergraduate college of the better sort, and then to apply that principle. Inasmuch as what we have done in this respect has received a wide publicity, it seems wise to report upon it with some fullness.

The task of the American college is to bridge the gap between secondary school training, as it exists in our country, on the one hand, and on the other hand, scholarly work such as ought to characterize the professional and graduate schools of our better universities. Incidentally, of course, the college may be of benefit to those who are never going to pursue scholarly careers, but its work for such persons ought not to be essentially different from those who are later on to do so. In other words, the business of a college is to mature the immature products of the secondary school, so that those who have been trained may take their place among adult-minded people.

The colleges receive from the secondary schools of America material variously trained, and for the most part very badly trained, especially in the basic disciplines. A college can no longer assume that even the graduates of the "better" preparatory schools have acquired the fundamental training necessary for thinking. Most college freshmen, even though selected with the greatest care, cannot do things which may reasonably be expected of them. For the most part, they cannot look at a thing and tell you what they see; listen to sounds and know what it is they hear; by the touch truly perceive form; know how others feel and why; read, write, or speak their own language, or any other language, with any sure knowledge of how words are to be handled or what other people's phrases really mean; or, finally, think in general terms as distinct from specific and concrete things. Before the college

can begin to initiate them, with any effectiveness, into really scholarly pursuits, it must see to it that these defects are remedied, in so far as at a late date they may be remedied.

It is difficult properly to teach men science until they know something about sense perceptiveness; to instruct them in morals, manners, politics, history, or religion, until they have learned to evaluate and respect other persons; to impart knowledge of philosophy to those who do not know what "abstract" means; or to do much of anything with them until they have learned how to read, write, and speak. The ordinary college curriculum of America at the moment seems rightly though sadly designed, at least for the first two years of college residence, with these defects in mind. It is because colleges have too much overlooked this variant and inadequate preparation in the secondary schools, we at least are convinced, that such competent observers as Dr. Frederick Woodbridge have been compelled to observe that the intellectual maturity of those who enter the graduate schools is progressively going down as the years go by. Deplorable though it be, a college of today must expect to devote at least half of the four short years in which it has its students to an attempt to supply to those students training which ought previously to have been given them. At eighteen years of age, an English lad, or one on the continent, if he has mind enough to justify his going on to the university, is ready for the university. At the same age in this country, he is mostly an untrained young cub. It normally takes the junior college years, and sometimes the senior college years as well, to lick him into such shape that he may begin to work for himself at scholarly tasks.

St. Stephen's for a long time has been convinced of these facts, and some years ago designed a normal curriculum, the purpose of which is to start with the student where he is when, having been carefully chosen, he is accepted as an undergraduate, and finally turn him out, after four years, at least an incipiently mature person. In a careful re-study of our curricular requirements, to see how they actually were working, we found ourselves of the opinion that, for the average student, the curriculum was devised about as well as we could devise one.

We very strongly felt, however, that the rapidity with which a student matures varies, and that this also should be taken into consideration. Some men, when they entered, were better trained

than others, although none of them was trained any too well. Some secondary schools did more for their pupils than was ordinarily attempted. Again, even those who came from schools which had not done much with them had frequently very good native minds which, when exposed to real discipline and stimulated by sound guidance, developed very rapidly. It seemed to us obvious that, with the American secondary school what it is, with the American college what it is, and with the American undergraduate what he is, the only sound method to attempt, in making curricula, is to devise a separate and distinct curriculum for each student as soon as he has been really tested out. The Faculty, therefore, adopted the following regulation, to be published in the catalogue:

The Faculty will waive any of its course requirements for the degree for any student who by the end of the Sophomore year can convince the Faculty of the advisability of such a procedure, in which case a special curriculum for the last two years will be made by the Faculty for and with the student.

To make this regulation effective, the following method was devised. A student desiring a special curriculum, either on his own initiative or on the advice of any professor can apply for the same. A committee of three members of the Faculty is then appointed to study him. These men examine the man's psychological record, his achievement in the courses he has taken, the impression he has made upon those who have taught him, as recorded in the personnel records which this college keeps, his own intellectual interests, the extent to which he has gained a knowledge of those things which gentlemen usually know. The student is then invited to conferences with the committee, at which a special curriculum is made for him. Finally, the revised curriculum must be approved by the Warden of the College. It may not thereafter be changed during the rest of the student's undergraduate days.

Adverse criticism has been leveled at what we have done, on the ground that it may tend to lower the standards for the degree. This, however, we cannot see will result, as long as the Faculty of the College is clearly devoted to the guiding principle mentioned in the first paragraph of this report, the principle that the chief business of a college is to mature the mind of the student. The committees are instructed to make that their guiding principle in the arrangement of every special curriculum. It should be noted, too, that the student himself does not select the subjects

he will study. He merely assists the committee in determining what those subjects ought to be, by advancing his own opinions in the matter. Such opinions are entitled to consideration, but they are not determinative. The first thing a committee wishes to know is what intellectual discipline is to be regarded as the center of the new program—mathematics, classics, history, philosophy, or what. The adjustments made involve the elimination of such elementary work as is no longer necessary for the student involved, and the concentration by him upon intellectual discipline of a more truly university sort. In other words, these special curricula are for the more clever students. They are not used to remove from incompetent persons the necessity of studying things which they are loath to study.

Finally, it should be said that the special curriculum regulation has been adopted tentatively, and by way of experiment. After we have tried it for a collegiate generation, we shall know whether or not it is in any respect a solution for that problem of curricular adjustment which is the chief vexation of most collegiate administrators who take their work seriously.

Aside from what has been above described, there have been no changes in administrative or educational methods at St. Stephen's College this past year.

On the thirty-first of March, after consultation with the Committee on Ways and Means of the Trustees of St. Stephen's College, I called a special meeting of the Board of Trustees to consider certain matters involved in the relationship of the College and the University, and in the financing of the College. To that meeting I presented some observations, which were based:

(1) Upon twelve years of experience as executive of the College, during which I have closely observed the efforts made to finance the same, the raising of \$750,000 toward bettering the teaching and equipment, and twelve annual operating deficits;

(2) Upon immediate supervision of the money-raising activities of the College for the year preceding, a work which had taken nine-tenths of my time; and,

(3) Upon consultation with a number of people intimately connected with higher educational financing, in various universities, or the officers of Foundations interested in developing higher educational enterprises.

Those observations were as follows:

(A) The experiment of a country college within an urban university has been received everywhere with an enthusiasm which has placed upon both the University and the College a somewhat embarrassing responsibility to continue a piece of work of an unusual sort. Comment has been so general and, on the whole, so interested and enthusiastic, that it has become vitally important, for the reputation of the University and of the College, that the work should be continued competently.

(B) St. Stephen's College has a necessary expenditure in excess of its assured income by about \$80,000 a year. In my opinion, if we had room for double the present number of students, this deficit could be reduced to \$50,000 a year; but such increase is possible only by an expenditure for increased facilities of at least three-fourths of a million dollars, an amount impossible to raise in the immediate future *unless the permanence of the institution within the University is assured*. Until such permanence be secured the deficit will remain approximately what it is.

(C) It is, in my opinion, impossible to beg \$80,000 a year wherewith to meet these deficits, especially in these hard times. Possibly \$30,000 a year can be so raised, especially if the other \$50,000 necessary is otherwise forthcoming. This difficulty is aggravated by the hard times, but it is mostly due to causes which operate in good times as well as in bad.

(D) It is increasingly difficult to get a sufficient number of excellent students, solely because parents are impressed with what seems the financial insecurity of the College and are loath to enter them in an institution which may not continue in operation, as a University college, until they receive their degrees.

(E) The following are the normal sources of support for any college: (1) sufficient endowments; (2) unusually large fees; (3) a single wealthy sponsor; (4) a group of wealthy supporters, usually alumni; (5) the State; (6) a religious denomination; (7) educational foundations.

In the case of St. Stephen's College: (1) We have not the endowments or any immediate prospect thereof. (2) We cannot charge higher fees than the other colleges of the University. (3) No *Maeceenas* has even vaguely appeared on the horizon. (4) The alumni of the College before 1919 are few in number, mostly either clergymen

or teachers, while those of the later classes are as yet too young to be productive. (5) The state of New York aids no colleges of arts and letters. (6) There is no religious denomination which is willing, or ought, to assume financial responsibility for a college of Columbia University. (7) The foundations will not help us until financial security for permanence has been provided. Insured permanency is a prerequisite for the continuance of the College.

(F) It is next to impossible in America for a college within a University to secure funds for its purposes unless the request for the same is made under University auspices, and unless the University insures the permanent worth and security of that college. The cancellation clause in the agreement between Columbia University and St. Stephen's College alienates gifts from those who may be willing enough to support a country college of the University but who are not willing to give to what at any time, on one year's notice, may become a small and independent college.

In view of the above considerations, all of which seemed to me at that time, and still seem, of inescapably compelling force, I recommended to my colleagues on the Board of Trustees of the College that they pass certain resolutions, as follows:

Resolved, That the Trustees of St. Stephen's College communicate to the Trustees of Columbia University the following:

(1) That it is the sense of this Board that it is impossible for this college of the University to be continued creditably to the University's reputation, unless some assurance of financial security can be received;

(2) That this Board sees no way of securing such assurance unless from the University itself;

(3) That this Board entered, in perfect good faith, upon its agreement with the University, and with no thought, much less desire, of depositing the College as a healthy but indigent dependency upon the University; but that this Board has since, after great effort, discovered that in this day it is impossible to finance a college within the University system independently of the University; and that, having discovered it, this Board is impelled by honesty as well as by necessity to say so;

(4) That this Board is not only willing but desirous to continue to do all in its power to finance the College, but that it is quite sure that such financing, to be effective, must be done by them as assisting the University, rather than on their sole responsibility;

(5) That this Board requests the University to assume responsibility for the finances of the College as of July 1, 1931;

(6) That this Board requests that the eleventh section of the agreement between the College and the University, which provides for possible modification and termination thereof, be eliminated;

(7) That this Board expresses entire willingness to resign, in order that the personnel thereof shall become entirely such as the University may nominate, providing the provisions of the Charter of the College may be regarded in new elections; and to do anything else within its power under charter to insure to the University such complete and permanent control of the College as it may desire;

(8) That this Board expresses its belief that the carrying on of the College will cost the University not to exceed fifty thousand dollars a year, which amount will grow less as endowments may be secured and resources developed;

(9) That this Board requests consideration of the present communication by the early part of May, since in that month, unless the work is to be discontinued, a budget for 1931-1932 must be adopted.

These resolutions were adopted and the communication sent to the Trustees of Columbia University. After a conference between the two Boards, the University lent to the College such sums as were necessary to pay for its running expenses to June, 1932; and a joint committee of the two Boards was appointed to consider, between June, 1931, and January, 1932, the future of St. Stephen's College in its relationship to the University. These matters are, at the date of this report, under discussion.

Respectfully submitted,

BERNARD I. BELL,
Warden

June 30, 1931

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1931
AND FOR THE SUMMER SESSION OF 1931

To the President of the University

SIR:

As Registrar of the University, I have the honor to submit the following report for the year ending June 30, 1931, and for the Summer Session of 1931.

During the year beginning July 1, 1930, there were enrolled at Columbia University 37,808 resident students as compared with 38,230 in the year preceding, and 29,420 in 1921-1922. The enrollment under each of the main divisions is shown as follows:

<i>Division</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Undergraduate, Graduate, and Professional Schools	8,361	8,915	17,276
University Classes	5,008	4,405	9,413
Summer Session, 1930	4,284	9,603	13,887
<i>Total</i>	<i>17,653</i>	<i>22,923</i>	<i>40,576</i>

There were within these divisions 2,768 duplications of which 2,665 represented students of the Summer Session who returned to the University in the Winter or Spring Session following.

With 13,887 in the Summer Session, 22,210 in the Winter Session, and 19,930 in the Spring Session the aggregate session-registrations numbered 56,027.

11,894 not included above received instruction as non-resident students in University Extension as follows: 8,825 in Home Study courses, 644 in special courses, and 2,425 in extramural courses.

In the division consisting of undergraduate, graduate, and professional schools 7,551 or 43.5 per cent were residents of Greater New York; and 578 or 3.3 per cent were from foreign countries. Forty-seven states of the Union were represented. Exclusive of

85 from the District of Columbia, 100 or more came from each of 17 states; 25 or more, from each of 41 states; and 10 or more, from each of 44 states. Canada sent us the largest foreign group with 156; China was second with 97; Great Britain, third with 34; Japan, fourth with 30; and Germany, fifth with 25.

During the academic year, 5,066 individuals received 5,710 University degrees and diplomas in course, 4,944 completing courses leading to a degree as against 2,299 ten years ago.

Within the Corporation, exclusive of the Schools of Medicine and Dental and Oral Surgery, 3,810 courses were conducted with aggregate attendance of 114,806 as compared with 115,936 in the year preceding. The following shows the number of courses and the aggregate attendance by divisions:

<i>Division</i>	<i>Number of Courses</i>	<i>Aggregate Attendance</i>
Undergraduate, Graduate, and Professional Schools	1,673	49,880
University Classes (University Extension)	1,077	30,359
Summer Session, 1930 ¹	1,060	34,567
<i>Total</i>	<i>3,810</i>	<i>114,806</i>

University Extension gave instruction to 25,558 students, resident and non-resident. These are classified as follows:

Resident Students, University Classes	
Matriculated	4,251
Non-matriculated	9,413
Non-resident Students:	
Home Study Students	8,825
Extramural	2,425
Special	644
<i>Total</i>	<i>25,558</i>

Office Staff 1930-1931

Baines, Nancy D.	Caldwell, Margaret
Baker, Grace	Carrigan, Margaret (Seth Low Junior College)
Bilyeu, Mary	Dignus, Madeline E.
Brick, Violet	

¹ Includes courses offered at Teachers College.

Duck, Helen L. (Home Study) (<i>re-</i> <i>signed</i>)	Orr, Frederick
Ellis, Eleanor (<i>resigned</i>)	Patton, Rose
Finan, Gertrude H.	Pfriemer, Emily M.
Ford, Dr. Charles M. (School of Dental and Oral Surgery)	Reardon, Clarence R. (Evening Clerk)
Gaffney, Frank	Rossbach, Catherine
Grof, Jessie	Sargent, Lucille B.
Jacobus, Elizabeth Van H.	Scully, Madeline
Kiefer, Dorothy	Scully, Margaret
Kempton, Iva	Sogaard, Grace (Home Study)
Lindsay, Gladys M.	Van Veen, Florence
Marsh, Mary (Engrosser)	Wetzel, Lucile
Martens, Viola I.	Wylie, Martha M.
	Young, Beatrice M.

The usual statistical material is presented in the following tables showing enrollment, class attendance, degrees conferred, geographical distribution, etc.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1930-1931

I. Resident Students

<i>Faculties</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Fourth Year</i>	<i>Non-Candidate</i>	<i>Graduate</i>	<i>Total</i>	<i>New Students</i>	<i>Percentage of New Students</i>
Undergraduate Students:									
Columbia College ¹	733	528	336	338	27	.....	1,962	588	30.0
Barnard College.....	291	264	222	189	88	.....	1,054	366	34.7
University Undergraduates.....	.....	.....	.....	.....	.....	.....	256	164	64.1
St. Stephen's College.....	37	36	26	20	.....	.....	119	41	34.5
Seth Low Junior College ²	207	105	33	3	.....	.....	348	159	45.7
<i>Total Undergraduates</i>	<i>1,268</i>	<i>933</i>	<i>617</i>	<i>550</i>	<i>115</i>	.....	<i>3,739</i>	<i>1,318</i>	<i>35.3</i>
Graduate and Professional Students:									
Graduate Faculties ³.....	.....	.....	.....	.....	.....	3,275	3,275	1,481	45.2
Law.....	225	155	160	.....	7	13	569	237	41.7
Medicine.....	114	101	103	102	6	8	434	114	26.3
Engineering.....	60	47	47	.....	23	59	236	132	55.9
Architecture.....	.....	.....	.....	.....	1	10	134	63	47.0
Journalism.....	64	55	.....	.....	11	21	151	98	64.9
Business.....	99	97	.....	.....	75	197	468	273	58.3
School of Dental and Oral Surgery:									
Dentistry.....	56	51	52	60	.....	.....	219	62	28.3
Oral Hygiene.....	.....	.....	.....	.....	.....	.....	58	58	100.0
Library Service.....	207	.....	.....	.....	27	53	287	206	71.8
Optometry.....	16	18	.....	.....	2	.....	36	16	44.4
Teachers College:³									
Education.....	.....	.....	.....	1,370	151	3,104	4,625	1,547	33.4
Practical Arts.....	.....	.....	.....	874	333	1,161	2,368	877	37.0
Pharmacy.....	173	173	259	14	75	2	696	250	35.9
Unclassified.....	.....	.....	.....	.....	200	.....	200	160	80.0
<i>Total Graduate and Professional Students</i>	<i>1,014</i>	<i>697</i>	<i>630</i>	<i>2,420</i>	<i>911</i>	<i>7,003</i>	<i>13,756</i>	<i>5,574</i>	<i>40.5</i>
Deduct Duplicates ⁴.....	.....	.....	.....	.....	.....	.....	.....	219	.....
<i>Total</i>.....	.....	.....	.....	.....	.....	.....	<i>17,276</i>	.....	.....
University Classes									
At the University.....	.....	.....	.....	.....	.....	.....	9,413	5,559	59.1
<i>Total</i>.....	.....	.....	.....	.....	.....	.....	<i>26,689</i>	.....	.....
Deduct Duplicates.....	.....	.....	.....	.....	.....	.....	.....	103	.....
<i>Net Total Winter and Spring Sessions</i>.....	.....	.....	.....	.....	.....	.....	<i>26,586</i>	.....	.....
Summer Session 1930.....	.....	.....	.....	.....	.....	.....	13,887	6,417	46.2
<i>Total</i>.....	.....	.....	.....	.....	.....	.....	<i>40,473</i>	.....	.....
Deduct Duplicates (See Table IV).....	.....	.....	.....	.....	.....	.....	.....	2,665	.....
<i>Grand Net Total, Winter, Spring, and Summer Sessions</i>.....	.....	.....	.....	.....	.....	.....	<i>37,808</i>	.....	.....
II. Non-Resident Students in Home Study							8,825	.....	.....
Students in Home Study Courses (given without academic credit).....							8,825	.....	.....
III. Other Non-Resident Students in University Extension							.....	.....	.....
Students in Extramural courses (given with or without academic credit).....							2,425	.....	.....
Students in Special Courses (given without academic credit).....							644	.....	.....
<i>Total II and III</i>							<i>11,894</i>	.....	.....

¹ The registration by years in Columbia College is according to technical classification based on amount of credit earned.

² The total 3,275 does not include 788 candidates for a higher degree enrolled in the Summer Session only.

³ Does not include 3,607 candidates for a higher degree enrolled in the Summer Session only.

⁴ 106 College seniors exercising a professional option are included in both the Columbia College total and those of the respective professional schools, distributed as follows: Architecture 9, Business 12, Dentistry 1, Engineering 34, Journalism 4, Law 34, Medicine 12. 9 University Undergraduates exercising a professional option are included in the University Undergraduate total and those of the respective professional schools, distributed as follows: Dentistry 3, Journalism 1, Law 3, Medicine 2. The 219 duplicates also include 104 who transferred at the mid-year from one school of the University to another.

There are 7 Columbia College seniors not shown above who are exercising a professional option in medical schools elsewhere, distributed as follows: Long Island College of Medicine 5, New York University and Bellevue Medical 1, St. Louis Medical 1. There are also 3 University Undergraduates not shown above who are exercising a professional option in medical schools elsewhere, distributed as follows: Long Island College of Medicine, 2, New York University and Bellevue Medical, 1. 2 Columbia College seniors were exercising a professional option at Union Theological Seminary.

⁵ Exclusive of 93 University Undergraduates taking courses at Seth Low Junior College.

TABLE II

REGISTRATION BY SESSIONS, 1930-1931

RESIDENT STUDENTS

<i>Faculties</i>	<i>1930 Summer Session</i>	<i>Winter Session</i>	<i>Spring Session</i>	<i>Gross Totals</i>
Undergraduate Students:				
Columbia College ¹	261	1,725	1,706	3,692
Barnard College.....	128	1,007	964	2,099
Seth Low Junior College.....	46	308	308	662
St. Stephen's College.....	2	114	110	226
University Undergraduates ¹	24	196	217	437
Graduate and Professional Students:				
Graduate Faculties.....	1,151	2,709	2,592	6,452
Law.....	96	565	518	1,179
Medicine.....	.....	431	427	858
Engineering.....	59	226	217	502
Architecture.....	24	130	121	275
Journalism.....	66	143	139	348
Business.....	12	393	398	803
Dental and Oral Surgery:				
Dentistry.....	3	219	218	440
Oral Hygiene.....	.....	57	54	111
Library Service.....	258	266	264	788
Optometry.....	1	36	36	73
Teachers College { Education.....	5,686	5,545	5,422	16,653
Practical Arts.....				
Pharmacy.....	1	696	696	1,393
Unclassified University Students.....	6,069	133	146	6,348
University Classes.....	.....	7,311	5,377	12,688
<i>Gross Totals</i>	<i>13,887</i>	<i>22,210</i>	<i>19,930</i>	<i>56,027</i>
Duplicate Registrations.....	.....	.....	.....	18,219
<i>Net Total for the Year</i>.....	.....	.....	.....	<i>37,808</i>

¹ Exclusive of seniors exercising professional option, included in the totals of the several schools.

TABLE III

PROPORTION OF MEN AND WOMEN FOR THE PAST TEN YEARS, EXCLUSIVE OF THE SUMMER SESSION AND UNIVERSITY EXTENSION

<i>Year</i>	<i>Men</i>	<i>Per Cent</i>	<i>Women</i>	<i>Per Cent</i>	<i>Total</i>
1920-1921	5,316	54.57	4,425	45.43	9,741
1921-1922	5,906	53.93	5,045	46.07	10,951
1922-1923	6,006	51.87	5,572	48.13	11,578
1923-1924	6,797	52.53	6,143	47.47	12,940
1924-1925	7,049	52.64	6,343	47.36	13,392
1925-1926	6,976	52.07	6,422	47.93	13,398
1926-1927	7,130	49.28	7,338	50.72	14,468
1927-1928	7,440	49.07	7,722	50.93	15,162
1928-1929	7,788	48.92	8,131	51.08	15,919
1929-1930	8,225	47.99	8,914	52.01	17,139
1930-1931	8,361	48.40	8,915	51.60	17,276

TABLE IIIA

PROPORTION OF MEN AND WOMEN IN UNIVERSITY EXTENSION 1930-1931, EXCLUSIVE OF STUDENTS IN SPECIAL COURSES

	<i>Men</i>	<i>Per Cent</i>	<i>Women</i>	<i>Per Cent</i>	<i>Total</i>
Resident.....	5,008	53.2	4,405	46.8	9,413
Extramural.....	124	5.1	2,301	94.9	2,425
Home Study.....	4,866	55.1	3,959	44.9	8,825
<i>Total</i>	<i>9,998</i>	<i>48.4</i>	<i>10,665</i>	<i>51.6</i>	<i>20,663</i>

Note: Matriculated students taking courses in University Extension are not included in above.

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1930 AND ACADEMIC YEAR 1930-1931

A. Students of the Summer Session Who Returned in the Winter or Spring Session of 1930-1931

<i>School or Faculty to Which They Returned</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Architecture.....	21	2	23
Barnard.....	.....	108	108
Business.....	60	13	73
Columbia College.....	204	.....	204
Dental and Oral Surgery.....	3	.....	3
Engineering.....	67	.....	67
Graduate Faculties (Political Science, Philosophy, and Pure Science).....	306	215	521
Journalism.....	12	9	21
Law.....	58	5	63
Library Service.....	8	30	38
Medicine.....	8	1	9
Optometry.....	6	.....	6
Pharmacy.....	3	.....	3
St. Stephen's College.....	2	.....	2
Seth Low Junior College.....	36	.....	36
Teachers College:			
Education.....	246	475	721
Practical Arts.....	84	399	483
University Classes.....	93	153	246
University Undergraduates.....	37	1	38
<i>Total.....</i>	<i>1,254</i>	<i>1,411</i>	<i>2,665</i>

B. Matriculated Graduate Students of the Summer Session of 1930, Who Did or Who Did Not Return in the Winter or Spring Session of 1930-1931

<i>Faculties</i>	<i>Returned</i>	<i>Did Not Return</i>	<i>Total</i>
Political Science, Philosophy, and Pure Science.....	363	788	1,151
Education and Practical Arts.....	717	3,607	4,324
<i>Total.....</i>	<i>1,080</i>	<i>4,395</i>	<i>5,475</i>

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOL OF ENGINEERING

<i>Departments</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Non-Candidate</i>	<i>Graduate</i>	<i>Total</i>
Chemical Engineering.....	21	15	8	2	.....	46
Civil Engineering.....	7	7	8	4	.....	26
Electrical Engineering.....	16	16	17	10	13	72
Industrial Engineering.....	.....	.....	.....	.....	17	17
Mechanical Engineering.....	10	7	7	3	27	54
Metallurgy.....	3	1	2	3	.....	9
Mining Engineering.....	3	1	5	1	2	12
<i>Total.....</i>	<i>60</i>	<i>47</i>	<i>47</i>	<i>23</i>	<i>59</i>	<i>236</i>

Total includes 34 College seniors exercising a professional option in Engineering as follows: 13, Chem.E.; 1, C.E.; 10, E.E.; 2, E.M.; 2, Ind.E.; 5, Mech.E.; 1, Met.E.

TABLE VI

CLASSIFICATION OF CANDIDATES FOR THE DEGREES OF MASTER OF ARTS, MASTER OF LAWS, MASTER OF SCIENCE, DOCTOR OF PHILOSOPHY, DOCTOR OF LAW, AND DOCTOR OF PHARMACY

A. By Primary Registration

	1930-1931	1929-1930
Political Science, Philosophy, and Pure Science ¹	3,232	3,243
Architecture (M.S.).....	10	4
Business (M.S.).....	166	139
Business (Ph.D.).....	31	39
Education and Practical Arts.....	4,265	3,962
Engineering (M.S.).....	59	45
Journalism (M.S.).....	20	26
Journalism (Ph.D.).....	1	
Law (LL.M.).....	8	5
Law (Jur.D.).....	5	5
Library Service (M.S.).....	53	52
Medicine (A.M.).....	.....	1
Medicine (M.S.).....	8	5
Pharmacy (Phar.D.).....	2	2
Union Theological Seminary (A.M.).....	43	4
Summer Session (A.M. or Ph.D. only).....	4,395	4,368
<i>Total</i>	<i>12,208</i>	<i>11,900</i>

¹ Includes 109 officers of the University in 1930-1931 and 101 in 1929-1930.

B. By Faculties, Including the Summer Session

	1930-1931	1929-1930
Political Science, Philosophy, and Pure Science.....	4,020	4,125
Political Science, Philosophy, and Pure Science (Students of Professional Schools).....	.....	1
Architecture (M.S.).....	10	4
Business (M.S.).....	166	139
Business (Ph.D.).....	31	39
Education and Practical Arts (A.M. or Ph.D. only).....	7,872	7,448
Engineering (M.S.).....	59	45
Journalism (M.S.).....	20	26
Journalism (Ph.D.).....	1	
Law (LL.M.).....	8	5
Law (Jur.D.).....	5	5
Library Service (M.S.).....	53	52
Medicine (M.S.).....	8	5
Pharmacy (Phar.D.).....	2	2
Union Theological Seminary (A.M.).....	43	4
<i>Total</i>	<i>12,208</i>	<i>11,900</i>

Note: Candidates for graduate professional degrees registered only in the Summer Session are not included.

C. By Faculties, Omitting Summer Session and Students Registered Primarily for a Degree in the Faculties of Architecture, Business, Journalism, Law, Library Service, Medicine, Engineering, Union Theological Seminary, and Pharmacy

	1930-1931	1929-1930
Political Science, Philosophy, and Pure Science.....	3,232	3,243
Education and Practical Arts.....	4,265	3,962
<i>Total</i>	<i>7,497</i>	<i>7,205</i>

TABLE VII—(Continued)

Subjects	Political Science, Philosophy, and Pure Science	Architecture	Business	Engineering	Journalism	Law	Library Service	Medicine	Pharmacy	Education and Practical Arts	Total
Romance Languages:											
French.....	204										204
Italian.....	18										18
Romance Languages.....	11										11
Spanish.....	97										97
Science of Languages.....	4										4
Semitic Languages:											
Arabic.....	1										1
Semitic.....	16										16
Slavonic Languages:											
Russian.....	1										1
Slavonic.....	2										2
Social Science:											
Social Legislation.....	8										8
Social Science.....	15										15
Sociology.....	87										87
Statistics.....	4										4
Theology.....	44										44
Zoölogy.....	51										51
<i>Total</i>	3,275	10	197	59	21	13	53	8	2	4,265	7,903

SUMMARY BY DIVISIONS

Divisions	Political Science, Philosophy, and Pure Science	Architecture	Business	Engineering	Journalism	Law	Library Service	Medicine	Pharmacy	Education and Practical Arts	Total
Ancient and Oriental Languages.....	160										160
Architecture.....	1	10									11
Biology.....	161										161
Business.....	5		197								202
Chemistry.....	261										261
Education and Practical Arts.....										4,265	4,265
Engineering.....	26			59							85
Fine Arts.....	25										25
Geology and Mineralogy.....	63										63
History, Economics, Public Law, and Social Science.....	895										895
Journalism.....					21						21
Law (Private).....						13					13
Library Service.....							53				53
Mathematics and Physical Science.....	287										287
Medicine.....								8			8
Modern Languages and Literatures.....	954										954
Music.....	14										14
Pharmacy.....									2		2
Philosophy, Psychology, and Anthropology.....	423										423
<i>Total</i>	3,275	10	197	59	21	13	53	8	2	4,265	7,903

TABLE VIII
RESIDENCE OF STUDENTS (EXCLUDING THE SUMMER SESSION AND STUDENTS IN SPECIAL COURSES IN
UNIVERSITY EXTENSION)

	1930-1931																University Extension									
	College	Law	Medicine	Engineering	Architecture	Journalism	Business	Dentistry	Oral Hygiene	Graduate Faculties	University Undergraduates	Library Service	Diplomacy	Barnard	Education and Practical Arts	Pharmacy	Unclassified Students	Seib Low Junior College	St. Stephen's College	Total	Resident	Extramural	Home Study	Total		
UNITED STATES																										
North Atlantic Division (78.72 ³ per cent)	1,743	514	392	183	108	109	342	219	55	2,620	231	135	34	954	4,764	683	145	348	104	13,893	8,849	2,419	5,301	16,569		
Connecticut.....	27	10	22	5	4	4	18	1	13	54	5	6	31	31	242	10	4	...	4	460	169	499	337	1,005		
Maine.....	1	...	...	...	...	1	1	1	1	13	1	6	1	1	70	...	1	...	1	97	23	5	41	69
Massachusetts.....	30	2	9	3	1	2	10	1	1	47	2	8	18	18	223	3	2	...	11	374	76	6	328	410		
New Hampshire.....	3	3	2	1	1	1	1	1	1	12	...	...	...	2	30	...	...	...	64	7	1	32	40	
New Jersey.....	217	58	76	32	14	10	43	12	2	258	13	13	2	115	880	67	30	21	11	1,874	1,028	1,231	748	3,007		
New York.....	1,425	423	272	133	83	80	246	204	35	2,126	207	89	31	759	2,847	598	105	327	66	10,956	7,401	482	2,964	10,847		
Pennsylvania.....	37	17	8	7	3	11	16	1	2	93	3	11	25	410	4	3	...	7	658	122	62	747	931			
Rhode Island.....	...	1	2	2	2	...	5	...	...	3	...	1	1	19	...	...	...	2	39	10	131	64	205	
Vermont.....	3	...	1	1	1	...	1	1	1	14	...	1	1	37	1	...	...	...	61	13	2	40	55	
New York City.....	1,112	361	180	105	62	54	188	187	20	1,865	188	57	30	522	1,762	469	90	277	22	7,551	6,383	33	1,863	8,309		
(43.45 ³ per cent)																										
South Atlantic Division.....	25	12	8	16	2	5	25	...	1	124	2	36	1	25	384	3	17	...	4	690	118	2	914	1,034		
(3.97 ³ per cent)																										
Delaware.....	2	...	...	1	1	...	...	...	...	2	...	...	...	...	14	...	...	...	1	21	1	...	26	27
District of Columbia.....	2	1	10	...	3	...	...	...	...	26	...	5	5	5	29	...	4	...	...	85	9	...	148	157
Florida.....	8	1	1	...	2	1	1	1	1	5	1	1	1	1	22	...	1	...	...	46	10	...	83	93
Georgia.....	2	1	1	1	1	1	1	1	1	13	...	6	1	1	42	...	1	...	...	75	22	...	58	80

Maryland.....	1	2	1	1	1	13	3	5	48	.....	2	78	12	.....	150	171
North Carolina.....	6	4	1	3	10	16	10	3	57	.....	5	106	21	.....	131	152
South Carolina.....	1	1	1	1	4	13	4	.....	39	3	3	68	9	.....	26	35
Virginia.....	1	3	2	7	3	27	1	3	88	.....	2	138	26	1	144	171
West Virginia.....	2	.....	1	2	4	9	4	1	45	.....	1	73	8	1	139	148
South Central Division.....	25	0	6	3	4	7	16	.....	268	3	5	502	60	.....	475	544
(2.89 ³ per cent)																
Alabama.....	2	2	1	.....	1	13	1	5	1	42	.....	74	16	.....	50	66
Arkansas.....	5	1	.....	1	1	4	.....	3	14	.....	.....	32	5	.....	33	38
Kentucky.....	.....	1	1	1	2	11	.....	1	36	2	.....	59	11	.....	32	43
Louisiana.....	1	1	1	2	1	11	.....	3	13	.....	.....	34	1	.....	42	43
Mississippi.....	.....	1	3	.....	1	10	.....	2	16	.....	1	35	2	.....	11	13
Oklahoma.....	2	1	.....	2	2	10	.....	2	30	.....	.....	51	3	.....	75	78
Tennessee.....	4	.....	1	.....	.....	15	1	5	32	.....	2	62	6	.....	102	108
Texas.....	11	3	1	1	2	41	1	1	85	.....	.....	155	25	.....	130	155
North Central Division.....	34	24	11	0	13	24	35	.....	081	2	7	1,441	143	.....	1,480	1,624
(8.29 ³ per cent)																
Illinois.....	3	3	1	3	6	24	.....	7	143	.....	1	201	25	.....	221	246
Indiana.....	.....	1	.....	.....	2	20	.....	7	74	.....	.....	112	10	1	130	141
Iowa.....	7	2	.....	2	3	28	1	9	88	.....	4	148	17	.....	49	66
Kansas.....	2	.....	1	1	6	13	.....	1	67	.....	.....	99	3	.....	37	40
Michigan.....	2	2	4	3	1	15	.....	4	95	1	2	143	23	.....	211	234
Minnesota.....	1	3	1	.....	4	13	.....	8	1	98	.....	131	8	.....	72	80
Missouri.....	2	2	1	1	2	12	1	3	89	.....	1	121	10	.....	157	207
Nebraska.....	1	2	.....	.....	1	4	.....	2	45	.....	.....	56	1	.....	20	21
North Dakota.....	2	1	.....	1	.....	10	.....	.....	15	.....	.....	20	5	.....	2	7
Ohio.....	12	9	1	7	6	50	1	9	13	1	1	115	34	.....	2	36
South Dakota.....	.....	.....	.....	1	.....	2	.....	1	180	.....	1	187	3	.....	472	475
Wisconsin.....	2	.....	3	2	2	11	.....	2	74	.....	.....	99	4	.....	67	71
Western Division.....	7	8	7	6	4	4	16	.....	254	.....	4	420	43	2	458	533
(2.47 ³ per cent)																
Arizona.....	.....	.....	.....	.....	1	1	.....	1	.....	.....	.....	3	.....	.....	11	11
California.....	4	2	3	2	2	34	.....	11	2	102	.....	175	16	.....	315	331
Colorado.....	.....	2	1	.....	3	13	.....	3	32	.....	1	58	3	.....	22	25
Idaho.....	.....	.....	.....	.....	1	1	.....	.....	8	.....	.....	9	1	.....	8	10

TABLE VIII—(Continued)

	University Extension																								
	College	Law	Medicine	Engineering	Architecture	Journalism	Business	Dentistry	Oral Hygiene	Graduate Facilities	University Undergraduates	Library Service	Optometry	Barnard	Education and Practical Arts	Pharmacy	Unclassified Students	Seih Low Junior College	St. Stephen's College	Total	Resident	Extramural	Home Study	Total	
1930-1931																									
Montana.....										3		1			14					19	4		27	31	
Nevada.....																								2	
New Mexico.....										1					4								6	7	
Oregon.....	3	2					2		13		2				33		1			56	3		7	10	
Utah.....			3	1	2	1			5		1			1	15					29	4		6	10	
Washington.....			1				2		10	1	5			1	40					61	11		79	90	
Wyoming.....									3		2				6					12	1		5	6	
Insular and Non-contiguous Territories.....	2		3	2			1		4	1	1		2		37	3	1			57	9		20	20	
(.33 ³ per cent)																									
Alaska.....																								4	
Canal Zone.....																								4	
Hawaiian Islands.....															10									4	
Philippine Islands.....															14					10	2		5	7	
Porto Rico.....															14					18	2		1	3	
Virgin Islands.....															13					27	5		4	9	
																							2	2	
Total.....	1,836	567	427	210	131	140	435	210	58	3,140	241	272	36	1,035	6,688	664	179	348	119	16,802	9,231	2,424	8,678	20,333	

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Turkey.....																
Venezuela.....	I															I
Yugoslavia.....																6
<i>Total Foreign Countries</i> (3.33 ³ per cent)	20	2	7	17	3	2	33		126	6	15	16	305	2	21	147
<i>Grand Total..</i>	1,856 ¹	560	434	236	134	151	468	219	58	3,275	247 ⁴	287	36	1,054	606	200
Duplicates ²																104
<i>Grand Total (Net)</i>																17,276 ³

¹Exclusive of Seniors exercising a professional option, included elsewhere in this table.

²Transfers at midyear.

³Exclusive of University Extension

⁴Exclusive of University Undergraduates exercising a professional option, included elsewhere in this table.

TABLE VIII

THE PERCENTAGE OF STUDENTS FROM THE SEVERAL GEOGRAPHICAL DIVISIONS DURING THE PAST TEN YEARS (EXCLUSIVE OF UNIVERSITY EXTENSION AND SUMMER SESSION)

	1921-1922	1922-1923	1923-1924	1924-1925	1925-1926	1926-1927	1927-1928	1928-1929	1929-1930	1930-1931
North Atlantic Division.....	74.93	75.17	76.08	75.45	76.82	75.40	76.19	76.94	77.12	78.72
South Atlantic Division.....	3.65	4.07	4.13	3.88	3.88	4.06	3.94	4.03	4.22	3.97
South Central Division.....	3.23	3.18	3.16	3.24	3.20	3.37	2.97	3.41	3.13	2.89
North Central Division.....	9.63	9.70	9.22	9.27	8.76	9.38	9.24	8.96	9.06	8.29
Western Division.....	3.04	2.99	2.65	2.84	2.67	3.13	3.03	2.73	2.74	2.47
Insular Territories.....	0.47	0.50	0.42	0.35	0.35	0.39	0.33	0.35	0.31	0.33
Foreign Countries.....	5.05	4.38	4.34	4.97	4.23	4.27	4.27	3.57	3.41	3.33
New York City.....	40.40	41.06	40.79	37.74	40.25	40.24	38.46	42.30	42.97	43.45
Out of Town.....	59.60	58.94	59.21	62.26	59.75	59.76	61.54	57.70	57.03	56.55

TABLE IX

DEGREES AND DIPLOMAS CONFERRED, 1930-1931

	Men	Women	Total
A. Degrees conferred in course:			
Bachelor of Architecture	25	1	26
Bachelor of Arts (Columbia College)	349	.....	349
Bachelor of Arts (Barnard College)	.....	225	225
Bachelor of Arts (St. Stephen's College)	25	.....	25
Bachelor of Laws	155	4	159
Bachelor of Literature	26	21	47
Bachelor of Science (Business)	70	15	85
Bachelor of Science (Education and Practical Arts)	73	476	549
Bachelor of Science (Engineering)	43	.....	43
Bachelor of Science (Library Service)	18	154	172
Bachelor of Science (Optometry)	15	.....	15
Bachelor of Science (Pharmacy)	10	.....	10
Bachelor of Science (University Course)	51	6	57
Chemical Engineer	8	.....	8
Civil Engineer	6	.....	6
Electrical Engineer	15	.....	15
Engineer of Mines	3	.....	3
Mechanical Engineer	4	.....	4
Metallurgical Engineer	4	.....	4
Doctor of Dental Surgery	60	.....	60
Doctor of Medicine	93	9	102
Doctor of Pharmacy	1	.....	1
Doctor of Philosophy	142	51	193
Master of Arts (Political Science, Philosophy, and Pure Science)	315	325	640
Master of Arts (Education and Practical Arts)	543	1,432	1,975
Master of Arts (Union Theological Seminary)	12	5	17
Master of Laws	8	.....	8
Master of Science (Architecture)	7	.....	7
Master of Science (Business)	29	8	37
Master of Science (Education and Practical Arts)	3	21	24
Master of Science (Engineering)	43	.....	43
Master of Science (Graduate Studies in Medicine)	.....	1	1
Master of Science (Journalism)	7	.....	7
Master of Science (Library Service)	4	15	19
Pharmaceutical Chemist	17	1	18
<i>Total</i>	<i>2,184</i>	<i>2,777</i>	<i>4,961</i>
Deduct Duplicates ¹	9	8	17
<i>Total individuals receiving degrees in course</i>	<i>2,175</i>	<i>2,769</i>	<i>4,944</i>
B. Honorary Degrees:			
Doctor of Laws	14	.....	14
Doctor of Letters	3	1	4
Doctor of Sacred Theology	2	.....	2
Doctor of Science	4	.....	4
<i>Total</i>	<i>23</i>	<i>1</i>	<i>24</i>
C. Certificates and Teachers College Diplomas Granted:			
Certificate in Accounting (University Extension)	3	.....	3
Certificate in Architecture (University Extension)	3	.....	3
Certificate in Business (University Extension)	2	.....	2
Certificate in Fire Insurance (University Extension)	10	.....	10
Certificate of Proficiency in Journalism	3	.....	3
Certificate in Library Service (University Extension)	1	7	8
Certificate in Oral Hygiene	.....	53	53
Certificate of Proficiency in Orthodontia	3	.....	3
Certificate in Secretarial Studies (University Extension)	.....	32	32
Certificate in Secretarial Studies (School of Business)	1	13	14
Bachelor's Diploma in Education	10	112	122
Doctor's Diploma in Education	.....	1	1
Master's Diploma in Education	139	356	495
<i>Total</i>	<i>175</i>	<i>574</i>	<i>749</i>
<i>Total degrees and diplomas granted</i>	<i>2,382</i>	<i>3,352</i>	<i>5,734</i>
Deduct duplicates ¹ and ²	163	481	644
<i>Total individuals receiving degrees and diplomas</i>	<i>2,219</i>	<i>2,871</i>	<i>5,090</i>

¹ Distributed as follows: A.B. (Columbia) and A.M. (Columbia), 1 man; A.B. (Barnard) and A.M. (Columbia), 1 woman; B.S. (Engineering) and M.S. (Engineering), 2 men; B.S. (Teachers College) and A.M. (Teachers College), 6 men and 7 women.

² In addition to those noted in Note 1 (17, 9 men and 8 women) the following duplications occur: (627, 153 men and 474 women) B.S. and Teachers College diplomas, 10 men and 112 women; A.M. and Teachers College diplomas, 143 men and 361 women; Ph.D. and Teachers College diplomas 1 woman.

TABLE X

MAJOR INTEREST OF RECIPIENTS OF HIGHER DEGREES 1930-1931, EXCLUSIVE OF THE MASTER'S DEGREE IN EDUCATION, PRACTICAL ARTS, AND UNION THEOLOGICAL SEMINARY AND THE DOCTOR'S DEGREE IN PHARMACY

Subjects of Major Interest	A.M.		LL.M.		M.S.		Ph.D.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Anthropology.....	...	1	...	...	...	...	1	...	1	1
Architecture.....	...	...	...	...	7	...	...	...	7	...
Bacteriology.....	4	1	...	...	...	...	...	...	4	1
Botany.....	2	7	...	...	...	...	2	2	4	9
Business.....	...	...	...	...	29	8	1	...	30	8
Chemical Engineering.....	...	...	...	...	1	...	5	...	6	...
Chemistry.....	33	12	...	...	...	...	11	9	44	21
Chinese.....	1	...	...	...	...	...	...	...	1	...
Economics.....	27	7	...	...	...	...	12	2	39	9
Educational Research.....	...	...	...	...	...	...	46	20	46	20
Electrical Engineering.....	1	...	...	...	13	...	...	...	14	...
English and Comparative Literature:	...	...	...	...	...	...	...	...	...	...
Comparative Literature.....	1	2	...	...	...	...	...	...	1	2
English.....	43	89	...	...	...	...	8	2	51	91
Fine Arts.....	1	1	...	...	...	...	...	...	1	1
Geography.....	1	...	...	...	...	...	...	...	1	...
Geology.....	4	4	...	...	...	...	1	...	5	4
German.....	2	7	...	...	...	...	1	1	3	8
Greek and Latin:	...	...	...	...	...	...	...	...	...	...
Greek.....	2	...	...	...	...	...	...	...	2	...
Greek and Latin.....	2	3	...	...	...	...	...	...	7	3
Latin.....	7	21	...	...	...	...	...	...	7	21
History.....	39	38	...	...	...	...	13	4	52	42
Indo-Iranian.....	1	...	...	...	...	...	...	...	1	...
Industrial Engineering.....	...	...	...	...	3	...	...	...	3	...
Journalism.....	...	...	...	...	7	7	...	...	7	7
Law.....	...	...	8	...	...	...	...	...	8	...
Library Service.....	...	...	...	...	4	15	...	...	4	15
Mathematics.....	25	19	...	...	...	...	4	...	29	19
Mechanical Engineering.....	1	...	...	...	26	...	...	...	27	...
Metallurgy.....	...	...	...	...	...	...	1	...	1	...
Music.....	...	2	...	...	...	...	...	...	...	2
Philosophy.....	5	...	...	...	...	...	9	1	14	1
Physics.....	17	4	...	...	...	...	2	2	19	4
Physiology.....	3	3	...	...	...	...	1	...	4	3
Psychology.....	32	42	...	...	...	...	6	4	38	46
Public Health.....	...	...	...	...	...	1	...	...	...	1
Public Law.....	29	17	...	...	...	...	8	...	37	17
Romance Languages:	...	...	...	...	...	...	...	...	...	...
French.....	10	14	...	...	...	...	2	...	12	14
Italian.....	1	...	...	...	...	...	...	...	1	...
Romance Languages.....	...	...	...	...	...	...	2	2	2	2
Spanish.....	7	18	...	...	...	...	...	...	7	18
Semitic Languages.....	2	...	...	...	...	...	2	...	4	...
Slavonic Languages.....	...	1	...	...	...	...	...	...	...	1
Social Science:	...	...	...	...	...	...	...	...	...	...
Social Science.....	...	...	...	...	...	...	2	4	2	4
Sociology.....	5	8	...	...	...	...	...	...	5	8
Zoölogy.....	7	4	...	...	...	...	2	...	9	4
Total.....	315	325	8	.....	90	31	142	51	555	407

TABLE XI

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES OF INSTRUCTION
IN THE VARIOUS DEPARTMENTS DURING THE WINTER AND SPRING SESSIONS
(EXCLUDING STUDENTS OF BARNARD COLLEGE, TEACHERS COLLEGE, THE
COLLEGE OF PHARMACY, ST. STEPHEN'S COLLEGE, AND UNIVERSITY
EXTENSION)

	1930-1931														
	College	Law	Medicine	Engineering	Architecture	Journalism	Business	Library Service	Optometry	Dentistry	University Undergraduates	Seth Low Junior College	Graduate Faculties	Unclassified Students	Total
<i>Department</i>															
Agriculture.....	2						11				1		7	1	22
Anatomy.....	1		115						56				14		186
Anthropology.....	17	1				1			2		9		68	4	102
Architecture.....	3			1	134								5		143
Astronomy.....	42			11					1		7	2	3		66
Bacteriology.....			101							51			13		165
Biological Chemistry.....			114							65			27		206
Biology.....			2								1		4		7
Botany.....	59					1					13	2	51	6	132
Business:															
Accounting.....	82			16	1		267				2	3	13	2	386
Advertising.....	8					6	59	1					3	1	78
Banking.....	15			2			254				3		40	2	316
Bookkeeping.....	1						4								5
Business English.....							11								11
Business Policy.....	5						117								122
Economics.....	84			26		2	208						20	3	343
Finance.....	38	1		5		1	239				4		19	2	309
Industrial Relations.....							21						3	1	25
Insurance.....	4						28						3		35
Law.....	15			30			133						4		182
Marketing.....	1			3			141						8		153
Office Appliances.....							1						1		2
Real Estate.....	1						2								4
Salesmanship.....							3								3
Secretarial Correspondence.....							17								17
Statistics.....	4			2			155				1		15	2	179
Stenography.....	1					1	35						5		42
Stenotypy.....							1								1
Transportation.....	10			1			59						4		74
Typewriting.....	1						30						4	1	36
Typography.....							6								6
Chemical Engineering.....	4			91									28	3	126
Chemistry.....	636			50			2	1	1		82	149	272	27	1,220
Chinese.....	1												17	3	21
Civil Engineering.....	20			127	1						1		1	1	151
Contemporary Civilization.....	1,180			1							27	291			1,499
Dentistry:															
Children's Dentistry.....									89						89
Crown and Bridgework.....									128						128
Dental Metallurgy.....									51						51
Facial Art.....									8						8
Histology.....									56						56
History of Medicine.....									58						58
Medicine.....									84					1	85
Neuro-anatomy.....									56						56
Operative Dentistry.....									145						145
Oral Anatomy.....									87						87
Oral Diagnosis.....									104						104

TABLE XI—(Continued)

	1930-1931														
Department	College	Law	Medicine	Engineering	Architecture	Journalism	Business	Library Service	Optometry	Dentistry	University Undergraduates	Seth Low Junior College	Graduate Faculties	Unclassified Students	Total
Pathology			103							53			1		157
Pharmacology			203							53					256
Philosophy	304			1	1	1	3	1	3		36	5	152	13	520
Physical Education	1,242	4		2	1		4	2			14	316	13		1,598
Physics, Mechanics, and Optometry:															
Mechanics	3			72	24						1		1		101
Optometry									36						1
Physics	435			85		1			36		51	88	186	16	37
Physiology	19		116				1		12	56	13	4	29		250
Practice of Medicine			306												306
Psychiatry			306							51					357
Psychology	228			1	1	5	17	1	1		101	121	297	13	786
Public Health			113							56				1	170
Public Law, Government, and Comparative Jurisprudence:															
Comparative Jurisprudence			5												5
Government	402			1		2	6		4		28		166	6	615
Public Law	22	31				27	5				8		281	13	387
Religion	21										2		44		68
Romance Languages:															
Celtic													2		2
French													272	19	1,313
Italian	775			1	11	1	20		1		35	178	272		71
Portuguese	23			1			1	1			4		36	5	1
Romance Philology													48		49
Spanish	116				1	1	22	1			5	12	113	7	278
Science of Language	11												10	1	22
Semitic Languages:															
Arabic													14		14
Assyrian													3		3
Ethiopic													3		3
Hebrew													7		7
Semitic													11		11
Syriac													4		4
Slavonic Languages:															
Czechoslovak													1		1
Polish	1														1
Russian							1				4		16	1	97
Slavonic	75												3		3
Social Science:															
Social Economy													5		5
Social Legislation							1						25	2	28
Social Science													1		1
Sociology	12		9					3	2		41	66	149	17	299
Statistics	44		7				2				3		85	7	148
Surgery			306												306
Urology			103												103
Zoology	221						1		3		96	159	60	11	551
Miscellaneous Courses:															
Clothing														1	1
Cookery														1	1
Drawing	1					2								1	4
Engineering	138										4				142
Household Economics							1								1
Institution Management														1	1
Metalworking					1										1
Nutrition													5	1	6
Pharmacy													2		2
Speech													4		4

TABLE XII

AGGREGATE ATTENDANCE IN ALL COURSES, 1930-1931 (EXCLUDING COURSES IN THE SCHOOL OF MEDICINE, SCHOOL OF DENTAL AND ORAL SURGERY, SUMMER SESSION, UNIVERSITY EXTENSION, TEACHERS COLLEGE, BARNARD COLLEGE COLLEGE OF PHARMACY, AND ST. STEPHEN'S COLLEGE)

<i>1930-1931</i>	<i>Number of Half-Year Courses</i>	<i>Number of Registrations</i>
<i>Department</i>		
Agriculture.....	5	31
Anthropology.....	10	116
Architecture.....	52	1,076
Astronomy.....	6	95
Botany.....	42	286
Business:		
Accounting.....	18	559
Advertising.....	5	86
Banking.....	14	538
Business Policy.....	2	208
Economics.....	16	510
Finance.....	11	487
Industrial Relations.....	6	29
Insurance.....	8	50
Law.....	2	214
Marketing.....	11	245
Statistics.....	5	189
Stenography and Typewriting.....	3	53
Transportation.....	7	107
Chemical Engineering.....	20	288
Chemistry.....	80	2,630
Chinese.....	14	84
Civil Engineering.....	25	287
Contemporary Civilization.....	15	2,687
Economics.....	49	1,489
Electrical Engineering.....	35	641
Engineering Drafting.....	5	202
English and Comparative Literature:		
Comparative Literature.....	15	394
English.....	97	4,073
Fine Arts.....	20	494
Geography.....	14	398
Geology and Mineralogy:		
Geology.....	44	534
Mineralogy.....	7	66
Germanic Languages:		
Dutch.....	2	12
German.....	45	1,073
Gothic.....	1	15
Greek and Latin:		
Classical Archaeology.....	2	12
Classical Civilization.....	7	180
Classical Literature.....	2	15
Classical Philology.....	2	31
Greek.....	16	92
Latin.....	19	343
History.....	76	2,057
History of Science.....	4	67
Indo-Iranian.....	7	28
Industrial Engineering.....	12	70
Journalism.....	35	1,168
Law (Private).....	97	4,576
Library Service.....	62	2,959

TABLE XII—(Continued)

1930-1931	Number of Half-Year Courses	Number of Registrations
<i>Department</i>		
Mathematics.....	45	1,941
Mechanical Engineering.....	49	866
Mining and Metallurgy:		
Metallurgy.....	21	173
Mineral Dressing.....	2	7
Mining.....	12	50
Music.....	22	470
Philosophy.....	50	703
Physical Education.....	15	3,333
Hygiene.....	3	28
Physics, Mechanics, and Optometry:		
Mechanics.....	3	172
Optometry.....	17	304
Physics.....	55	1,852
Psychology.....	33	983
Public Law, Government, and Comparative Jurisprudence:		
Comparative Jurisprudence.....	2	8
Government.....	19	696
Public Law.....	23	560
Religion.....	4	39
Romance Languages:		
Celtic.....	2	4
French.....	85	2,688
Italian.....	16	119
Portuguese.....	1	1
Romance Philology.....	4	84
Spanish.....	20	385
Science of Language.....	6	37
Semitic Languages:		
Arabic.....	4	21
Assyrian.....	2	6
Ethiopic.....	1	3
Hebrew.....	3	14
Semitic.....	5	23
Syriac.....	3	6
Slavonic Languages:		
Polish.....	2	2
Russian.....	7	112
Slavonic.....	2	5
Social Science:		
Social Legislation.....	4	49
Sociology.....	22	373
Statistics.....	9	176
Zoölogy.....	41	1,000
Miscellaneous Course:		
Engineering.....	1	143
<i>Total.....</i>	<i>1,673</i>	<i>40,880</i>

TABLE XIII

ALL STUDENTS IN UNIVERSITY EXTENSION CLASSIFIED ACCORDING TO FACULTIES
RESIDENT AND NON-RESIDENT

	<i>Resident</i>	<i>Extra- mural</i>	<i>Special</i>	<i>Home Study</i>	<i>Total</i>
Non-matriculated:					
Columbia.....	9,327	2,425	644	8,825	21,221
Teachers College (exclusively)....	86	.....	...	.....	86
Matriculated:					
Architecture.....	72	.....	...	.....	72
Barnard College.....	30	.....	.....	.....	30
Business.....	256	.....	.....	.....	256
Columbia College.....	581	.....	.....	.....	581
Engineering.....	70	.....	.....	.....	70
Graduate Faculties.....	1,829	.....	.....	.....	1,829
Journalism.....	65	.....	.....	.....	65
Law.....	32	.....	.....	.....	32
Library Service.....	76	.....	.....	.....	76
Medicine.....	7	.....	.....	.....	7
Optometry.....	12	.....	.....	.....	12
Seth Low Junior College.....	63	.....	.....	.....	63
Teachers College.....	918	.....	.....	.....	918
Unclassified University.....	81	.....	.....	.....	81
University Undergraduates.....	159	.....	.....	.....	159
<i>Total</i>	<i>13,664</i>	<i>2,425</i>	<i>644</i>	<i>8,825</i>	<i>25,558</i>

TABLE XIV
UNIVERSITY EXTENSION

AGGREGATE ATTENDANCE ON COURSES, RESIDENT, EXTRAMURAL, AND HOME STUDY

1930-1931	Number of Half-Year Courses				Number of Registrations			
	Resi- dent	Extra- mural	Home Study	Total	Resi- dent	Extra- mural	Home Study	Total
Anthropology	11			11	209			209
Architecture	68			68	1,411			1,411
Art			1	1			371	371
Astronomy	3	1	1	5	97	16	9	122
Biblical Literature			1	1			46	46
Biology			1	1			183	183
Botany	2		1	3	54		19	73
Business:								
Accounting	39	2	5	46	1,343	10	498	1,851
Actuarial Mathematics			4	4			13	13
Administration			3	3			162	162
Advertising	24			24	780			780
Agriculture	9		7	16	229		84	313
Banking	9		1	10	260		140	400
Bookkeeping	4		1	5	141		86	227
Commercial Arithmetic			1	1			28	28
English (Business)	4		2	6	231		181	412
Finance	18		1	19	492		56	548
Industrial Relations	2			2	77			77
Insurance	10		1	11	166		57	223
Investments			1	1			389	389
Law (Business)	8		2	10	349		157	506
Marketing	15		1	16	419		31	450
Mathematics (Business)			2	2			31	31
Office Appliances	2			2	32			32
Real Estate	7			7	248			248
Salesmanship	8			8	159			159
Secretarial Correspondence	4		1	5	148		193	341
Stenography	19		1	20	569		34	603
Stenotypy	2			2	23			23
Transportation	2			2	48			48
Typewriting	14		2	16	359		38	397
Typography	2			2	119			119
Chemical Engineering	2		1	3	12		68	80
Chemistry	22		1	23	629		84	713
Chinese	2			2	10			10
Civics			1	1			20	20
Civil Engineering	4			4	78			78
Clothing	2			2	19			19
Comparative Literature	11		1	12	713		7	720
Cookery	3			3	25			25
Czechoslovak	2			2	2			2
Drafting	14		3	17	263		119	382
Drawing	5			5	120			120
Economics	26	2	2	30	981	14	112	1,107
Education		34		34		1,632		1,632
Electrical Engineering	10			10	255			255
English	146	8	22	176	5,763	198	3,528	9,489
Fine Arts	10		1	11	137		2	139
French	60	4	10	74	1,745	31	281	2,057
General Science	1		1	2	28		30	58
Geography	12	3	2	17	277	68	91	436
Geology	6			6	74			74
German	19		6	25	730		174	904
Government	20	3	2	25	531	27	26	584
Greek	6			6	23			23
History	42	4	10	56	1,825	98	295	2,218
Church History			3	3			10	10
Hungarian	4			4	6			6
Hygiene	2			2	18			18
Indo-Iranian	1			1	6			6
Industrial Arts		1		1		41		41
Industrial Engineering	4		2	6	99		23	122

TABLE XIV—(Continued)

1930-1931	Number of Half-Year Courses				Number of Registrations			
	Resi- dent	Extra- mural	Home Study	Total	Resi- dent	Extra- mural	Home Study	Total
Italian.....	16		5	21	227		86	313
Japanese.....	3			3	5			5
Latin.....	2		7	9	9		229	238
Law.....	5			5	96			96
Library Service.....	24		10	34	433		78	511
Mathematics.....	31		10	41	940		896	1,836
Metalworking.....	2			2	20			20
Mineralogy.....	2			2	27			27
Mining.....	1			1	8			8
Music.....	21	1	1	23	343	21	39	403
Neurology.....	2			2	106			106
Nursing.....		1		1		44		44
Persian.....	2			2	2			2
Philosophy.....	22		7	29	564		56	620
Phonetics.....	10	2		12	142	26		168
Photoplay Composition.....	4		1	5	57		9	66
Physical Education.....	8			8	70			70
Physical Training.....	2			2	22			22
Physics.....	8		1	9	174		41	215
Physiology.....	2			2	108			108
Polish.....	1			1	2			2
Portuguese.....			1	1			4	4
Psychology.....	55		4	59	2,128		543	2,671
Public Health.....			1	1			12	12
Public Law.....	7			7	383			383
Religion.....	2			2	37			37
Russian.....	9			9	72			72
Slavonic.....	2			2	2			2
Social Economy.....	5			5	37			37
Sociology.....	22		1	23	505		29	534
Spanish.....	40		10	50	793		209	1,002
Speech.....		1		1		107		107
Statistics.....	9		1	10	229		28	257
Structural Mechanics.....	4			4	57			57
Teachers College Fine Arts.....	15	1		16	128	54		182
Teachers College Hygiene.....	2			2	3			3
Teachers College Music.....	3	1		4	8	29		37
Textiles.....	7			7	119			119
Zoölogy.....	5		1	6	171		9	180
<i>Total</i>	<i>1,077</i>	<i>69</i>	<i>170</i>	<i>1,316</i>	<i>30,350</i>	<i>2,416</i>	<i>9,044</i>	<i>42,710</i>

TABLE XV

STUDENTS IN SPECIAL COURSES IN UNIVERSITY EXTENSION (NOT INCLUDED IN OTHER TABLES)

Course	Winter Session	Spring Session	Both Sessions	Total
Advanced Medicine.....	92	41	41	174
Agriculture.....	..	26	..	26
Architecture.....	62	..	..	62
Library Service.....	2	..	..	2
Mechanical Engineering.....	..	21	..	21
Mining.....	..	1	..	1
Mining and Metallurgy.....	24	..	..	24
Recreation (Barnard).....	72	54	87	213
Spoken Language (French).....	60	37	21	118
Swimming (Barnard).....	..	2	1	3
<i>Total</i>	<i>312</i>	<i>182</i>	<i>150</i>	<i>644</i>

TABLE XVI

AGE, PREPARATION, AND OCCUPATION OF STUDENTS REGISTERED IN HOME STUDY

A. Age	Men	Women	Total	B. Preparation	Number
Under 15.....	12	12	24	Part Grammar School.....	81
15 to 19.....	215	198	413	Graduates of Grammar School..	364
20 to 24.....	949	647	1,596	Part High School.....	1,325
25 to 29.....	1,041	727	1,768	Graduates of High School.....	1,849
30 to 34.....	866	667	1,533	Part College.....	894
35 to 39.....	701	599	1,300	Graduates of College.....	869
40 to 44.....	433	454	887	Holder of Higher Degrees.....	93
45 to 49.....	219	262	481	Part Business School.....	349
50 to 54.....	182	180	362	Graduates of Business School..	445
55 to 59.....	102	95	197	Part Professional School.....	569
60 to 64.....	57	46	103	Graduates of Professional School	1,599
65 to 69.....	20	11	31	Part Normal School.....	115
70 to 74.....	13	9	22	Graduates of Normal School....	243
75 or over.....	8	6	14	Undetermined.....	30
Undetermined.....	48	46	94		
<i>Total</i>	<i>4,866</i>	<i>3,959</i>	<i>8,825</i>	<i>Total</i>	<i>8,825</i>

C. OCCUPATIONS

Accountant.....	210	Housewife.....	1,174	Prisoner.....	5
Actor and Actress....	14	Industrial Worker..	684	Religious Worker...	65
Agricultor.....	53	Lawyer.....	141	Social Worker.....	52
Architect.....	11	Military Officer and		Statistician.....	19
Artist.....	23	Soldier.....	28	Student.....	269
Aviator.....	6	Musician.....	40	Teacher.....	617
Business Men (Execu-		Naval Officer and		Technician.....	593
tives, etc.).....	1,032	Sailor.....	27	Writer.....	141
Chemist.....	37	Nurse (Registered)..	527	Retired.....	59
Chiropractor.....	8	Optometrist.....	6	Unemployed.....	99
Clerk.....	2,261	Osteopath.....	4	Undetermined.....	42
Dentist.....	101	Pharmacist.....	26		
Domestic.....	234	Physician.....	201		
Fireman.....	4	Policeman.....	12	<i>Total</i>	<i>8,825</i>

SUMMER SESSION, 1931

<i>Classification</i>	<i>Number</i>	<i>Percentage</i>
A. STUDENTS CLASSIFIED ACCORDING TO SEX		
Men.....	4,414	31.5
Women.....	9,602	68.5
<i>Total</i>	14,016	
B. STUDENTS CLASSIFIED AS OLD AND NEW		
Previously Registered.....	8,353	59.6
New Students.....	5,663	40.4
<i>Total</i>	14,016	
C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES		
I. Non-matriculated.....	4,339	31.0
II. Matriculated.....	9,677	69.0
Columbia College.....	279	
University Undergraduates.....	42	
Seth Low Junior College.....	28	
St. Stephen's College.....	3	
Barnard College.....	112	
Business B.S.....	33	
Business M.S.....	35	
Business Cert.....	4	
Pharmacy B.S.....	4	
Optometry B.S.....	7	
Architecture B.Arch.....	11	
Journalism B.Lit.....	13	
Journalism M.S.....	1	
Law LL.B.....	66	
Engineering B.S.....	21	
Engineering M.S.....	6	
Engineering (C.E., E.E., etc.).....	58	
Library Service B.S.....	201	
Library Service M.S.....	20	
Library Service Cert.....	33	
Dentistry D.D.S.....	2	
Graduate Faculties:		
A.M.		
Political Science.....	239	
Philosophy.....	507	
Pure Science.....	176	
Union Theological Seminary.....	2	
Ph.D.		
Political Science.....	90	
Philosophy.....	166	
Pure Science.....	98	
Education.....	115	
Business.....	11	
Unclassified		
Philosophy.....	41	
Pure Science.....	12	
Political Science.....	23	
Teachers College:		
B.S.....	1,526	
A.M.....	4,665	
Unclassified.....	1,054	
<i>Total I and II</i>	14,016	

SUMMER SESSION, 1931—(Continued)

<i>Classification</i>	<i>Number</i>	<i>Percentage</i>
D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS		
I. Not Engaged in Teaching.....	4,313	30.8
II. Engaged in Teaching.....	9,703	69.2
Elementary Schools.....	2,837	
Secondary Schools.....	4,095	
Higher Educational Institutions.....	967	
Normal Schools.....	221	
Industrial Schools.....	1	
Principals.....	439	
Assistant Principals.....	37	
Supervisors.....	266	
Superintendents.....	169	
Special Teachers.....	84	
Private School Teachers.....	255	
Librarians.....	33	
Technical Schools.....	27	
Vocational Schools.....	18	
Hospitals.....	121	
State Supervisors.....	4	
Private Teachers.....	43	
Business Schools.....	7	
Institutes.....	17	
College Presidents.....	4	
Deans of Women in High Schools.....	30	
College Deans.....	5	
Nursery Schools.....	15	
Registrars.....	3	
Vocational Guides.....	3	
Private Kindergarten Teachers.....	2	
<i>Total I and II.....</i>	<i>14,016</i>	
E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE		
<i>North Atlantic Division:</i>		
Connecticut.....	359	
Maine.....	75	
Massachusetts.....	356	
New Hampshire.....	68	
New Jersey.....	978	
*New York:		
Outside of New York City.....	1,574	
Manhattan and Bronx.....	1,868	
Queens.....	313	
Richmond.....	55	
Brooklyn.....	687	
* <i>Total, 4,497</i>		
Pennsylvania.....	1,353	
Rhode Island.....	81	
Vermont.....	42	
<i>Total North Atlantic Division.....</i>	<i>7,809</i>	55.7
<i>South Atlantic Division:</i>		
Delaware.....	67	
District of Columbia.....	177	
Florida.....	138	
Georgia.....	166	
Maryland.....	287	
North Carolina.....	244	
South Carolina.....	144	
Virginia.....	285	
West Virginia.....	154	
<i>Total South Atlantic Division.....</i>	<i>1,662</i>	11.9

SUMMER SESSION, 1931—(Continued)

Classification	Number	Percentage
<i>North Central Division:</i>		
Illinois.....	354	
Indiana.....	382	
Iowa.....	211	
Kansas.....	188	
Michigan.....	349	
Minnesota.....	160	
Missouri.....	285	
Nebraska.....	115	
North Dakota.....	23	
South Dakota.....	29	
Wisconsin.....	117	
Ohio.....	752	
<i>Total North Central Division.....</i>	<i>2,965</i>	<i>21.1</i>
<i>South Central Division:</i>		
Alabama.....	107	
Arkansas.....	46	
Kentucky.....	131	
Louisiana.....	56	
Mississippi.....	78	
Oklahoma.....	162	
Tennessee.....	139	
Texas.....	290	
<i>Total South Central Division.....</i>	<i>1,000</i>	<i>7.2</i>
<i>Western Division:</i>		
Arizona.....	9	
California.....	101	
Colorado.....	74	
Idaho.....	12	
Montana.....	16	
Nevada.....	2	
New Mexico.....	5	
Oregon.....	24	
Utah.....	8	
Washington.....	36	
Wyoming.....	10	
<i>Total Western Division.....</i>	<i>207</i>	<i>2.1</i>
<i>Insular and Non-contiguous Territories:</i>		
Hawaiian Islands.....	3	
Porto Rico.....	30	
Philippine Islands.....	6	
<i>Total Insular and Non-contiguous Territories.....</i>	<i>39</i>	<i>.3</i>
<i>Total (United States and Territories).....</i>	<i>13,781</i>	<i>98.3</i>
<i>Foreign Countries:</i>		
Abyssinia.....	1	
Algeria.....	1	
Argentina.....	2	
Australia.....	1	
Bahama Islands.....	1	
Brazil.....	2	
Bulgaria.....	1	
Canada.....	106	
China.....	32	
Chosen (Korea).....	6	
Colombia.....	1	
Czechoslovakia.....	1	
Cuba.....	6	
East Africa.....	3	
Egypt.....	3	
France.....	3	
Germany.....	4	

SUMMER SESSION, 1931—(Continued)

<i>Classification</i>	<i>Number</i>	<i>Percentage</i>
Great Britain.....	5	
Haiti.....	2	
Holland.....	2	
India.....	5	
Japan.....	2	
Mexico.....	6	
Newfoundland.....	1	
New Zealand.....	1	
Norway.....	3	
Palestine.....	4	
Poland.....	1	
Rumania.....	1	
Russia.....	6	
Scotland.....	4	
Straits Settlements.....	1	
Sweden.....	2	
Switzerland.....	1	
Syria.....	2	
Turkey.....	3	
West Africa.....	1	
<i>Total</i>	235	1.7
<i>Grand Total</i>	14,010	100.0

SUMMER SESSION, 1931—(Continued)

<i>Subjects</i>	<i>Number of Courses</i>	<i>Number of Registrations</i>
F. AGGREGATE ATTENDANCE ON COURSES		
Accounting	11	145
Advertising	3	84
Anatomy	1	18
Anthropology	2	27
Architecture	10	57
Astronomy	2	34
Bacteriology	1	15
Banking	2	61
Biochemistry	6	66
Biology	11	214
Bookkeeping	1	14
Botany	6	49
Business English	1	23
Cancer Research	1	8
Chemical Engineering	3	57
Chemistry	41	605
Teachers College Chemistry	2	37
Christian Ethics	1	14
Church History	1	23
Classical Civilization	1	32
Clothing	13	317
Comparative Literature	4	341
Contemporary Civilization	2	56
Cookery	11	289
Drafting, Engineering	5	43
Economics	11	343
Education	363	18,642
Electrical Engineering	4	80
English	44	1,427
Teachers College English	4	133
Finance	2	59
Fine Arts	7	162
Teachers College Fine Arts	26	764
French	32	653
Geography	19	199
Geology	6	25
German	11	236
Government	4	112
Greek	3	18
History	24	1,119
Teachers College History	1	41
Home Management	1	79
Household Arts	3	23
Household Chemistry	5	22
Household Economics	4	70
Household Engineering	6	68
Hygiene	3	263
Industrial Arts	3	43
Institution Management	2	59
Italian	7	72
Japanese	2	8
Journalism	2	38
Latin	17	278
Law	5	140
Library Service	50	1,273
Marketing	1	18
Mathematics	13	472
Metalworking	3	59
Music	10	123
Teachers College Music	61	698
Neurology	1	4
New Testament	1	11
Nursing	12	270
Nutrition	3	52
Office Appliances	2	16
Old Testament	1	14

SUMMER SESSION, 1931—(Continued)

<i>Subjects</i>	<i>Number of Courses</i>	<i>Number of Registrations</i>
Parliamentary Law.....	2	7
Philosophy.....	4	90
Philosophy of Religion.....	2	57
Phonetics.....	1	13
Physical Education.....	39	1,253
Physics.....	17	223
Physiology.....	7	48
Practical Theology.....	5	83
Practice of Medicine.....	1	20
Psychology.....	15	596
Public Health.....	3	38
Public Law.....	2	44
Recreation.....	4	331
Religion.....	2	22
Religious Education.....	3	67
Russian.....	2	10
Secretarial Correspondence.....	2	14
Social Science.....	7	242
Sociology.....	6	178
Spanish.....	13	166
Speech.....	4	247
Statistics.....	2	39
Stenography.....	2	68
Stenotypy.....	1	3
Systematic Theology.....	1	15
Textiles.....	2	55
Typewriting.....	3	107
Zoölogy.....	2	37
<i>Total.....</i>	<i>1,075</i>	<i>34,885</i>

Respectfully submitted,

EDWARD J. GRANT,
Registrar

September 1, 1931

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1930-1931

VACANCIES

*By Death, Resignation, Retirement, or Expiration of Term of Appointment,
Occurring, Unless Otherwise Indicated, on June 30, 1931*

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- | | |
|---|---|
| <p>JOHN B. AHOUSE, M.D., Assistant in Diseases of Children</p> <p>A. ADRIAN ALBERT, Ph.D., Instructor in Mathematics</p> <p>HAROLD F. ALLEN, A.M., Lecturer in Mathematics</p> <p>ERIC L. ALLING, M.D., Assistant in Neurology</p> <p>BERT G. ANDERSON, D.D.S., Associate Professor of Dentistry (January 1, 1931)</p> <p>SAMUEL ANGUS, D.D., Litt.D., Visiting Professor of Education in Teachers College (February 1, 1931)</p> <p>WILLIAM T. L. ARMSTRONG, Associate in Design</p> <p>ELIZABETH ARNSTEIN, M.D., Instructor in Anatomy</p> <p>LOUIS S. ARONSON, M.D., Instructor in Neurology</p> <p>GEORGE B. BADER, M.D., Instructor in Diseases of Children (October 1, 1931)</p> <p>CLINTON L. BAKER, A.M., Assistant in Zoölogy</p> <p>RONALD BAMFORD, M.A., Assistant in Botany</p> <p>RALPH W. BARNES, A.B., Assistant in Physics</p> <p>THOMAS N. BARROWS, A.B., Lecturer in Economics</p> <p>LESLIE P. BEEBE, A.M., Instructor in Business Administration</p> <p>MAURICE A. BELSON, M.D., Assistant in Dermatology (April 1, 1931)</p> <p>MRS. HELEN R. BENJAMIN, A.M., Assistant in Biological Chemistry</p> <p>THOMAS E. BENNER, A.M., Ed.D., Visiting Professor of Education in Teachers College</p> <p>MAX BERNSTEIN, M.D., Assistant in Oto-Laryngology</p> <p>EDWIN B. BILCHICK, M.D., Assistant in Oto-Laryngology</p> <p>FREDERICK L. BIRD, A.M., Lecturer in Government</p> <p>GEORGE A. BLAKESLEE, M.D., Instructor in Neurology</p> | <p>GRACE B. BLAUVELT, M.D., Assistant in Neurology</p> <p>GILBERT F. BOEKER, M.E., Instructor in Physics</p> <p>FREDERICK G. BONSER, Ph.D., Professor of Education in Teachers College (Died June 8, 1931)</p> <p>RACHEL BOWLING, A.M., Instructor in Zoölogy</p> <p>WILLIAM BOYD, Ph.D., Visiting Professor of Education in Teachers College</p> <p>ALAN BROWN, M.D., Assistant in Dermatology</p> <p>ETE BURG, M.D., Assistant in Obstetrics and Gynecology</p> <p>JOHN W. BURGESS, LL.D., Jur.D., Emeritus Professor of Political Science and Constitutional Law (Died January 13, 1931)</p> <p>MARIAN H. CHURCHILL, A.M., Assistant in Government in Barnard College</p> <p>BARRETT H. CLARK, Associate in Journalism</p> <p>MATHER CLEVELAND, M.D., Instructor in Orthopedic Surgery</p> <p>MARY JO COBB, A.M., Assistant in Botany in Barnard College</p> <p>RALPH COLP, M.D., Instructor in Surgery</p> <p>RICHARD B. CONKLIN, A.M., Assistant in Chemistry</p> <p>C. STERLING CONOVER, Instructor in Dentistry (August 1, 1931)</p> <p>RUTH L. CONRAD, A.M., Research Assistant in Bacteriology</p> <p>WILLIAM T. COOK, B.P.E., Assistant Professor of Physical Education (February 1, 1931)</p> <p>LAURENCE W. CRAMER, A.M., Instructor in Government (March 1, 1931)</p> <p>THOMAS S. CRAWFORD, Ph.D., Assistant in Chemical Engineering</p> <p>MRS. FLORENCE CRIMMINS-STEIN, M.D., Instructor in Psychiatry</p> <p>JOHN W. CUNLIFFE, Litt.D., Professor of English and Director of School of Journalism</p> <p>DONALD H. DAVENPORT, Ph.D., Assistant Professor of Statistics</p> |
|---|---|

- AMELIA A. DE DEL RÍO, A.B., Lecturer in Spanish in Barnard College
- MILTIADES S. DEMOS, Ph.D., Instructor in Mathematics
- FLORIE DEUTSCH, M.D., Assistant in Oto-Laryngology
- ALDEN J. DEYRUP, A.B., Assistant in Chemistry
- LEWIS DICKAR, B.S., Instructor in Pathology
- H. LAURENCE DOWD, M.D., Instructor in Diseases of Children (October 15, 1931)
- MARCUS DUFFIELD, M.S., Associate in Journalism (February 1, 1931)
- FRED S. DUNN, M.D., Instructor in Surgery
- JAN J. L. DUUVENDAK, Ph.D., Visiting Professor of Chinese
- MRS. BEATRICE L. EARLE, A.M., Assistant to the Dean of Barnard College in Charge of Outside Contacts
- CRONJE B. EARP, A.M., Instructor in Classics in St. Stephen's College
- ROBERT LEWIS ECHOLS, Ph.D., Assistant in Physics
- MME. HALIDE EDIB, A.B., Visiting Lecturer in History in Barnard College
- LIONEL D. EDIE, Ph.D., Lecturer in Business Statistics
- MARY R. ELESTON, M.D., Assistant in Diseases of Children (May 1, 1931)
- SAMUEL S. ELLIS, M.D., Assistant in Medicine (Died September 27, 1931)
- RICHARD W. FESSENDEN, M.S., Assistant in Chemistry
- ANDREW G. FINLAY, M.D., Assistant in Surgery
- RICHARD FITCH, A.B., Assistant in Psychology (Died March 18, 1931)
- ROBERT E. FITCH, A.M., Lecturer in Philosophy (February 1, 1931)
- EDWARD FRANKEL, JR., M.D., Instructor in Oto-Laryngology (November 30, 1931)
- JULIAN M. FRESTON, M.D., Associate in Urology
- RICHARD FROTHINGHAM, M.D., Assistant Professor of Oto-Laryngology
- JESSE J. GALLOWAY, Ph.D., Associate Professor of Paleontology (July 31, 1931)
- FRANK GARAI, M.D., Assistant in Dermatology
- CHARLES A. GAUTHIER, M.D., Assistant in Neurology
- SAMUEL GARTNER, M.D., Assistant in Diseases of Children (September 1, 1931)
- RUBIN A. GERBER, M.D., Associate in Neurology
- CHARLES E. GIBBS, M.D., Instructor in Psychiatry
- FRANKLIN H. GIDDINGS, LL.D., Professor Emeritus of Sociology and the History of Civilization (Died June 11, 1931)
- SIDNEY A. GLADSTONE, M.D., Instructor in Pathology
- ALEXANDER G. F. GODE-VON-AESCH, A.M., Lecturer in German in Barnard College
- FREDERIC G. GOODRIDGE, M.D., Associate in Biological Chemistry (Died December 17, 1930)
- MARC A. GRAUBARD, A.M., Assistant in Zoölogy
- EVERETT J. HALL, Assistant Professor of Assaying (Died September 3, 1931)
- IRVING C. HANGER, M.D., Assistant in Medicine
- CHARLES A. HARRIMAN, Assistant Professor of Architecture (Died December 29, 1930)
- E. EMILE HARRISON, M.D., Assistant in Oto-Laryngology
- GLADYS J. HARTLEY, M.S., Assistant in Food Chemistry
- ELIZABETH L. HAZEN, Ph.D., Instructor in Bacteriology
- JAMES S. HIBBARD, M.D., Assistant in Surgery
- PHILIP T. HODGSKIN, M.D., Assistant in Diseases of Children
- JOSEPH L. HOLMES, Ph.D., Instructor in Psychology
- HAROLD E. HOYT, M.D., Assistant in Neurology
- RANDAL HOYT, M.D., Associate in Neurology
- VINCENT HURLEY, M.B., Assistant in Surgery
- DONALD HUTCHINSON, D.D.S., Instructor in Dentistry (January 1, 1931)
- JAMES M. INOUYE, Ph.D., Instructor in Biological Chemistry (Died September 17, 1931)
- OLIVER B. JAMES, LL.B., Associate in Law (February 28, 1931)
- JOSEPH JOFFE, Ph.D., Assistant in Physics
- HELEN JOHNSTON, B.S., Assistant in Chemistry in Barnard College
- EDWARD G. KELLEY, M.S., Assistant in Biological Chemistry
- MRS. WILYJON M. KENNAN, A.M., Assistant in Biological Chemistry
- BURDETTE I. KINNE, A.M., Instructor in French
- SIDNEY S. KLEIN, M.D., Assistant in Diseases of Children (November 1, 1931)
- E. WILLIS KOBLER, M.D., Instructor in Oto-Laryngology

- CORNELIUS J. KRAISSL, M.D., Assistant in Surgery
- BERNHARD KURRELMAYER, Ph.D., Instructor in Physics
(January 31, 1931)
- WILLIAM S. LADD, M.D., Associate in Medicine
- CARNEY LANDIS, Ph.D., Instructor in Psychiatry
- WILLIAM L. LANGER, Ph.D., Visiting Professor of History
- CHARLOTTE LEAVITT, Assistant in Anthropology in Barnard College
- JACQUES G. C. LECLERCQ, A.M., Instructor in French
- JOSHUA H. LEINER, M.D., Instructor in Neurology
- JESSICA P. LELAND, A.M., Assistant in Biological Chemistry
- STEN B. LILJEGREN, Ph.D., Visiting Professor of Comparative Literature
- RICHARD W. LINTON, Ph.D., Assistant Professor of Bacteriology
- GEORGE R. LOCKWOOD, M.D., Professor of Clinical Medicine
(Died March 6, 1931)
- VICTOR A. LOPEZ, M.D., Assistant in Dermatology
- HENRY W. LOURIA, M.D., Instructor in Surgery
- HELEN MCCLEES, Ph.D., Instructor in Greek and Latin
- WILLIAM W. MCCLELLAND, A.M., Visiting Professor in Education in Teachers College
(February 1, 1931)
- MYRTLE B. MCGRAW, Ph.D., Assistant in Obstetrics and Gynecology
- EARL B. MCKINLEY, M.D., Professor of Bacteriology and Director of the School of Tropical Medicine
(September 1, 1931)
- AUBREY B. MACLEAN, M.D., Associate in Diseases of Children
- FLORENCE L. MACLEOD, Ph.D., Research Assistant in Chemistry
- WILLIAM J. MACSATA, B.S., Assistant Professor of Chemistry in College of Pharmacy
- PHYLLIS B. MCVICKAR, A.M., Research Assistant in Bacteriology
- RICHARD MADDEN, Ph.D., Assistant in Psychology
(August 31, 1931)
- MARGARET E. MALTBY, Ph.D., Associate Professor of Physics in Barnard College
- EUGENE W. MARTZ, M.D., Assistant in Psychiatry
- ADELBERT C. MATTHEWS, A.M., Instructor in Psychiatry
- MAY R. MAYERS, M.D., Instructor in Urology
- WILBUR T. MEEK, A.B., Lecturer in Economics
(January 1, 1931)
- MARGARET S. MELCHER, M.D., Instructor in Oto-Laryngology
- WILLIAM B. MELONEY, A.B., Instructor in English
- JUNIUS L. MERIAM, Ph.D., Visiting Professor of Education in Teachers College
- PAUL MERKER, Ph.D., Jur.D., Visiting Professor of German
- MONROE A. MEYER, M.D., Associate in Psychiatry
(September 15, 1931)
- LUCY C. MILLER, M.D., Assistant in Neurology
- GABRIELA MISTRAL, Visiting Lecturer in Spanish in Barnard College
(February 1, 1931)
- SAMUEL MONASH, M.D., Assistant in Dermatology
(February 15, 1931)
- CHARLES RUFUS MOREY, A.M., Visiting Lecturer in Fine Arts
- ETHEL MOTT MORGAN, M.D., Instructor in Pathology
- JAMES G. MORRISSEY, M.D., Assistant in Oto-Laryngology
- HARRY M. MOSS, D.D.S., Instructor in Dentistry
(January 1, 1931)
- GERTRUDE E. MUELLER, A.B., Instructor in Anatomy
- CECIL D. MURRAY, Ph.D., Associate in Medicine
- FOSTER MURRAY, M.D., Associate in Medicine
(December 31, 1930)
- EDWIN J. NESTLER, D.D.S., Assistant Professor of Dentistry
- FRANCOISE NOLLET, A.M., Instructor in French
(January 1, 1931)
- NATHANIEL R. NORTON, M.D., Clinical Professor of Diseases of Children
- AUSTIN J. O'LEARY, M.S., Assistant in Physics
- PEDRO N. ORTIZ, M.D., Professor of Hygiene and Communicable Diseases in School of Tropical Medicine
- HELEN PALLISTER, A.B., Assistant in Psychology in Barnard College
- WILBER G. PARKS, A.B., Lecturer in Chemistry
- PAUL W. PAUSTIAN, Ph.D., Instructor in Economics
- EDWARD D. PERRY, Ph.D., LL.D., Jay Professor of Greek
- J. KIMBARK PETERSON, A.B., Assistant in Mathematics
- EUGEN P. POLUSHKIN, Met.E., Instructor in Metallography
- HERBERT E. PUGSLEY, M.D., Assistant in Diseases of Children
(September 1, 1931)
- FRED H. RATHERT, A.M., Instructor in English in Barnard College

- RUSSELL B. READ, M.D., Assistant in Surgery
(Died September 27, 1931)
- MARGARET E. RICH, A.B., Lecturer in Social Science in Barnard College
- TRINITA RIVERA, B.S., Assistant in Chemistry in School of Tropical Medicine
(October 31, 1931)
- EMANUEL ROTH, M.D., Assistant in Otolaryngology
(February 1, 1931)
- CHARLES E. RUSH, B.L.S., Librarian of Teachers College and Professor of Education in Teachers College
(April 1, 1931)
- JAMES E. RUSSELL, Ph.D., LL.D., Professor of Education in Teachers College
- RALPH V. ST. JOHN, M.D., Assistant in Urology
- MINNIE E. SEARS, M.S., Associate in Cataloguing
- EDWIN R. A. SELIGMAN, Ph.D., LL.D., McVickar Professor of Political Economy
- NEVA SERVICE, A.B., Lecturer in Physical Education in Barnard College
(February 1, 1931)
- HERBERT SHAPIRO, A.M., Assistant in Zoölogy
- HERMAN SHARLIT, M.D., Assistant in Obstetrics and Gynecology
- ALBERT SHIELS, L.H.D., Professor of Education on the Schiff Foundation in Teachers College
- WILLIAM D. SILKWORTH, M.D., Assistant in Neurology
- HAROLD SKELTON, M.Sc., Instructor in Physiology
- HAROLD W. SMITH, M.D., Assistant Professor of Orthopedic Surgery
- MARTIN H. SOMMER, D.Eng., Research Associate in Civil Engineering
- ROY C. SPENCER, A.B., Instructor in Physics
- REUBEN STEINHOLTZ, M.D., Assistant in Diseases of Children
(October 1, 1931)
- JOHN STORCK, A.B., Instructor in Philosophy
- ROY F. STREET, Ph.D., Instructor in Psychometrics
(August 31, 1931)
- FORTUNAT STROWSKI, Lic. ès L., Visiting French Professor
- HARWELL P. STURDIVANT, A.M., Instructor in Zoölogy
- RUTH C. SULLIVAN, Ph.D., Associate in Diseases of Children
- HENRY SUZZALLO, Ph.D., LL.D., Visiting Professor of Education in Teachers College
(February 1, 1931)
- PHILIP W. SWAIN, Ph.B., Associate in Journalism
- CHARLES W. THOMAS, Mech.E., Assistant Professor of Mechanical Engineering
(January 1, 1931)
- J. FRANKLIN THOMAS, Ph.D., Lecturer in Sociology
- EDWARD D. THURSTON, JR., Mech.E., Professor of Mechanical Engineering
- LESLIE JAY TODD, Ph.D., Assistant in Food Chemistry
- WILLIAM R. TORGERSON, M.D., Associate Professor of Tropical Surgery
- LYDIA B. WALSH, A.M., Assistant in Botany in Barnard College
- SAM BASS WARNER, LL.B., Visiting Professor of Law
- BRUCE WEBSTER, M.D., Instructor in Medicine
(September 15, 1931)
- PAUL C. WEED, JR., B.S., Lecturer in Philosophy
- MORRIS F. WEINRICH, Ph.D., Instructor in Physics
(January 31, 1931)
- JAMES S. C. WELLS, Ph.D., Assistant Professor of Analytical Chemistry retired
(Died October 29, 1931)
- STANLEY M. WERSHOF, M.D., Assistant in Diseases of Children
- KENNETH WHEELER, M.D., Assistant in Urology
- DOROTHY V. WHIPPLE, M.D., Assistant in Diseases of Children
- DOUGLAS M. WHITAKER, Ph.D., Assistant Professor of Zoölogy
- WILLIAM E. WHITE, A.M., Instructor in Anatomy
- NELSON D. WIDMER, M.D., Assistant in Medicine
(September 1, 1931)
- IRA WILENS, M.D., Assistant in Obstetrics and Gynecology
- MARGARET S. WILLIAMS, B.L.S., Assistant Professor of Bibliography
- H. HUGH WILLIS, A.B., Instructor in Physics
- JESSIE M. WILSON, M.D., Assistant in Medicine
(Died December 29, 1930)
- CORA S. WINKIN, Ph.D., Instructor in Physiology
(Died September 25, 1931)
- THOMAS D. WOOD, M.D., Professor of Health Education in Teachers College
(February 1, 1932)
- FERN YATES, A.B., Instructor in Physical Education in Barnard College

PROMOTIONS

To Take Effect, Unless Otherwise Indicated, July 1, 1931

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
THEODORE ABEL, Ph.D.	Lecturer	Assistant Professor	Sociology
EDWARD J. ALLEN, A.M.	Acting Director	Director of Seth Low Junior College	
JAMES W. ANGELL, Ph.D.	Associate Professor	Professor	Economics
GEORGE B. BADER, M.D.	Assistant	Instructor	Diseases of Children
J. ARTHUR BALMFORD, E.E.	Instructor	Assistant Professor	Electrical Engineering
JACQUES M. BARZUN, A.M.	Lecturer	Instructor	History
THEODORE BAUMEISTER, JR., M.E.	Instructor	Assistant Professor	Mechanical Engineering
HELEN P. BEALE, Ph.D.	Research Assistant	Research Associate	Bacteriology
BENJAMIN H. BECKHART, Ph.D.	Assistant Professor	Associate Professor	Banking
MRS. RUTH F. BENEDICT, Ph.D.	Lecturer	Assistant Professor	Anthropology
LOWELL P. BEVERIDGE, A.M.	Assistant Professor	Associate Professor	Music
HENRY A. BOORSE	Assistant	Instructor	Physics
RICHARD M. BRICKNER, M.D.	Instructor	Associate	Neurology
DEVER S. BYARD, M.D.	Associate	Clinical Professor	Diseases of Children
LESTER R. CAHN, D.D.S.	Assistant Professor	Associate Professor	Dentistry
HARRY J. CARMAN, Ph.D.	Associate Professor	Professor	History
RUSSELL L. CARPENTER, Ph.D.	Instructor	Associate	Anatomy
PAUL CHESLEY, A.B.	Assistant	Instructor	Zoölogy
HARRY W. COCHRAN, M.D.	Assistant	Instructor	Surgery
ROY J. COLONY, A.M.	Assistant Professor	Associate Professor	Geology
KATE CONSTABLE, M.D.	Assistant	Instructor	Neurology
DONALD P. COTTRELL, Ph.D.	Assistant Professor	Associate Professor	Education (Teachers College)
WILLIAM F. CUNNINGHAM, M.D.	Instructor	Associate	Surgery
(November 1, 1930)			
GEORGE E. DANIELS, M.D.	Assistant Professor	Clinical Professor	Psychiatry
PERRY L. DAVIS, A.M.	Instructor	Assistant Professor	Physical Education
FRANCIS DEÁK, J.D., S.J.D.	Lecturer	Assistant Professor	Law
BEATTY H. DIMIT, M.S.	Research Assistant	Instructor	Chemistry
(December 1, 1930)			
DAVID L. DODD, Ph.D.	Instructor	Assistant Professor	Finance
JAMES L. DOHR, LL.B.	Assistant Professor	Associate Professor	Accounting
WALLACE J. ECKERT, A.B.	Instructor	Assistant Professor	Astronomy
IRWIN EDMAN, Ph.D.	Assistant Professor	Associate Professor	Philosophy
WILLARD S. ELSBREE, Ph.D.	Assistant Professor	Associate Professor	Education (Teachers College)
AUSTIN P. EVANS, Ph.D.	Associate Professor	Professor	History

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
ANTONIO FERNOS-ISERN, M.D.	Associate Professor	Professor	Hygiene and Communicable Diseases (School of Tropical Medicine)
WILLIAM M. FINDLEY, M.D.	Instructor	Associate	Obstetrics and Gynecology
MICHAEL T. FLORINSKY, Ph.D.	Lecturer	Associate	Economics
EDWARD FRANKEL, JR., M.D.	Assistant	Instructor	Oto-Laryngology
JESSE J. GALLOWAY, Ph.D.	Assistant Professor	Associate Professor	Paleontology
HELEN GAVIN, M.D. (February 1, 1931)	Instructor	Associate	Medicine
JULIUS GOEBEL, JR., LL.B., Ph.D.	Assistant Professor	Professor	Law
CHARLES M. GOSS, M.D.	Instructor	Assistant Professor	Anatomy
HARRY GREISMAN, M.D.	Instructor	Associate	Medicine
LUTHER H. GULICK, Ph.D.	Lecturer	Eaton Professor	Municipal Science and Administration
JAMES GUTMANN, A.M.	Lecturer	Instructor	Philosophy
ROBERT L. HALE, LL.D., Ph.D.	Assistant Professor	Associate Professor	Economics
FRANKLIN M. HANGER, JR., M.D.	Assistant Professor	Associate Professor	Medicine
JOHN HANNA, LL.B.	Associate Professor	Professor	Law
STANLEY HART, A.M.	Instructor	Assistant Professor	Fine Arts
LUCY J. HAYNER, Ph.D. (February 1, 1931)	Assistant	Instructor	Physics
TRACY E. HAZEN, Ph.D.	Assistant Professor	Associate Professor	Botany (Barnard College)
FREDERICK W. J. HEUSER, A.M.	Associate Professor	Professor	Germanic Languages and Literatures
FREDERIC G. HOFFHERR	Assistant Professor	Associate Professor	French
HENRY JAMES, M.D.	Instructor	Associate	Medicine
PHILIP C. JESSUP, LL.B., Ph.D.	Assistant Professor	Associate Professor	International Law
HOMER D. KESTEN, M.D.	Associate	Assistant Professor	Pathology
ELIZABETH T. KINNEY, M.S.	Assistant	Lecturer	Zoölogy (Barnard College)
JEROME A. KLEIN, A.B.	Assistant	Instructor	Fine Arts
JOHN A. KROUT, Ph.D.	Assistant Professor	Associate Professor	History
LAURENCE S. KUBIE, M.D.	Instructor	Associate	Neurology
SAMUEL W. LAMBERT, JR., M.D.	Instructor	Associate	Medicine
JOHN LEVY, M.D.	Associate	Assistant Professor	Clinical Psychiatry
GEORGE A. LIBAIRE, A.M.	Instructor	Assistant Professor	English (St. Stephen's College)
HASTINGS LYON, LL.B.	Assistant Professor	Associate Professor	Finance
KENNETH R. McALPIN, M.D.	Associate	Assistant Professor	Clinical Medicine
WILLIAM F. McDONALD, A.M.	Lecturer	Instructor	Philosophy
JOSEPH D. MCGOLDRICK, LL.B., Ph.D.	Instructor	Assistant Professor	Government
CONSTANTINE J. MACGUIRE, M.D.	Instructor	Assistant Professor	Clinical Surgery

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
NICHOLAS M. MCKNIGHT, A.B.	Secretary of Appointments	Associate Dean of the Faculty of Columbia College Professor	
ARTHUR W. MACMAHON, Ph.D.	Associate Professor		Government
STUART E. MANDEVILLE, M.D.	Assistant Professor	Instructor	Oto-Laryngology
PARKER T. MOON, Ph.D.	Associate Professor	Professor	International Relations
PABLO MORALES-OTERO, M.D.	Associate Professor	Assistant Professor	Bacteriology (School of Tropical Medicine)
ISIDOR MUFSON, M.D.	Assistant Professor	Instructor	Medicine
ALLAN NEVINS, A.M.	Associate Professor	Professor	History
FLOYD B. O'REAR, Ph.D.	Associate Professor	Associate Professor	Education (Teachers College)
HELEN H. PARKHURST, Ph.D.	Assistant Professor	Associate Professor	Philosophy (Barnard College)
FRANK A. PATTERSON, Ph.D.	Associate Professor	Professor	English
FRANK H. PETERS, M.D.	Instructor	Associate Professor	Medicine
AUGUST PETERSON	Assistant Professor	Instructor	Physical Education
GEORGE A. PFEIFFER, Ph.D.	Assistant Professor	Associate Professor	Mathematics
ZYGMUNT PIOTROWSKI, Ph.D.	Assistant Professor	Instructor	Psychometrics
(September 1, 1931)			
HUGH W. PUCKETT, Ph.D.	Assistant Professor	Associate Professor	German
JOHN H. RANDALL, JR., Ph.D.	Assistant Professor	Associate Professor	Philosophy
JOHN H. RATHBONE, M.D.	Assistant Professor	Instructor	Urology
JOSEPH F. RIIT, Ph.D.	Associate Professor	Professor	Mathematics
RALPH W. ROBEY, A.M.	Lecturer	Instructor	Banking
GEROID T. ROBINSON, Ph.D.	Assistant Professor	Associate Professor	History
WILLIAM M. ROGERS, Ph.D.	Instructor	Assistant Professor	Anatomy
DOROTHY SCARBOROUGH, Ph.D., Litt.D.	Assistant Professor	Associate Professor	English
HENRY H. L. SCHULZE, A.M.	Assistant Professor	Associate Professor	Germanic Languages and Literatures
EUGENE JAY SHEFFER, A.M.	Assistant Professor	Lecturer	French
CARL S. SHOUP, Ph.D.	Instructor	Assistant Professor	Business Administration
RAMON M. SUAREZ, M.D.	Assistant Clinical Professor	Associate Clinical Professor	Tropical Medicine (School of Tropical Medicine)
SALLY B. TANNAHILL, A.M.	Assistant Professor	Associate Professor	Fine Arts (Teachers College)
ALGERNON D. TASSIN, A.M.	Assistant Professor	Associate Professor	English
RICHARD THOMPSON, M.D.	Instructor	Assistant Professor	Bacteriology (School of Tropical Medicine)
AGNES TOWNSEND, A.M.	Assistant Professor	Lecturer	Physics (Barnard College)
REXFORD G. TUGWELL, Ph.D.	Associate Professor	Professor	Economics
ISRAEL WECHSLER, M.D.	Associate Professor	Professor	Clinical Neurology
(October 1, 1931)			

<i>Name</i>	<i>From</i>	<i>To</i>	<i>Subject</i>
ELEANOR M. WITMER	Associate Librarian	Librarian of Teachers College	
FREDERIC G. YEANDLE, Ph.D.	Instructor	Assistant Professor	French
RAYMOND L. ZWEMER, Ph.D.	Instructor	Assistant Professor	Anatomy

CHANGES OF TITLE

To Take Effect, Unless Otherwise Indicated, July 1, 1931

<i>Name</i>	<i>From</i>	<i>To</i>
EDMOND AMATEIS	Associate in Modeling	Associate in Sculpture
WILLIAM A. BORING, Litt.D.	Director of School of Architecture	Dean of the Faculty of Architecture
ROYALL G. CANNADAY, M.D.	Instructor in Neurology	Assistant in Neurology
CLARENCE J. D'ALTON, M.D.	Instructor in Neurology	Assistant in Neurology
GUY R. M. DEL GIUDICE, Met.E.	Lecturer in Mining	Lecturer in Mineral Dressing
WILLIAM E. DUNKMAN, M.S.	Lecturer in Banking	Lecturer in Economics
MILO A. DURAND, A.B.	Assistant in Mathematics	Assistant in Optometry
JAMES C. EGBERT, Ph.D., Litt.D.	Director of School of Business	Dean of the Faculty of Business
EDWARD S. ELLIOTT, M.D.	Professor of Physical Education and Director of the Gymnasium	Professor of Physical Education and Director of Athletics
DORIAN FEIGENBAUM, M.D.	Instructor in Neurology	Assistant in Neurology
J. WINSTON FOWLKES, M.D.	Instructor in Oto-Laryngology	Instructor in Clinical Oto-Laryngology
ROWLAND G. FREEMAN, JR., M.D.	Instructor in Neurology and Assistant in Diseases of Children	Assistant in Neurology and in Psychiatry
RODERICK V. GRACE, M.D.	Assistant Professor of Surgery	Assistant Professor of Clinical Surgery
LEIZER GRIMBERG, M.D.	Instructor in Neurology	Assistant in Neurology
ROBERT MURRAY HAIG, Ph.D., LL.D.	Professor of Business Administration	McVickar Professor of Political Economy
HENRY H. HART, M.D.	Instructor in Neurology	Assistant in Neurology
J. RAMSAY HUNT, M.D., Sc.D.	Professor of Clinical Neurology	Professor of Neurology
JAMES H. KENYON, M.D.	Associate in Neurological Surgery	Assistant in Neurology
DOROTHY A. KLENKE, M.D.	Instructor in Neurology	Assistant in Neurology
JOSEPH C. LAUBER	Associate in Architecture	Associate in Fine Arts
SYLVESTER R. LEAHY, M.D.	Instructor in Neurology	Assistant in Neurology
KARL N. LLEWELLYN, LL.D., J.D. (July 1, 1930)	Professor of Law	Betts Professor of Jurisprudence
CAMELLA A. LOSADA, M.D.	Instructor in Psychiatry	Assistant in Psychiatry
VICTOR C. MCCUAIG, M.D.	Instructor in Oto-Laryngology	Instructor in Clinical Oto-Laryngology
RUSTIN MCINTOSH, M.D.	Professor of Diseases of Children	Carpentier Professor of Diseases of Children

<i>Name</i>	<i>From</i>	<i>To</i>
JOHN M. MCKINNEY, M.D.	Instructor in Neu- rology	Assistant in Neurology
ISADORE MARGARETTEN, M.D.	Instructor in Neu- rology	Assistant in Neurology
HENRY W. MILLER, M.D.	Instructor in Neu- rology	Assistant in Neurology
JOHN MILLER, M.D.	Instructor in Oto- Laryngology	Instructor in Clinical Oto-Laryngology
FREDERICK C. MILLS, Ph.D.	Professor of Statis- tics	Professor of Economics and Statistics
OTHO L. MONROE, M.D.	Instructor in Oto- Laryngology	Instructor in Clinical Oto-Laryngology
FLORIZEL DEL. MYERS, M.D.	Associate in Neu- rology	Assistant in Neurology
BRUNO OETTEKING, Ph.D.	Lecturer in Anthro- pology	Lecturer in Physical Anthropology
JOHN RANDOLPH PAGE, M.D.	Instructor in Oto- Laryngology	Instructor in Clinical Oto-Laryngology
HORACE O. PARRACK, A.B.	Assistant in Zoölogy	Research Assistant in Physiology
EDGAR M. POPE, M.D.	Instructor in Oto- Laryngology	Instructor in Clinical Oto-Laryngology
GEORGE K. PRATT, M.D.	Instructor in Neu- rology	Assistant in Neurology
J. WYNNE PUGH, M.A. (To December 1, 1931)	Assistant in Surgery	Assistant in Oto-Lar- yngology
HENRY A. RILEY, M.D.	Professor of Neu- rology	Professor of Neurology and Neuro-Anatomy
WALTER B. SANDERS, M.Arch.	Instructor in Design	Assistant in Design
EDNA M. SANDERSON, B.L.S.	Associate Director of the School of Library Service	Associate Dean of the Faculty of Library Ser- vice
JOSEPH SMITH, M.D.	Instructor in Neu- rology	Assistant in Neurology
WILLIE WHITE SMITH, A.M.	Research Assistant in Physiology	Assistant in Physiology
ARTHUR F. TAGGART, M.E.	Professor of Ore Dressing	Professor of Mineral Dressing
EDWARD W. TOEFFER, M.S.	Research Assistant in Food Chemistry	Assistant in Food Chemistry
LARUE VAN HOOK, Ph.D.	Professor of Greek and Latin	Jay Professor of Greek and Latin
ALLEN O. WHIPPLE, Sc.D. (November 2, 1931)	Professor of Surgery	Valentine Mott Pro- fessor of Surgery
HERBERT B. WILCOX, M.D.	Carpentier Professor of Diseases of Chil- dren	Professor of Diseases of Children
ALEXANDER H. WILLIAMSON, M.D.	Instructor in Neu- rology	Assistant in Neurology
C. C. WILLIAMSON, Ph.D., Litt.D.	Director of the School of Library Service	Dean of the Faculty of Library Service

APPOINTMENTS

To Take Effect, Unless Otherwise Indicated, July 1, 1931

<i>Name</i>	<i>Title</i>
VIRGINIA ACKERLEY, A.M.	Research Assistant in History
CARL W. ACKERMAN, B.Lit.	Professor of Journalism and Dean of the Faculty of Journalism
TERESA ACREE, M.D.	Assistant in Neurology
EARL H. ADAMS, M.D.	Assistant in Psychiatry
CAROLYN M. ADLER, A.B.	Assistant in Anthropology
ROY H. AKAGI, Ph.D.	Visiting Lecturer on Japanese Affairs

<i>Name</i>	<i>Title</i>
JOHN C. ALLAN	Instructor in Metallography
MME. MARIE N. ANDRE, A.M.	Assistant to the Director of the Maison Française
BLISS ANSNES, B.S.	Assistant in Law
MEYER ATLAS, A.M.	Assistant in Zoölogy
JOSEPH H. AXTMAYER, Ph.D. (January 1, 1931)	Associate Professor of Chemistry in the School of Tropical Medicine
FREDERICK R. BAILEY, M.D.	Assistant in Medicine
WINIFRED E. BAIN, Ph.D.	Assistant Professor of Education in Teachers College
GEORGE W. BAKER, E.E.	Assistant in Electrical Engineering
BORIS A. BAKHMETEFF	Professor of Civil Engineering
LESTER G. BARTH, Ph.D.	Instructor in Zoölogy
EVELYN E. BEHRENS, Ph.D.	Instructor in Chemistry in Barnard College
WILLIAM F. BENDER, M.D.	Assistant to the University Medical Officer
REYNOLDS BENSON, Met.E.	Athletics Manager
JOSEPH DAVID BERKE, D.D.S. (October 1, 1931)	Research Assistant in Pharmacology
FRANK BERNER, M.D. (December 1, 1930)	Instructor in Psychiatry
ANDREW C. BERRY, Ph.D.	Instructor in Mathematics
JEAN BETZNER, Ph.D.	Assistant Professor of Education in Teachers College
BRAND BLANSHARD, Ph.D.	Visiting Professor of Philosophy
MARGUERITE B. BLOCK, A.M.	Assistant in Religion
BELLE BOAS, A.M.	Assistant Professor of Fine Arts in Teachers College
JOSEPH B. BOLAND, JR., M.D.	Assistant in Pathology
ERWIN BRAND, Ph.D. (March 1, 1931)	Associate Professor of Biological Chemistry
JOHN M. BREWSTER, A.B.	Lecturer in Philosophy
CECIL CLAIR BRIGGS, B.Arch. HOWARD BROCKWAY	Assistant Professor of Architecture Instructor in Music
HAROLD J. BROWN, B.S.	Assistant in Electrical Engineering
LEONARD M. BROWN, M.D.	Assistant in Neurology
HOWARD G. BRUENN, M.D. (February 1, 1931)	Assistant in Medicine
EDMUND DES. BRUNNER, Ph.D.	Professor of Education in Teachers College
EDITH R. BURR (February 1, 1931)	Assistant in Zoölogy in Barnard College
EUGENE H. BYRNE, Ph.D.	Professor of History in Barnard College
GEORGE S. CALLAWAY, D.D.S.	Instructor in Dentistry
ARTURO L. CARRIÓN, M.D. (From September 1, 1931)	Assistant in Dermatology
MARIO CASELLO, Litt.D. (To February 1, 1932)	Visiting Professor of Italian
WILLIAM C. CASEY, Ph.D.	Associate Professor of Sociology
WILLIAM V. CAVANAGH, M.D.	Assistant in Obstetrics and Gynecology
DONALD R. CHARLES, B.S.	Assistant in Zoölogy
KENNETH CHASE, D.M.D.	Instructor in Dentistry
CLARENCE O. CHENEY, M.D.	Professor of Clinical Psychiatry
JOHN L. CHILDS, A.M. (September 25, 1931)	Assistant Professor of Education in Teachers College
CARLOS L. CINTRON, B.S. (January 1, 1931)	Assistant in Chemistry in the School of Tropical Medicine
HELEN M. CLARK, A.B.	Instructor in Anatomy
ORRIN H. CLARK, A.B.	Assistant in Physics
LOUIS CONS, A.B., Lic.ès L.	Professor of French Literature and Director of the Maison Française

<i>Name</i>	<i>Title</i>
ARTHUR L. CORBIN, LL.B. (To February 1, 1932)	Visiting Professor of Law
REAVIS COX, A.B.	Instructor in Business Administration
ARTHUR J. CRACOVANER, M.D. (October 1, 1931)	Instructor in Oto-Laryngology
ROBERT W. CULBERT, M.D. (October 1, 1931)	Instructor in Diseases of Children
JAMES T. CULBERTSON, A.M.	Instructor in Bacteriology
JOHN W. CUNLIFFE, Litt.D.	Director Emeritus of the School of Journalism
WILHELM CURTH, M.D.	Assistant in Dermatology
LUZ M. DALMAU, Ph.C. (February 1, 1931)	Assistant in Chemistry in School of Tropical Medicine
SYLVESTER DALY, M.D. (November 1, 1931)	Assistant in Oto-Laryngology
EDOUARD DAMBRIN, Lic.ès L.	Instructor in French
EUGENE DAVIDOFF, M.D.	Assistant in Psychiatry
FELTZ CLEVELAND DAVIS, M.D. (October 1, 1931)	Instructor in Oto-Laryngology
WILLIAM MORRIS DAVIS, Ph.D., Sc.D. (To February 1, 1932)	Visiting Professor of Physiography
JOHN DAY, Ph.D.	Instructor in Greek and Latin in Barnard College
ROBERT H. F. DINEGAR, M.D.	Assistant to the University Medical Officer
JOSEPH DORFMAN, A.M.	Associate in Economics
WALTER F. DUGGAN, M.D.	Instructor in Physiology
HELEN F. DUNBAR, M.D.	Instructor in Psychiatry
WILHELMINA DUNNING, A.M.	Associate in Cancer Research
DONALD M. DUSHANE, A.B.	Instructor in Government
IRENE EASTMAN, M.S.	Assistant in Biological Chemistry
ROBERT L. ECHOLS, Ph.D. (January 1, 1931)	Assistant in Physics
ABRAHAM EDEL, B.A. (Oxon.)	Lecturer in Philosophy in Barnard College
MME. HALIDE EDIB., A.B. (February 1, 1931)	Visiting Lecturer in History in Barnard College
LIONEL D. EDIE, Ph.D. (February 1, 1931)	Lecturer in Business Statistics
ARNOLD EISENDOFFER, M.D.	Assistant in Neurology
MRS. LILLIAN NELSON ELLIS, A.G. (October 1, 1931)	Assistant in Food Chemistry
LEWIS L. ENGEL, B.S.	Assistant in Biological Chemistry
FRANK M. EXNER, A.M.	Associate in Physics
ALEXANDER S. FERGUSON, M.A.	Visiting Professor of Philosophy
CHARLES L. FINCKE, M.D. (November 15, 1931)	Assistant in Medicine
WILLIAM FITZHUGH, M.D.	Assistant in Neurology
FREDERICK L. FITZPATRICK, Ph.D.	Associate Professor of Natural Sciences in Teachers College
CHARLES A. FLOOD, M.D.	Assistant in Medicine
JOHN P. FOLEY, JR., A.B. (September 1, 1931)	Assistant in Psychology in Barnard College
THEODORE W. FORBES, Ph.D. (October 1, 1931)	Assistant in Psychometrics
VIRGINIA M. FOWLER, A.M.	Assistant in Botany in Barnard College
MARVIN FOX, B.S.	Assistant in Physics
IAN FRASER, A.B.	Assistant in French
BERTHA M. FRICK, B.S.	Instructor in Cataloguing
GEORGE FRUMKES, M.D.	Assistant in Neurology
H. GRAY FUNKHOUSER	Instructor in Mathematics
HUGH M. GALBRAITH, M.D.	Assistant in Neurology

<i>Name</i>	<i>Title</i>
H. ARTHUR GANDT	Assistant in Metallurgy
(From October 1, 1931)	
ARTHUR D. GAYER, Ph.D.	Lecturer in Economics in Barnard College
MRS. PAULINE F. GEFFEN, M.S.	Associate in Journalism
W. EMERSON GENTZLER, A.M.	Secretary of Appointments
G. NORRIS GLASOE, Ph.D.	Instructor in Physics
ELVIRA GOETTSCHE, M.D.	Instructor in Diseases of Children
(October 1, 1931)	
CLARENCE L. F. GOHDES, Ph.D.	Visiting Lecturer in English
(February 1, 1932)	
CARTER GOODRICH, Ph.D.	Professor of Economics
RAYMOND GOSSELIN, M.D.	Instructor in Psychiatry
GORDON GRANT, M.D.	Assistant in Cancer Research
CUSHMANN D. HAAGENSEN, M.D.	Associate in Cancer Research
HARVEY HALL, Ph.D.	Instructor in Physics
HALFORD HALLOCK, M.D.	Instructor in Orthopedic Surgery
TALBOT F. HAMLIN	Lecturer in Architecture
(February 1, 1931)	
PAUL R. HANNA, Ph.D.	Assistant Professor of Education in Teachers College
HEBER HARPER, LL.D.	Professor of Education in Teachers College
HUBERT F. HAVLIK, M.B.A.	Instructor in Government
EDWARD H. HEMPEL, Ph.D.	Research Associate in Industrial Engineering
ROBERT M. HERBST, Ph.D.	Assistant in Biological Chemistry
JAMES R. HICKS, B.S.	Instructor in Mechanical Engineering
HUBERT J. HINDES, M.D.	Instructor in Medicine
(February 1, 1931)	
F. ST. CLAIR HITCHCOCK, M.D.	Assistant in Neurology
WILLIAM H. HOLDEN, M.D.	Assistant in Oto-Laryngology
(November 1, 1931)	
WILLIAM HOROWITZ, M.D.	Assistant in Neurology
HAROLD HOTELLING, M.S.	Professor of Economics
JAMES HOWARD, M.D.	Assistant in Neurology
EDWARD L. HOWES, M.D.	Assistant in Surgery
(October 1, 1931)	
M. BECKETT HOWORTH, M.D.	Instructor in Orthopedic Surgery
ERLING M. HUNT, Ph.D.	Assistant Professor of History in Teachers College
GEORGE H. HUNT, M.D.	Assistant in Surgery
(January 1, 1931)	
IRVIN L. HUNT, JR., D.D.S.	Instructor in Dentistry
MARGARET HUTCHINS, M.S.	Instructor in Bibliography
JOHN W. INNES, A.M.	Research Assistant in Social Science
LESLIE JAYNE, B.S.	Assistant Professor of Chemistry in College of Pharmacy
IRWIN G. JENNINGS, LL.B., Ph.D.	Lecturer in Economics
(January 1, 1931)	
HUGER W. JERVEY, LL.B., D.C.L.	Director of the Institute of International Affairs
JOSEPH JOFFE, Ph.D.	Assistant in Physics
(February 1, 1931)	
F. ERNEST JOHNSON, D.D.	Professor of Education in Teachers College
GEORGE ALEXANDER JOHNSTON, Ph.D.	Visiting Professor of Social Legislation
(February 1, 1932)	
SIDNEY KAHR, M.D.	Assistant in Neurology
ISAAC W. KARLIN, M.D.	Assistant in Neurology
CORA KASIUŠ	Lecturer in Social Science in Barnard College
RICHARD J. KELLY, M.D.	Assistant in Dermatology
OTTO KLINEBERG, M.D.	Instructor in Psychology

<i>Name</i>	<i>Title</i>
WALTER O. KLINGMAN, M.D.	Instructor in Neurology
EDGAR WALLACE KNIGHT, Ph.D.	Visiting Professor of Education in Teachers College
ALEXANDER F. J. KNOLL, A.M.	Instructor in Chemistry
PHILIP KRIEGER, A.M.	Instructor in Mineralogy
ALFRED L. KROEBER, Ph.D. (February 1, 1932)	Visiting Professor of Anthropology
RUTH G. KRUGER, A.B.	Assistant in Botany in Barnard College
JOSEPH W. KRUTCH, Ph.D.	Associate in Journalism
OLIVER LA FARGE, A.M.	Research Associate in Anthropology
GEORGE F. LAIDLAW, M.D.	Instructor in Surgery
JOSEPH W. LANG, B.S.	Assistant in Chemical Engineering
WILLIAM L. LANGER, Ph.D. (February 1, 1931)	Visiting Professor of History
SYLVESTER R. LEAHY, M.D. (September 1, 1931)	Associate in Urology
ALFRED G. LEVIN, M.D. (October 1, 1931)	Assistant in Medicine
ELEAZER LEVY, LL.B.	Lecturer in English
MRS. ESTHER MCD. LLOYD-JONES, Ph.D.	Assistant Professor of Education in Teachers College
EDGAR R. LORCH, A.B.	Instructor in Mathematics
JOSEPH LUBART, M.D. (October 1, 1931)	Assistant in Oto-Laryngology
ROBERT S. LYND, Ph.D.	Professor of Sociology
ROMOLA LYONS, M.D.	Assistant in Dermatology
JAMES L. MCCOLLUM, M.D.	Assistant in Urology
DONOVAN JAMES McCUNE, M.D.	Associate in Diseases of Children
MRS. ELLEN B. MCGOWAN, Ph.D.	Assistant Professor of Household Chemistry in Teachers College
MRS. RUTH B. McJIMSEY, A.M.	Instructor in English
MORRELL D. MCKENZIE, D.D.S.	Instructor in Dentistry
JOSEPH H. MACKIN, A.B.	Assistant in Geology
DONALD J. W. McLAUGHLIN, D.D.S.	Instructor in Dentistry
ROBERT R. M. McLAUGHLIN, M.D. (November 1, 1931)	Assistant in Dermatology
BERNICE L. MACLEAN, A.B.	Instructor in Anatomy
RUTH E. McMURRY, Ph.D.	Assistant Professor of Education in Teachers College
CLAYTON T. McNEIL, M.E. (From September 1, 1931 to March 1, 1932)	Instructor in Metallurgy
CHARLES W. McNITT, M.D. (From October 20, 1931)	Assistant in Medicine
RICHARD MADDEN, Ph.D.	Assistant in Psychology in Barnard College
JOHN T. MANTER	Assistant in Zoology
HENRY LEA MASON, M.E.	Assistant Professor of Mechanical Engineering
JUNIUS L. MERIAM, Ph.D. (February 1, 1931)	Visiting Professor of Education in Teachers College
PAUL MERKER, Ph.D., Jur.D. (February 1, 1931)	Visiting Professor of German
EVA M. MICHAELIS, A.B.	Research Assistant in Physiology
CHILTON P. MILLER, B.S. (November 15, 1930)	Assistant Bursar of the University
JAMES L. MILLER, M.D.	Assistant in Dermatology
JOHN A. P. MILLET, M.D.	Instructor in Psychiatry
DOROTHY E. MINER, A.B.	Assistant in Fine Arts in Barnard College
PIERO MISCIATTELLI (To February 1, 1932)	Visiting Professor of Italian Literature
JEANNETTE MUNRO, M.D.	Assistant in Medicine
ERNEST NAGEL	Instructor in Philosophy

<i>Name</i>	<i>Title</i>
FRANCISCO P. NOCHERA, M.D. (September 1, 1931)	Assistant in Pathology
ROBERT W. NORTHROP, D.D.S.	Instructor in Dentistry
BELLE NORTHRUP, A.M.	Professor of Fine Arts in Teachers College
JOHN KELLEY NORTON, Ph.D.	Professor of Education in Teachers College
GIRARD F. OBERRENDER, M.D. (From October 1, 1931)	Instructor in Oto-Laryngology
JUSTIN O'BRIEN, A.M.	Instructor in French
EDWARD OPIN, M.D. (November 1, 1931)	Assistant in Oto-Laryngology
ARMAND M. OPPENHEIMER, D.D.S.	Instructor in Dentistry
NORMAN W. OSHER, M.D.	Assistant in Medicine
EUGENE R. PAGE, A.M.	Lecturer in English
JOHN W. PALMER, M.S.	Assistant in Biological Chemistry
EDWARD D. PERRY, Ph.D., LL.D.	Professor Emeritus of Greek in Residence
RALPH S. PETTIBONE, M.D.	Assistant in Neurology
ZYGUMUNT PIOTROWSKI, Ph.D.	Assistant in Psychometrics
CHARLES W. PIPKIN, Ph.D.	Visiting Research Professor of Social Legislation
ROBERTSON PRATT	Assistant in Botany
GIUSEPPE PREZZOLINI	Professor of Italian
ALAN PRIEST	Visiting Lecturer in Fine Arts
JOHN F. RALSTON, D.D.S.	Instructor in Dentistry
WILLARD C. RAPPLEYE, M.D. (February 1, 1931)	Dean of the College of Physicians and Surgeons
HARRY S. RAZRAN	Lecturer in Psychology
RUSSELL B. READ, M.D.	Assistant in Surgery
GERTRUDE V. RICH, A.M.	Assistant to Dean of Barnard Col- lege in Charge of Outside Contacts and Assistant in Philosophy in Barnard College
GORDON RIDINGS	Lecturer in Physical Education
JOSEPH C. RISSER, M.D.	Instructor in Orthopedic Surgery
TRINITA RIVERA, B.S.	Assistant in Chemistry in School of Tropical Medicine
CORNELIA ROBERTSON, M.D.	Assistant in Dermatology
EDWIN A. ROBINSON, M.S.	Assistant in Chemistry
LOUIS M. ROUSSELOT, M.D. (January 1, 1931)	Assistant in Surgery
JAMES E. RUSSELL, Ph.D., LL.D.	Professor Emeritus of Education in Teachers College
JOHN B. RUSSELL, JR., B.S.	Instructor in Electrical Engineering
JAN SCHILT, Ph.D.	Associate Professor of Astronomy
THOMAS J. SCHOCH, A.M.	Assistant in Chemistry
BORIS M. SCHOENFELDT, Jur.D.	Instructor in Economics
CARL H. SCHOOFF, D.D.S.	Instructor in Dentistry
RUDOLPH N. SCHULLINGER, M.D.	Assistant to the University Medical Officer
SANFORD SCHWARZ, LL.B.	Associate in Public Law
MORTON D. SCHWEITZER, A.B.	Assistant in Zoölogy
ALLAN C. SCOTT, M.S.	Assistant in Zoölogy
AUGUSTA SCOTT, M.D.	Instructor in Psychiatry
ALBIN R. SEIDEL, D.M.D.	Instructor in Dentistry
EDWIN R. A. SELIGMAN, Ph.D., LL.D.	Professor Emeritus of Political Economy in Residence
PHILIP F. SHAPIRO, M.D.	Assistant in Surgery
ELEANOR L. SHEEHAN, M.S.	Assistant in Zoölogy in Barnard College
ALBERT SHIELS, L.H.D.	Professor Emeritus of Education in Teachers College
JOSEPH SHRAWDER, JR., A.B.	Assistant in Chemistry

<i>Name</i>	<i>Title</i>
RAMON J. SIFRE, M.D.	Associate Professor of Hygiene and Public Health in the School of Tropical Medicine
JACOBO SIMONET	Associate in Hygiene and Public Health in the School of Tropical Medicine
DAVID SINCLAIR, A.B.	Assistant in Physics
CHARLES A. SLANETZ, Ph.D.	Curator of Animal Husbandry
LAURENCE W. SLOAN, M.D.	Instructor in Surgery
FREDERICK M. SMITH, M.D.	Instructor in Surgery
CHARLES E. SPEARMAN, Ph.D., LL.D.	Visiting Professor of Education in Teachers College
(To February 1, 1932)	
EDITH E. SPROUL, M.D.	Assistant in Pathology
L. SUSAN STEBBING, D.Lit. (Lond.)	Visiting Lecturer in Philosophy in Barnard College
(To February 1, 1932)	
M. RUSSELL STEIN, D.D.S.	Instructor in Dentistry
FERDINAND A. STEWART, JR., D.D.S.	Instructor in Dentistry
LEWIS R. STOWE, D.D.S.	Assistant Professor of Dentistry
G. MARION STRANAHAN, M.D.	Instructor in Psychiatry
(February 15, 1931)	
LUTHER M. STRAYER, M.D.	Assistant in Surgery
(December 1, 1931)	
ARCHIBALD MCI. STRONG, M.D.	Associate in Medicine
HUGO N. SWENSON, Ph.D.	Instructor in Physics in Barnard College
GEORGE SYKES, Met.E.	Research Assistant in Physical Metallurgy
(August 1, 1931)	
FRANK F. TALLMAN, M.D.	Assistant in Psychiatry
MICHAEL H. TEITELBAUM, M.D.	Assistant in Neurology
FREDERICK C. THORNE, A.M.	Assistant in Psychology
(April 1, 1931)	
ALVIN J. B. TILLMAN, M.D.	Instructor in Obstetrics and Gynecology
WILLIAM Y. TINDALL, A.M.	Instructor in English
ARTHUR C. TOTTEN, D.D.S.	Instructor in Dentistry
RYUSAKU TSUNODA	Lecturer in History
RUTH M. UNDERHILL, A.B.	Assistant in Anthropology in Barnard College
PAUL B. VAN DYKE, M.D.	Assistant in Pathology
RICHARD D. VARTANIAN, B.S.	Assistant in Food Chemistry
KARL VIETOR, Ph.D.	Visiting Professor of German Literature
(February 1, 1932)	
ROBERT J. WALSH, JR., A.B.	Assistant in Physics
SAM BASS WARNER, LL.B.	Visiting Professor of Law
(February 1, 1931)	
JOHN N. WEBB	Assistant in Statistics
JEROME P. WEBSTER, M.D.	Associate in Surgery
HERBERT WECHSLER, LL.B.	Assistant in Law
MARY A. WEGENER	Assistant Secretary of Appointments
HARRY L. WEINSTOCK, M.D.	Assistant in Neurology
GEORGE B. WHITMORE, M.D.	Assistant in Dermatology
PAUL B. WIBERG, D.D.S.	Assistant Professor of Dentistry
JOHN D. WILLARD, M.Sc.	Professor of Education on the Schiff Foundation in Teachers College
ABNER WOLF, M.D.	Instructor in Neurology
SUSAN E. WOLF, B.S.	Instructor in Physical Education in Barnard College
LEO WOLMAN, Ph.D.	Professor of Economics
THOMAS D. WOOD, M.D.	Professor Emeritus of Health Education in Teachers College
(February 1, 1932)	
FREDERICK J. E. WOODBRIDGE, LL.D.	Theodore Roosevelt Professor in Berlin
BARNEY WORKEN, M.D.	Assistant in Diseases of Children

<i>Name</i>	<i>Title</i>
ORLIN V. WRY, M.D. (November 1, 1931)	Assistant in Oto-Laryngology
HARRY A. YOUNG, D.D.S.	Assistant Professor of Dentistry
WALTER H. ZINN, A.M.	Assistant in Physics
DANIEL E. ZISKIN, D.D.S.	Assistant Professor of Dentistry
FLORIAN ZNANIECKI, Ph.D.	Visiting Professor of Education in Teachers College

LEAVES OF ABSENCE

*For the Whole or Part of the Academic Year 1930-1931
Were Granted to the Following Officers*

<i>Name</i>	<i>Title</i>
THOMAS ALEXANDER, Ph.D.	Professor of Education in Teachers College
RALPH G. ARCHIBALD, Ph.D.	Assistant Professor of Mathematics
FRANZ BOAS, LL.D., Sc.D.	Professor of Anthropology
JAMES C. BONBRIGHT, Ph.D.	Professor of Finance
WILHELM A. BRAUN, Ph.D.	Professor of the Germanic Lan- guages and Literatures in Barnard College
WILLIAM T. BREWSTER, Litt.D.	Professor of English in Barnard College
WENDELL T. BUSH, Ph.D.	Professor of Philosophy
ROBERT E. CHADDOCK, LL.D.	Professor of Statistics
JOHN M. CHAPMAN, Ph.D.	Assistant Professor of Banking
CORNELIUS G. COAKLEY, M.D.	Professor of Oto-Laryngology
ROY J. COLONY, A.M.	Assistant Professor of Geology
WILLIAM T. COOK, B.P.E.	Assistant Professor of Physical Education
LOUIS F. CORTI	Instructor in Romance Languages in St. Stephen's College
JOHN J. COSS, Litt.D.	Moore Collegiate Professor and Director of the Summer Session
DONALD P. COTTRELL, Ph.D.	Assistant Professor of Education in Teachers College
CALVIN B. COULTER, M.D.	Associate Professor of Bacteriology
GERALD S. CRAIG, Ph.D.	Assistant Professor of Natural Sci- ences in Teachers College
ALBERT L. CRU, A.M.	Assistant Professor of French in Teachers College
DONALD H. DAVENPORT, Ph.D.	Assistant Professor of Statistics
BERGEN DAVIS, Sc.D.	Professor of Physics
JOHN DEWEY, LL.D., Litt.D.	Professor Emeritus of Philosophy in Residence
PETER W. DYKEMA, M.L.	Professor of Music Education in Teachers College
EDWARD M. EARLE, Ph.D.	Associate Professor of History in Barnard College
IRWIN EDMAN, Ph.D.	Assistant Professor of Philosophy
WILLARD S. ELSBREE, Ph.D.	Assistant Professor of Education in Teachers College
JOHN ERSKINE, LL.D., Litt.D., Mus.D.	Professor of English
HERMON W. FARWELL, A.M.	Professor of Physics
ROBERT H. FIFE, L.H.D., Litt.D.	Gebhard Professor of the Germanic Languages and Literatures
LELIA M. FINAN	Instructor in Physical Education in Barnard College
W. BENJAMIN FITE, Ph.D.	Professor of Mathematics
JESSE J. GALLOWAY, Ph.D.	Assistant Professor of Palaeon- tology
VIRGINIA C. GILDERSLEEVE, Litt.D., LL.D.	Professor of English and Dean of Barnard College
HAROLD H. GILE, M.D.	Associate in Urology

<i>Name</i>	<i>Title</i>
LUTHER C. GOODRICH, A.M.	Lecturer in Chinese
CARLTON J. H. HAYES, Litt.D., LL.D., L.H.D.	Professor of History
FLORRIE HOLZWASSER, Ph.D.	Instructor in Geology in Barnard College
M. KING HUBBERT, A.M.	Instructor in Geophysics
LILLIAN A. HUDSON, A.M.	Associate Professor of Nursing Education in Teachers College
HELEN R. HULL, Ph.B.	Assistant Professor of English
LOUIS IMBERT, A.M.	Assistant Professor of Spanish
HUGER W. JERVEY, D.C.L.	Professor of Law
ISAAC L. KANDEL, Ph.D.	Professor of Education in Teachers College
HAROLD B. KEYES, M.D.	Assistant to the University Medical Officer
JEROME A. KLEIN, A.M.	Assistant in Fine Arts
GEORGE P. KRAPP, Ph.D.	Professor of English
VICTOR K. LA MER, Ph.D.	Associate Professor of Chemistry
AZUBAH J. LATHAM, A.B.	Associate Professor of Speech in Teachers College
JACQUES G. C. LECLERCQ, A.M.	Instructor in French
CARLETON J. LYNDE, Ph.D.	Professor of Physics in Teachers College
NELSON G. MCCREA, Litt.D.	Anthony Professor of the Latin Language and Literature
GRACE MACLEOD, Ph.D.	Professor of Nutrition in Teachers College
ROSWELL MAGILL, J.D.	Professor of Law
MARGARET E. MALTBY, Ph.D.	Associate Professor of Physics in Barnard College
HOWARD R. MARRARO, A.M.	Instructor in Italian
RAYMOND C. MOLEY, Ph.D.	Professor of Public Law in Barnard College
LOIS C. MOSSMAN, Ph.D.	Assistant Professor of Education in Teachers College
DAVID S. MUZZEY, Ph.D.	Professor of History
GEORGE C. D. ODELL, Litt.D.	Brander Matthews Professor of Dramatic Literature
FEDERICO DE ONÍS, Litt.D.	Professor of Spanish Literature
CHARLES LANE POOR, Ph.D.	Professor of Celestial Mechanics
JOHN DYNELEY PRINCE, Ph.D.	Professor of Slavonic Languages
HUGH W. PUCKETT, Ph.D.	Associate Professor of German in Barnard College
WILLIAM D. REEVE, Ph.D.	Professor of Mathematics in Teachers College
ELIZABETH REYNARD, A.B.	Instructor in English in Barnard College
MAXWELL H. SAVELLE, A.M.	Instructor in History in Barnard College
MEYER SCHAPIRO, A.M.	Lecturer in Fine Arts
EDWIN R. A. SELIGMAN, Ph.D., LL.D.	McVickar Professor of Political Economy
J. RUSSELL SMITH, Sc.D.	Professor of Economic Geography
WILHELMINA SPOHR, A.M.	Associate Professor of Household Arts Education in Teachers College
HORACE TAYLOR, Ph.D.	Assistant Professor of Economics
CHARLES W. THOMAS, Mech.E.	Assistant Professor of Mechanical Engineering
EDWARD D. THURSTON, JR., Mech.E.	Professor of Mechanical Engineering
CHARLES C. TILLINGHAST, A.M.	Professor of Education in Teachers College and Principal of Horace Mann School for Boys
SAMUEL A. TUCKER, Ph.B.	Assistant Professor of Electro-Chemistry
CARL VAN DOREN, Ph.D.	Associate in English

<i>Name</i>	<i>Title</i>
LA RUE VAN HOOK, Ph.D.	Professor of Greek and Latin in Barnard College
RAYMOND M. WEAVER, A.M.	Assistant Professor of English
ALEXANDER A. WEECH, M.D.	Assistant Professor of Diseases of Children
H. THEODRIC WESTBROOK, A.M.	Instructor in Greek and Latin
ALLEN S. WILL, LL.D., Litt.D.	Associate Professor of Journalism
H. PARKER WILLIS, LL.D.	Professor of Banking
ROBERT S. WOODWORTH, Sc.D.	Professor of Psychology
J. ENRIQUE ZANETTI, Ph.D.	Professor of Chemistry

REPRESENTATIVES OF THE UNIVERSITY DURING 1930-1931

At the Installations

- Of Roman Dyboski as Dean of the Faculty of Philosophy of the University of Cracow (September, 1930): ARTHUR P. COLEMAN, Ph.D., 1925.
- Of William Cooke Boone as President of Oklahoma Baptist University, Shawnee, Okla. (October 9 and 10, 1930): Dr. CLINTON McCLARTY ALLEN.
- Of Kenneth Irving Brown as President of Hiram College, Hiram, Ohio (October 10, 1930): EMIL JOSEPH, A.B., '79; LL.B., '81.
- Of Robert Gordon Sproul as President of the University of California, Berkeley, Calif. (October 22, 1930): Dean HOWARD LEE MCBAIN, Professors JOHN J. COSS, ADAM LEROY JONES.
- Of William Hamilton Fyfe as Principal of Queen's University, Kingston, Ont., Canada (October 24, 1930): ARTHUR C. NEISH, Ph.D., '04.
- Of Francis Pendleton Gaines as President of Washington and Lee University, Lexington, Va. (October 25, 1930): CHARLES J. McDERMOTT, LL.B., '89.
- Of Robert Williams as President of Ohio Northern University, Ada, Ohio (October 25, 1930): WARREN J. McLAUGHLIN, LL.B., '04.
- Of Robbins Wolcott Barstow as President of the Hartford Seminary Foundation, Hartford, Conn. (October 28, 1930): CHARLES M. POND, Met.E., '03.
- Of Aloysius J. Hogan, S.J., as President of Fordham University, New York City (November 21, 1930): Professor CHARLES CHENEY HYDE.
- Of David Allan Robertson as President of Goucher College, Baltimore, Md. (April 24, 1931): Professor CHARLES SEARS BALDWIN.
- Of The Very Reverend Jeremiah Joseph Callaghan as President of Duquesne University, Pittsburgh, Pa. (April 30, 1931): HENRY F. HORNBOSTEL, '91 Arch.
- Of Harry Woodburn Chase as President of the University of Illinois, Urbana, Ill. (May 1, 1931): Professors EVARTS B. GREENE, CHARLES C. WILLIAMSON.
- Of John Rood Cunningham as President of Louisville Presbyterian Seminary, Louisville, Ky. (May 5, 1931): LEE KIRKPATRICK.
- Of Ralph Kiddoo Hickok as President of Western College for Women, Oxford, Ohio (May 19, 1931): HOPE D. WARNER, A.B.
- Of Carlos Eugenio Chardon as President of the University of Porto Rico, Rio Piedras, Porto Rico (May 20, 1931): Professor GEORGE W. BACHMAN.
- Of Robert H. Ruff as President of Central College, Fayette, Mo. (May 25, 1931): HERBERT P. STELLWAGEN.
- Of Charles Chester McCracken as President of Connecticut Agricultural College, Storrs, Conn. (June 6, 7, and 8, 1931): Professor EDMUND W. SINNOTT.

At the Anniversary Celebrations

- Of the Fiftieth Anniversary of the Founding of the Agricultural Experiment Station of Rutgers University, New Brunswick, N. J. (October 9, 1930): Professor O. S. MORGAN.

- Of the Diamond Jubilee of St. Ignatius College, San Francisco, Calif. (October 17, 1930): GEORGE R. MURPHY, E.E., '99.
- Of the Centennial of Randolph-Macon College, Ashland, Va. (October 23 and 24, 1930): JAMES W. ASHLAND, A.B., '16.
- Of the Twenty-fifth Anniversary of the Founding of the University of Florida, Gainesville, Fla. (February 10 to 13, 1931): J. W. NORMAN, Ph.D., '19.
- Of the Seventy-fifth Anniversary of the Founding of Birmingham-Southern College, Birmingham, Ala. (March 18, 1931): WILLIAM T. WARREN, B.Arch., '02.
- Of the Fiftieth Anniversary of the Founding of the Wharton School of the University of Pennsylvania, Philadelphia, Pa. (March 26 and 27, 1931): Dean JAMES C. EGBERT, Professor R. C. MCCREA.
- Of the Centennial of the University of Alabama, Tuscaloosa, Ala. (May 10 to 12, 1931): GILBERT W. MEAD, A.M., '16.
- Of the Seventy-fifth Anniversary of the Founding of Berea College, Berea, Ky. (May 29 to June 1, 1931): IRA DENNISON SHAW.
- Of the 400th Anniversary of the College de France, Paris, France (June 18 to 20, 1931): President NICHOLAS MURRAY BUTLER, Professor CHARLES SEARS BALDWIN.
- Of the Semi-Centennial Celebration of Connecticut Agricultural College, Storrs, Conn. (June 6, 7, and 8, 1931): Professor EDMUND W. SINNOTT.

Miscellaneous

- At the International Anatomical Congress, Amsterdam, Holland (August 4 to 9, 1930): Professors SAMUEL R. DETWILER, PHILIP E. SMITH.
- At the Fifth International Botanical Congress, Cambridge, England (August 16 to 23, 1930): Professor SAM F. TRELEASE.
- At the International Conference of Agricultural Economists, Cornell University, Ithaca, N. Y. (August 18 to 29, 1930): Professor O. S. MORGAN.
- At the Formal Opening of the Banting Institute of the Faculty of Medicine of the University of Toronto, Toronto, Canada (September 16, 1930): Professor FREDERICK P. GAY.
- At the Annual International First-Aid and Mine-Rescue Contest, Louisville, Ky. (September 16, 17, and 18, 1930): Professor THOMAS THORNTON READ.
- At the Convocation and other features of a Celebration of Medical Progress at the University of Pennsylvania, Philadelphia, Pa. (October 10 and 11, 1930): Professors WILLIAM DARRACH, J. RAMSAY HUNT.
- At the Dedication of the new buildings of the College for Men at the University of Rochester, Rochester, N. Y. (October 10, 11, and 12, 1930): Dean HERBERT E. HAWKES, Professor ROSCOE C. E. BROWN.
- At the Meeting of the Association of American Medical Colleges, Denver, Colo. (October 14, 15, and 16, 1930): Dean ALFRED OWRE, Dr. FREDERICK T. VAN BEUREN, JR.
- At the Dedication of the James Ward Packard Laboratory of Electrical and Mechanical Engineering at Lehigh University and the Conference on the Relations between the Technical Schools and the Industries, Bethlehem, Pa. (October 15, 16, and 17, 1930): Dean JOSEPH W. BARKER, Professors CHARLES E. LUCKE, WALTER I. SLICHTER.
- At the Meetings of the Association of American Universities, San Francisco, Berkeley and Stanford University, California (October 23, 24, and 25, 1930): Dean HOWARD LEE MCBAIN, Professors ADAM LEROY JONES, JOHN J. COSS.

- At the Opening of the new University Buildings of McMaster University, Hamilton, Ont., Canada (November 14, 1930): C. W. DRURY, Ph.D., '18.
- At the Dedication of the new Library Building at Fisk University, Nashville, Tenn. (November 20, 1930): Dean HERBERT E. HAWKES, Professor CHARLES C. WILLIAMSON.
- At the Forty-fourth Annual Convention of the Association of Colleges and Secondary Schools of the Middle States and Maryland, Atlantic City, N. J. (November 28 and 29, 1930): Dean HERBERT E. HAWKES, Professors ADAM LEROY JONES, BEN DEKALBE WOOD.
- At the Dedication of McGregory Hall of Chemistry at Colgate University, Hamilton, N. Y. (December 5 and 6, 1930): Professor HAROLD A. FALES.
- At the Conference on University Dental Education, Philadelphia, Pa. (December 6 and 7, 1930): Dean ALFRED OWRE.
- At the Ninth Annual Meeting of the Middle Atlantic States Collegiate Athletic Conference, Philadelphia, Pa. (December 20, 1930): Professor PERRY DAVIS.
- At the Meeting of the American Philological Association, Iowa City, Iowa (December 28 to 31, 1930): Professor FRANK GARDNER MOORE.
- At the Twenty-fifth Annual Convention of the National Collegiate Athletic Association, New York City (December 31, 1930): Professor EDWARD S. ELLIOTT, REYNOLDS BENSON, Met.E., '16, R. L. VON BERNUTH, A.B., '04.
- At the Pan-American University Congress, Montevideo, Uruguay (February, 1931): SAYRE P. MADDOCK, A.M.
- At the Annual Congress on Medical Education under the American Medical Association, Chicago, Ill. (February 16, 17, and 18, 1931): Dean ALFRED OWRE.
- At the White House Conference on Child Health and Protection, Washington, D. C. (February 19, 20, and 21, 1931): Dean ALFRED OWRE.
- At the Convention of the Collegiate Schools of Architecture, San Antonio, Texas (April 13 and 14, 1931): Professor WILLIAM A. BORING.
- At the Dedication of the Duke University School of Medicine and the Duke Hospital, Durham, N. C. (April 20, 1931): Professor WILLIAM J. GIES.
- At the Annual Convention of the Educational Buyer's Association, Nashville, Tenn. (April 20 to 25, 1931): JOHN T. HOPKINS.
- At the Special Convocation of George Washington University held in honor of His Majesty, the King of Siam, Washington, D. C. (April 30, 1931): MARCUS BENJAMIN, Ph.B., '78.
- At the National Conference on College Hygiene, Syracuse, N. Y. (May 6, 7, and 8, 1931): Professor THOMAS BRUCE KIRKPATRICK.
- At the Commencement exercises of Connecticut Agricultural College, Storrs, Conn. (June 6, 7, and 8, 1931): Professor EDMUND W. SINNOTT.
- At the Dedication of the Lakeside Hospital, Cleveland, Ohio (June 17, 1931): Associate Dean FREDERICK T. VAN BEUREN, JR.
- At the Annual Conference of the American Library Association, New Haven, Conn. (June 22 to 27, 1931): Professor CHARLES C. WILLIAMSON.
- At the Second International Congress of the History of Science and Technology, London, England (June 29 to July 3, 1931): Dean JOSEPH W. BARKER.

REPORT OF THE TREASURER

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, 1931.

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**INCOME AND EXPENSE ACCOUNT (GENERAL FUNDS)
FOR THE YEAR ENDING JUNE 30, 1931**

INCOME FROM ALL SOURCES

From Students:			
Fees (see page 9)	\$4,242,570.88		
Residence Halls (see page 7)	455,209.16		
Dining Halls (see page 8)	342,780.82		
Other Income	20,867.02		\$5,061,427.88
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From Endowments:			
Rents (see page 8)	\$2,811,005.69		
Income of Special Endowments (see page 8)	1,842,254.81	4,653,260.50	
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From Other Properties—Rents (see page 8)			41,817.18
From Investments in Personal Property (see page 8)			50,706.67
From Investment of Redemption Fund (see page 9)			31,467.08
From Gifts and Receipts for Designated Purposes (see page 9)			742,582.52
From Allied Corporations (see page 9)			1,563,173.88
From School of Dental and Oral Surgery Clinics (see page 9)			164,529.39
From Civil Engineering Testing Laboratory (see page 9)			21,756.79
From Department of Buildings and Grounds (see page 9)			58,558.66
From Miscellaneous Sources (see page 9)			3,712.89
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Total Income			\$12,392,993.44

EXPENSES

Educational Administration and Instruction (see page 31)		9,580,642.05	
Buildings and Grounds—Maintenance (see page 33)		1,031,987.80	
Library (see page 36)		403,401.18	
Business Administration of the Corporation:			
Salaries, Office Expenses etc (see page 37)	199,991.47		
Insurance on Academic Buildings (Fire and Liability) (see page 37)	44,699.36	244,690.83	
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Annuities (see page 38)		61,669.94	
Special Appropriations—Schedule J (see page 38)		270,332.99	
Interest on Corporate Debt, etc. (see page 39)		434,978.45	
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Total Expenses exclusive of provision for Redemption Fund and Amortization of Loan of 1925			12,027,703.24
Balance, being excess of Income over Expenses before providing for Redemption Fund and Amortization of Loan of 1925			365,290.20
Add:			
Amount transferred to Redemption Fund for retirement of 4 per cent Mortgage Bonds		100,000.00	
Amount transferred for Amortization of Loan of 1925		95,000.00	195,000.00
<hr/>			
Balance, being excess of Income over Expenses for Maintenance for Fiscal Year ended June 30, 1931, after providing for Redemption Fund and Amortization of Loan of 1925			\$170,290.20

\$170,290.20

INCOME OF THE CORPORATION—YEAR ENDING JUNE 30, 1931

COLUMBIA UNIVERSITY

	From Students		From Other Sources	Total
	Fees	Other Income		
From Students:				
Morningside Heights:				
University Fees.....	\$142,038.54			
Degree and Examination Fees.....	60,972.00			
Privileges of Late Registration and Examination.....	20,729.00			
Tuition Fees.....	1,328,280.00	\$1,552,019.54		\$1,552,019.54
Summer Session:				
University Fees.....	97,524.00			
Tuition Fees.....	872,407.50			
Less Teachers College and Union Theological Seminary Proportions.....	286,769.50			
Deficiency and Late Examination.....	1,650.00			
Camp Columbia.....	1,475.00	387,418.50		387,418.50
Excursions.....		\$1,464.50		1,464.50
University Extension:				
University Fees.....	88,760.00			
Tuition Fees.....	917,156.00			
Home Study Fees.....	676,681.25			
Home Study Book Sales.....		660.56		660.56
Institute of Arts and Sciences.....	36,555.49			
American Institute of Banking.....	77,890.00			
		1,797,042.74		1,797,042.74

REPORT OF THE TREASURER

Seth Low Junior College:					
University Fees.....	6,220.00				
Tuition Fees.....	82,321.00				
Degree and Examination Fees.....	1,968.00				90,509.00
			90,509.00		
Medical School:					
University Fees.....	8,720.00				
Tuition Fees.....	206,710.00				
Degree and Examination Fees.....	2,219.00				217,649.00
			217,649.00		
School of Dental and Oral Surgery:					
University Fees.....	5,280.00				
Tuition Fees.....	123,113.60				
Deficiency and Late Examination.....	84.00				
Graduation Fees.....	1,140.00				
Oral Hygiene:					
University Fees.....	1,110.00				
Tuition Fees.....	16,650.00				
Graduation Fees.....	540.00				
Deficiency and Late Examination.....	42.00				
Advance Courses:					
University Fees.....	550.00				
Tuition Fees.....	5,632.50				
Graduation Fees.....	30.00				154,172.10
			154,172.10		
Miscellaneous.....				7,239.57	7,239.57
Student Activities Fees.....			43,760.00		43,760.00
Material Furnished Students.....				11,502.39	11,502.39
Residence Halls.....				455,209.16	455,209.16

✓

	From Students		From Other Sources	Total
	Fees	Other Income		
Dining Halls:				
University Commons.....		\$59,454.24		
John Jay Hall Dining Room.....		174,635.77		
Johnson Hall Dining Room.....		108,690.81		\$342,780.82
From Endowment:				
Rents:				
Upper Estate.....				
Less Amount transferred to Advances General Funds.....			\$2,692,196.04	
Lower Estate.....			118,809.65	
			\$2,811,005.69	
From Income of Special Endowments:				
For Specific Purposes.....			1,154,959.05	
For General Purposes.....			687,295.76	
			1,842,254.81	4,653,260.50
From Other Properties--Rents etc.....			41,817.18	41,817.18
From Investments in Personal Property:				
Interest:				
On General Investments.....			188.90	
On Deposits of General Funds (Net).....			2,304.70	
On Rents.....			43.44	
On Student Deposits.....			3,648.93	
On 503-11 Broadway.....			10,120.83	
On Gifts and Receipts for Designated Purposes.....			25,881.54	
On Notes Receivable.....			8,318.33	
			50,706.67	50,706.67

REPORT OF THE TREASURER

From Investment of Redemption Fund.....				31,467.08	31,467.08
From Gifts and Receipts for Designated Purposes.....				742,582.52	742,582.52
From Payments by Allied Corporations: For salaries and annuities:					
Barnard College.....	448,584.28				
Carnegie Foundation.....	129,222.16				
✓ Presbyterian Hospital Laboratories.....	35,000.00				
Teachers College.....	885,502.20				
St. Stephens College.....	64,865.24				
				1,563,173.88	1,563,173.88
School of Dental and Oral Surgery: Teaching and Service Clinics (including Infirmary).....				164,529.39	164,529.39
Receipts from Testing Laboratory: Civil Engineering.....				21,756.79	21,756.79
Superintendent of Buildings and Grounds: Barnard College for Heat, Light and Power.....	26,437.31				
Income from Tennis Courts.....	3,373.25				
Post Office Government Allowance.....	1,000.00				
Telephonic Charges.....	27,748.10				
				58,558.66	58,558.66
From Miscellaneous Sources: Consents.....	120.00				
Jobbing Accounts Overhead and Discount.....	2,049.21				
Various.....	1,543.68				
				3,712.89	3,712.89
				\$7,331,565.56	\$12,392,993.44
	\$4,242,570.88	818,857.00			
		4,242,570.88			
					\$5,061,427.88

EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
GENERAL UNIVERSITY ADMINISTRATION:					
Salaries.....	\$250,709.24		\$216,909.24	\$3,500.00	\$30,300.00
Dean's Fund.....	6,945.11		6,945.11		
Bureau of Supplies.....	27,460.00		27,460.00		
President's Emergency Fund.....	7,159.34		7,159.34		
President's Fund.....	20,000.00		20,000.00		
Printing.....	60,971.52		60,471.52	500.00	
Public Ceremonies.....	12,500.00		12,500.00		
Alumni Records.....	3,500.00		3,500.00		1,350.00
State Aid for Blind Pupils.....	1,350.00				
Special Convocations.....	5,000.00		5,000.00		
President's House Furnishing.....	2,434.10			2,434.10	
Clerk's Office Sundries.....	1,909.90		1,909.90		
General Catalogue.....	5,000.00		5,000.00		
Social Club Kindergarten Class for Faculty Children.....	1,200.00		1,200.00		
University Representation.....	4,495.56		4,495.56		
Collegiate Educational Research.....	500.00		500.00		
President's Anonymous Gift.....	225.33				225.33
Research in the Humanities.....	40,240.91				40,240.91
Researches in Journalism.....	162.87			162.87	
St. Stephen's College.....	10.00				10.00
University Quarterly.....	3,000.00		3,000.00		
University's Delegate to International Congress.....	700.00				700.00
Special Chapel Appropriation.....	1,895.63		1,895.63		

REPORT OF THE TREASURER

Expenditures from Williams Gift.....	50.00				50.00
Expenditures from Seligman Gift.....	125.45				125.45
Expenditures from Lee Gift.....	3,186.20				3,186.20
✓ Joint Administrative Board Expenses.....	3,688.68			3,688.68	
Student Activities.....	43,760.00			43,760.00	
Athletic Association.....	52,906.38			461.81	52,444.57
EARL HALL					
Salaries.....	5,000.00			5,000.00	
Departmental.....	8,180.00			8,180.00	
OFFICE OF THE REGISTRAR					
Salaries.....	67,776.30			63,276.30	4,500.00
Diplomas.....	7,235.92			7,235.92	
Conduct of Examinations.....	5,833.60			5,833.60	
ADVISER TO GRADUATE WOMEN STUDENTS					
Salaries.....	3,600.00			3,600.00	
Departmental Appropriation.....	500.00			500.00	
OFFICE OF UNIVERSITY ADMISSIONS					
Salaries.....	11,500.00			11,500.00	
Departmental Appropriation.....	18,450.00			18,450.00	
Preparation and Rating of Examination Books.....	5,000.00			5,000.00	
OFFICE OF STUDENT APPOINTMENTS					
Salaries.....	17,950.00			17,855.50	94.50
Departmental Appropriation.....	3,976.37			3,976.37	
Shoemaker Fund.....	19.00				19.00
OFFICE OF ALUMNI FEDERATION					
Departmental Appropriation.....	10,266.25			266.25	10,000.00

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
UNIVERSITY MEDICAL OFFICER					
Salaries.....	\$30,656.50		\$30,656.50		
Supplies.....	1,859.69		1,859.69		
Residence Halls Service.....	12,649.13		8,659.13		\$3,990.00
COMMONS					
Salaries.....	4,500.00		4,500.00		
University Commons.....	55,017.91		55,017.91		
Johnson Hall Dining Room.....	101,728.00		101,728.00		
John Jay Hall Dining Room.....	170,070.76		170,070.76		
JOHNSON HALL					
Salaries.....	8,358.00		8,358.00		
House Appropriation.....	1,538.38		1,538.38		
PUBLICATION AND RESEARCH					
Columbia University Press.....	3,000.00		3,000.00		
Special Publication Fund.....	30,000.00		30,000.00		
Fund for Research.....	91,175.24		90,874.24		301.00
Works of John Milton.....	5,100.00		5,100.00		
Research Work at Greenwich House.....	2,500.00				2,500.00
Phoenix Fund.....	51,545.15			\$51,545.15	
University Publication Fund.....	3,242.81				3,242.81
		1,299,315.23			

INTERNATIONAL RELATIONS							
Aid for Foreign Students	8,033.62				8,033.62		
American Council on Education	500.00				300.00		200.00
MAISON FRANCAISE							
Salaries	8,700.00				8,700.00		
Departmental Appropriation	2,460.57				2,210.57	250.00	
CASA ITALIANA							
Salaries	11,014.94				7,500.00	419.51	3,095.43
Departmental Appropriation	3,999.87						3,999.87
Service	240.48						240.48
DEUTSCHES HAUS							
Maintenance	4,366.29						4,366.29
Entertainment	234.09						234.09
Traveling Expenses	1,000.00						1,000.00
German Periodicals	50.90						50.90
INSTITUTE OF RUMANIAN CULTURE							
Salaries	5,651.28						5,651.28
Departmental	32.00						32.00
INSTITUTO DE LAS ESPANAS							
Departmental	1,697.20						1,697.20
INSTITUTE OF PUBLIC HEALTH							
Salaries	41,135.50					33,077.17	8,058.33
Departmental Appropriation	2,491.18					2,491.18	
Research	789.43						789.43
INSTITUTE OF CANCER RESEARCH							
Salaries	44,416.11						44,416.11
Departmental Expenses	58,109.07					51,903.11	6,205.96
Supplies and Equipment	31,626.10					31,596.10	30.00
Journal of Cancer Research	3,033.26					3,033.26	
	1,279.94						1,279.94
	94,048.37						94,048.37

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
TROPICAL MEDICINE (SCHOOL OF)					
Salaries.....	\$34,600.00	.....	\$10,400.00	\$18,200.00	\$6,000.00
Contingent Fund.....	2,497.20	.....	1,697.20	800.00	.....
		\$37,097.20			
ANTHROPOLOGY					
Salaries.....	20,600.00	.....	7,000.00	5,000.00	8,600.00
Departmental Appropriation.....	100.00	.....	100.00	.....	.....
Equipment.....	305.27	.....	.....	.....	305.27
		21,005.27			
ARCHITECTURE					
Salaries.....	57,432.97	.....	56,495.97	.....	937.00
Departmental Appropriation.....	2,679.48	.....	2,679.48	.....	.....
		60,112.45			
ASTRONOMY					
Salaries.....	3,947.80	.....	3,947.80	.....	.....
Departmental Appropriation.....	744.29	.....	744.29	.....	.....
		4,692.09			
BOTANY					
Salaries.....	42,800.00	.....	20,900.00	.....	21,900.00
Departmental Appropriation.....	1,789.91	.....	1,789.91	.....	.....
Gardener.....	1,500.00	.....	1,500.00	.....	.....
		46,089.91			
BUSINESS (SCHOOL OF)					
Salaries.....	160,891.65	.....	111,607.21	49,284.44	.....
Departmental.....	4,804.43	.....	1,950.27	2,500.00	354.16
		165,696.08			

CHEMICAL ENGINEERING						
Salaries.....	46,066.64	41,566.64	4,500.00			
Laboratory Servants.....	6,500.00	6,500.00				
Equipment.....	7,481.16	7,231.16	250.00			
Apparatus.....	2.89					2.89
Departmental.....	249.26	249.26				
				60,299.95		
CHEMISTRY						
General and Inorganic: Salaries.....	83,800.00	64,900.00			18,900.00	
Organic: Salaries.....	24,500.00	18,500.00	6,000.00			
Physical: Salaries.....	7,500.00	7,500.00				
Analytical: Salaries.....	15,000.00	15,000.00				
Food: Salaries.....	18,500.00	11,000.00	6,300.00		1,200.00	
Equipment and Supplies.....	10,659.54	6,622.44	4,037.10			
Laboratory Costs.....	41,887.46	41,887.46				
Assistance.....	19,108.85	19,108.85				
Research: Salaries.....	28,049.17				28,049.17	
Research: Supplies.....	4,113.59				4,113.59	
Apparatus.....	1,217.22				1,217.22	
Departmental Appropriation.....	9,933.48	9,933.48				
				264,269.31		
CHINESE						
Salaries.....	16,000.00	5,147.53	10,852.47			
Departmental Appropriation.....	115.04		115.04			
				16,115.04		
CIVIL ENGINEERING						
Salaries.....	32,689.95	32,689.95				
Departmental Appropriation.....	749.73	749.73				
For Research.....	2,429.40		2,429.40			
Testing Laboratory.....	17,999.94	17,999.94				
				53,869.02		

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
DENTAL AND ORAL SURGERY (SCHOOL OF)					
Salaries.....	\$297,447.09	.....	\$281,690.05	.....	\$15,757.04
Equipment and Supplies.....	54,731.86	.....	54,883.71	.....	148.15
Social Service.....	23,991.67	.....	23,991.67	.....	.....
Departmental.....	29,464.39	.....	29,464.39	.....	.....
	\$405,635.01	\$405,635.01			
ECONOMICS					
Salaries.....	102,390.00	.....	88,240.00	.....	14,150.00
Departmental Appropriation.....	990.35	.....	990.35	.....	.....
		103,380.35			
ELECTRICAL ENGINEERING					
Salaries.....	40,600.00	.....	40,600.00	.....	.....
Departmental Appropriation.....	5,000.00	.....	5,000.00	.....	.....
		45,600.00			
ENGINEERING DRAFTING					
Salaries.....	14,500.00	.....	14,500.00	.....	.....
Drawing Appropriation.....	313.97	.....	313.97	.....	.....
		14,813.97			
ENGLISH AND COMPARATIVE LITERATURE					
Salaries.....	197,160.00	.....	136,950.63	\$5,909.37	54,300.00
Departmental Appropriation.....	1,131.87	.....	1,131.87	.....	.....
Dramatic Museum Equipment.....	486.75	.....	.....	486.75	.....
		198,778.62			
FINE ARTS					
Salaries.....	39,400.00	.....	25,300.00	4,000.00	10,100.00
Equipment.....	1,257.42	.....	1,257.42	.....	.....
		40,657.42			

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
JOURNALISM					
Salaries.....	\$49,742.52		\$15,000.00	\$34,742.52	
Departmental Appropriation.....	2,579.88			2,579.88	
		\$52,322.40			
LAW SCHOOL					
Salaries.....	146,000.00		138,500.00	7,500.00	
Departmental Appropriation.....	599.04		599.04		
Legislative Drafting Research Fund.....	8,951.54				\$8,951.54
Plus and Minus Examinations.....	1,000.00		1,000.00		
Subvention to Columbia Law Review.....	1,900.00			1,000.00	
Moot Courts.....	695.05		685.05		10.00
Legislative Drafting Contingent Fund.....	1,200.00		411.00	789.00	
Multigraph Office.....	7,928.22		5,970.78		1,957.44
Assistance and Research.....	11,200.80		2,000.00		9,200.80
Dean's Fund.....	1,000.00		1,000.00		
		179,574.65			
LIBRARY SERVICE (SCHOOL OF)					
Salaries.....	80,226.07		55,226.07		25,000.00
Departmental Appropriation.....	2,843.19		2,843.19		
Books.....	2,563.07		2,523.10		39.97
		85,632.33			
MATHEMATICS					
Salaries.....	75,765.00		59,215.00		16,550.00
Departmental Appropriation.....	120.09		120.09		
		75,885.09			

MECHANICAL ENGINEERING					
Salaries.....	67,250.00	.....	67,250.00	.....	.....
Departmental Appropriation.....	2,976.22	.....	2,976.22	.....	.....
		70,226.22			
MINING AND METALLURGY					
Salaries.....	56,859.99	.....	56,859.99	.....	.....
Departmental Appropriation.....	4,011.19	.....	4,011.19	.....	.....
Equipment and Research.....	14,332.54	.....	.....	3,495.98	10,836.56
		75,203.72			
MUSIC					
Salaries.....	26,000.00	.....	10,600.00	9,400.00	6,000.00
Department Appropriation.....	1,300.00	.....	800.00	500.00	.....
University Orchestra.....	2,223.64	.....	1,000.00	.....	1,223.64
		29,523.64			
PHILOSOPHY AND PSYCHOLOGY					
PHILOSOPHY					
Salaries.....	92,957.45	.....	56,397.96	13,481.46	23,078.03
Departmental Appropriation.....	147.18	.....	147.18	.....	.....
PSYCHOLOGY					
Salaries.....	56,499.97	.....	33,099.97	5,000.00	18,400.00
Laboratory Helper.....	1,000.00	.....	1,000.00	.....	.....
Departmental Appropriation.....	4,912.32	.....	4,912.32	.....	.....
		155,516.92			
PHYSICAL EDUCATION					
Salaries.....	69,042.96	.....	42,223.27	1,119.69	25,700.00
Equipment.....	2,948.00	.....	2,400.00	.....	548.00
Care of Swimming Pool.....	1,500.00	.....	1,500.00	.....	.....
Sunday Opening.....	446.00	.....	446.00	.....	.....
		73,936.96			

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
PHYSICS					
Salaries.....	\$153,987.42		\$139,187.42		\$14,800.00
Departmental Appropriation.....	12,957.62		12,424.62		533.00
Research Laboratory.....	802.32				802.32
Apparatus.....	352.89			\$352.89	
		\$168,100.25			
PUBLIC LAW AND JURISPRUDENCE					
GOVERNMENT AND POLITICS					
Salaries.....	29,700.00		17,200.00	1,500.00	11,000.00
PUBLIC LAW					
Salaries.....	34,281.50		30,781.50	3,500.00	
Departmental Appropriation.....	399.70		399.70		
		64,381.20			
RELIGION					
Salaries.....	10,600.00			9,800.00	800.00
Chapel Services.....	7,998.00			7,998.00	
Chapel Music.....	324.38			324.38	
Religious Work.....	50.00			50.00	
		18,972.38			
ROMANCE LANGUAGES					
Salaries.....	142,375.00		93,625.00		48,750.00
Departmental Appropriation.....	474.08		474.08		
Equipment.....	300.00		300.00		
Publications.....	1,185.22				1,185.22
		144,334.30			

SEMITIC LANGUAGES								
Salaries.....	9,921.25						9,000.00	921.25
Departmental Appropriation.....	51.50						51.50	
American School of Oriental Research in Jerusalem.....	100.00						100.00	
				10,072.75				
SLAVONIC LANGUAGES								
Salaries.....	6,400.00						6,400.00	
Departmental Appropriation.....	22.58						22.58	
				6,422.58				
SOCIAL SCIENCE								
Salaries.....	56,600.00						24,800.00	17,800.00
Departmental Appropriation.....	493.66						493.66	
Bulletin of Social Legislation.....	334.00							334.00
Research.....	141,727.74							141,727.74
Equipment.....	850.00						850.00	
				200,005.40				
SUMMER SESSION								
Administration and Instruction.....	249,529.23						244,308.78	5,220.45
Entertainment.....	1,300.00							1,300.00
CAMP COLUMBIA								
Administration and Instruction.....	4,500.00						4,500.00	
				255,329.23				
UNIVERSITY EXTENSION								
Administration and Instruction.....	657,046.65						650,740.40	6,306.25
Institute of Arts and Sciences.....	46,451.11						40,711.96	5,739.15
American Institute of Banking.....	77,390.00						77,390.00	
Printing and Postage.....	43,500.00						43,500.00	
Departmental.....	81,950.79						81,950.79	
				906,338.55				
HOME STUDY								
Salaries and Payments for Instruction and Supervision.....	246,015.49						246,015.49	
Printing and Office Supplies.....	171,241.71						171,241.71	
Special Course Expenses.....	24,081.54						24,081.54	

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Registration and Advisory Expenses.....	\$189,224.58		\$189,224.58		
Text Books and Materials Supplied to Students.....	73,437.74	\$704,001.06	73,437.74		
ZOOLOGY					
Salaries.....	112,357.62		74,199.18	\$7,258.44	\$30,900.00
Departmental Appropriation.....	5,996.04		5,996.04		
Marine Table, Wood's Hole.....	900.00		750.00	150.00	
Equipment.....	10,984.82			10,984.82	
		130,238.48			
ADMINISTRATION					
Salaries.....	26,798.84		24,153.84	1,185.84	1,459.16
Alcohol.....	1,219.84		1,219.84		
Office Supplies and Sundries.....	3,904.26		3,904.26		
Care of Animals.....	7,209.79		7,209.79		
		39,132.73			
ANATOMY					
Salaries.....	88,868.68		85,284.90		3,583.78
Departmental Appropriation.....	9,950.48		9,950.48		
Publications.....	98.29				98.29
		98,917.45			
BACTERIOLOGY					
Salaries.....	90,535.66		20,735.06	31,306.44	38,494.16
Departmental Appropriation.....	6,794.09		474.09	6,320.00	
Equipment and Supplies.....	5,999.43			5,999.43	
		103,329.18			

BIOLOGICAL CHEMISTRY							
Salaries.....	85,753.57			50,998.02	8,988.98	25,766.57	
Departmental Appropriation.....	7,500.00	93,253.57		1,400.00	6,100.00		
DERMATOLOGY							
Salaries.....	30,575.62			18,955.00		11,620.62	
Departmental Appropriation.....	2,478.38	33,054.00		2,478.38			
DISEASES OF CHILDREN							
Salaries.....	58,634.40			36,559.40	2,000.00	20,075.00	
Departmental Appropriation.....	2,039.16	60,673.56		2,039.16			
NEUROLOGY							
Salaries.....	46,845.35			23,885.00	750.00	22,210.35	
Departmental Appropriation.....	5,996.57	52,841.92		5,996.57			
OBSTETRICS AND GYNECOLOGY							
Salaries.....	36,125.52			28,700.00	3,000.00	4,425.52	
Departmental Appropriation.....	1,437.36			1,437.36			
Pathologist and Pathological Equipment.....	8,186.19			8,186.19			
Bacteriologist and Bacteriological Equipment.....	1,760.00	47,509.07		1,760.00			
OPHTHALMOLOGY							
Salaries.....	10,902.55			6,000.00		4,902.55	
Departmental Appropriation.....	394.31	11,296.86		394.31			
OTO-LARYNGOLOGY							
Salaries.....	4,004.30			2,600.00		1,404.30	
Departmental Appropriation.....	137.55	4,141.85		137.55			
PATHOLOGY							
Salaries.....	76,218.16			42,648.61	28,269.55	5,300.00	
Departmental Appropriation.....	6,500.00			6,500.00			

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Research.....	\$17,083.05	.....	.....	.....	\$17,083.05
Supplies.....	3,995.25	.....	.....	\$2,715.25	1,280.00
		\$103,796.46			
PHARMACOLOGY					
Salaries.....	24,148.43	.....	\$22,800.00	.....	1,348.43
Departmental Appropriation.....	5,500.00	.....	5,500.00	.....	.....
		29,648.43			
PHYSIOLOGY					
Salaries.....	52,376.00	.....	10,976.00	41,400.00	.....
Departmental Appropriation.....	5,000.00	.....	51.96	4,948.04	.....
Equipment.....	1,760.79	.....	.....	1,313.20	447.59
		59,136.79			
PRACTICE OF MEDICINE					
Salaries.....	162,782.37	.....	.....	114,555.73	48,226.64
Laboratory Appropriation (Clinical Pathology).....	1,300.00	.....	1,300.00	.....	.....
Departmental Appropriation (Bellevue Hospital).....	596.20	.....	.....	596.20	.....
Departmental Appropriation.....	3,000.00	.....	.....	3,000.00	.....
Research.....	40,503.33	.....	.....	.....	40,503.33
Supplies.....	13,537.68	.....	.....	9,237.68	4,300.00
		221,719.58			
PSYCHIATRY					
Salaries.....	26,745.83	.....	20,545.83	3,900.00	2,300.00
Departmental Appropriation.....	1,000.00	.....	300.00	700.00	.....
		27,745.83			
SURGERY					
Salaries.....	151,873.51	.....	35,415.01	113,378.50	3,080.00

Departmental Appropriation.....	1,995.95	.....	.....	.....	.....	500.00	.....
Supplies (Research Laboratory).....	11,750.33	.....	.....	.....	.....	11,750.33	.....
PHOTOGRAPHIC LABORATORY			165,619.79				
Photographer.....	2,400.00	.....	.....	.....	.....	2,400.00	.....
Supplies.....	1,184.15	.....	3,584.15	.....	.....	1,184.15	.....
DIAGNOSTIC LABORATORIES EXPENSES			984.00	.....	.....	984.00	.....
HOSPITAL INSTRUCTION			637.50	.....	637.50	.....	.....
SLOANE HOSPITAL AND VANDERBILT CLINIC OPERATION AND MAINTENANCE			70,000.00	.....	70,000.00	.....	.....
TEACHERS COLLEGE			846,020.00	.....	.....	.....	846,020.00
Salaries.....				.....	.....	.....	846,020.00
ST STEPHEN'S COLLEGE			64,865.24	.....	.....	.....	64,865.24
Salaries.....				.....	.....	.....	64,865.24
RETIRING ALLOWANCES			116,596.89	.....	35,535.00	.....	81,061.89
WIDOWS' ALLOWANCES			42,495.27	.....	8,335.00	.....	34,160.27
ANNUITIES			96,402.11	.....	66,899.85	.....	29,502.26
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES							
FELLOWSHIPS						1,250.00	.....
Adams.....	1,250.00	.....	.....	.....	.....	1,250.00	.....
Bair (Victor) (Music).....	1,000.00	.....	.....	.....	.....	1,000.00	.....
Bakelite.....	2,148.35	.....	.....	.....	.....	.....	2,148.35
Barnard.....	1,500.00	.....	.....	.....	.....	1,500.00	.....

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts and for Designated Purposes
Bridgham.....	\$1,100.00			\$1,100.00	
Brown.....	300.00				\$300.00
Carnegie.....	10,200.00				10,200.00
Cutting (W. Bayard).....	8,000.00			8,000.00	
Drisler (Classical Philology).....	1,500.00		\$1,500.00		
Du Pont (E. I. (de Nemours Co.) (Industrial Chemistry).....	1,000.00				1,000.00
Evans.....	1,500.00			1,500.00	
Ferguson.....	1,000.00			1,000.00	
Fritzsche.....	1,650.00				1,650.00
Gilder (R. W.) (Political Science).....	2,400.00			2,400.00	
Goldschmidt (Samuel Anthony) (Chemistry).....	879.38			879.38	
Kemp.....	1,000.00			1,000.00	
Laird.....	300.00				300.00
Mitchell (William) (Letters or Science).....	525.00			525.00	
Mosenthal.....	750.00			750.00	
Research in Optometry.....	1,500.00				1,500.00
Roberts (Lydia C.).....	20,913.98			20,913.98	
Schermerhorn.....	1,875.00			1,875.00	
Schurz.....	1,500.00			1,500.00	
Trowbridge.....	500.00			500.00	
University.....	45,000.00		45,000.00		
		109,291.71			
SCHOLARSHIPS					
Aldrich (James Herman) (College).....	250.00			250.00	
Alma Mater.....	1,000.00			1,000.00	
Alumni.....	510.00				510.00
Anonymous.....	350.00				350.00

REPORT OF THE TREASURER

Barker.....	1,250.00			1,250.00
Beck (College).....	100.00			100.00
Beck Prize (Law).....	400.00			400.00
Benjamin.....	226.00			226.00
Blossom.....	500.00			500.00
Bodman.....	500.00			500.00
Brooklyn (College).....	1,800.00	946.29		853.71
Brooklyn (Barnard College).....	1,800.00	1,800.00		
Burgess (Annie P.) (College).....	250.00			250.00
Burgess (Daniel M.) (College).....	250.00			250.00
Butler (Richard).....	300.00			300.00
Campbell (College).....	300.00			300.00
Carnegie Corporation.....	1,200.00			1,200.00
Class of 1848 (College).....	500.00			500.00
Class of 1885, School of Mines.....	656.25			656.25
Class of 1896 (College, Applied Science or Architecture).....	600.00			600.00
Class of 1904.....	800.00			800.00
Class of 1909.....	400.00			400.00
Class of 1920 (Decennial).....	233.00			233.00
Collins (Perry McDonough) (College).....	27,472.71			27,472.71
Columbia College.....	143.40			143.40
Columbia University Club.....	7,750.00			7,750.00
Curtis (University).....	600.00	600.00		
De Witt.....	765.09			765.09
Dunn (Gano) (Applied Science).....	350.00			350.00
Edson.....	250.00			250.00
Evans.....	1,000.00			1,000.00
Faculty.....	22,290.00			22,290.00
Fund in Aid of Deserving Students.....	41,422.27			41,422.27
Gibson.....	500.00			500.00
Hall (George Henry) (College).....	725.00			725.00
Harmon.....	348.00			348.00
Huber.....	250.00			250.00
Hudnut.....	200.00			200.00

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Jones (John D.) (Pure Science).....	\$200.00				\$200.00
Killough.....	350.00			\$350.00	
MacMahon.....	300.00			300.00	
McClymonds (Louis K.) (College).....	1,435.34			1,435.34	
Marcus.....	350.00				350.00
Megrue (Roi Cooper).....	438.67			438.67	
Megrue (Stella Cooper).....	388.47			388.47	
Mitchell.....	350.00				350.00
Mofrat (College).....	100.00			100.00	
New York State Library Association.....	450.00				450.00
New York State Scholarships.....	21,850.00				21,850.00
Perkins.....	750.00			750.00	
President's Scholarship.....	2,354.00		\$2,354.00		
President's University.....	1,200.00		1,200.00		
Professors (Sons of).....	9,775.00		9,775.00		
Pulitzer Scholars.....	9,250.00		9,250.00		
Pulitzer Scholarships.....	13,645.00			13,645.00	
Roberts.....	500.00				500.00
Rogers.....	250.00			250.00	
Sackett (Henry W.) (Journalism).....	600.00				600.00
Salomon.....	150.00				150.00
Sanderson.....	300.00				300.00
Sandham (Anna M.) (Barnard College).....	525.00			525.00	
Saunders (Alex).....	625.00			625.00	
Saunders (Leslie M.) (College).....	325.00			325.00	
Schermerhorn (College).....	250.00			250.00	
Society for Promotion of Religion and Learning (College).....	2,000.00		2,000.00		

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Newberry (John S.)	\$250.00			\$250.00	
New York Historical Prize	300.00				\$300.00
Ordreux (John) Prize (Law)	152.50			152.50	
Philolexian Centennial Washington Prize	187.00			187.00	
Philolexian Prize	70.00			70.00	
Pulitzer Prizes	22,725.00			22,725.00	
Pulitzer Prizes (For Administration)	6,983.63			6,983.63	
Rolker (Charles M. Jr.) Prize (College)	50.00			50.00	
Romaine (Benjamin F.) (Greek: College)	271.00			271.00	
Toppau Prize	210.00			210.00	
Van Amringe Medal	363.60			363.60	
Van Amringe Mathematical Prize (College)	265.00			265.00	
Van Buren (John Dash, Jr.) Prize (Mathematics: College)	300.00			300.00	
Van Rensselaer	50.00			50.00	
		38,983.01			
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE MEDICAL SCHOOL					
Blumenthal (George Jr.) Fellowships	1,000.00			1,000.00	
Blumenthal (George Jr.) Scholarships	2,154.19			2,154.19	
Clark (Alonzo) Scholarship	762.50			762.50	
Cock (Thomas F.) Prize	56.25			56.25	
Devendorf (David M.) Scholarship	325.00			325.00	
Doughty (Francis E.) Scholarship	500.00			500.00	
Du Bois (Dr. Abram) Fellowship	1,800.00			1,800.00	
Gies (William J.) Fellowship	900.00			900.00	

Harsen Scholarships	1,566.64	.....	1,566.64	.....
Hartley (Frank) Scholarship	310.00	.....	310.00	.....
Holt (L. Emmett) Fellowship	1,216.47	.....	1,216.47	.....
Huber (Francis) Scholarship	250.00	.....	250.00	.....
Huber (Viola) Scholarship	250.00	.....	250.00	.....
Jacobi (Abraham) Scholarship	1,000.00	.....	1,000.00	.....
James (Walter Belknap) Fellowship	2,500.00	.....	2,500.00	.....
Markoe (Francis Hartman) Scholarship	500.00	.....	500.00	.....
McAneny (Marjorie) Scholarship	250.00	.....	250.00	.....
McIerhof Prize	50.00	.....	50.00	.....
National Tuberculosis Association Fellowship	750.00	.....	.....	750.00
Proudfit (Maria McLean) Fellowship	2,500.00	.....	2,500.00	.....
Research Fellowship in Medicine	1,800.00	.....	1,800.00	.....
Smith (Joseph Mather) Prize	185.68	.....	185.68	.....
Stevens Prize	100.00	.....	100.00	.....
Watson (Dr. William Perry) Prize	275.00	.....	275.00	.....
		21,001.73		
		<u>\$9,580,642.05</u>	<u>\$6,286,859.74</u>	<u>\$1,035,583.49</u>
				<u>\$2,258,198.82</u>

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
MORNINGSIDE HEIGHTS					
Salaries.....	\$18,000.00	.....	\$18,000.00	.....	.....
Wages.....	201,835.78	.....	201,835.78	.....	.....
Fuel.....	67,964.53	.....	62,464.53	\$5,500.00	.....
Gas.....	2,407.38	.....	2,407.38	.....	.....
Maintenance of Buildings.....	102,015.56	.....	102,015.56	.....	.....
Supplies.....	27,577.15	.....	27,577.15	.....	.....
Water.....	11,444.15	.....	11,444.15	.....	.....
Telephone Service.....	50,000.00	.....	50,000.00	.....	.....
Maintenance of Residence Halls.....	262,270.85	.....	262,270.85	.....	.....
Maintenance of Journalism.....	16,275.12	.....	.....	16,275.12	.....
Public Ceremonies.....	2,999.96	.....	2,999.96	.....	.....
Summer Session: General Expense.....	14,846.54	.....	14,846.54	.....	.....
University Extension: Evening Attendants.....	6,900.00	.....	6,900.00	.....	.....
Urgent Repairs.....	56,253.68	.....	56,253.68	.....	.....
Care of Class of 1881 Flagpole.....	100.00	.....	.....	100.00	.....
Maintenance of Faculty House.....	8,596.85	.....	.....	.....	.....
Maintenance of Casa Italiana.....	6,638.03	.....	7,428.03	1,168.82	.....
Special Equipment.....	3,128.61	.....	.....	.....	.....
Chairs and Improved Acoustics for Earl Hall Auditorium.....	1,967.25	.....	3,128.61	.....	.....
Changes and Equipment in Schermerhorn Hall.....	8,138.00	.....	8,138.00	.....	.....
Maintenance of Casa de las Espanas.....	718.36	.....	718.36	.....	.....
Sunday Opening.....	2,236.25	.....	2,236.25	.....	.....
		872,314.05			\$6,638.03

BAKER FIELD					
Maintenance.....	14,993.01	14,993.01			
Urgent Repairs.....	7,979.72	7,979.72			
Flag Poles.....	1,578.76			1,578.76	
Boat Houses.....	933.97	933.97			
	25,485.46				
MEDICAL AND DENTAL SCHOOLS					
Wages.....	58,659.85	58,659.85			
Fuel.....	32,144.71	32,144.71			
Gas.....	1,653.73	1,653.73			
Maintenance.....	14,997.74	14,997.74			
Supplies.....	11,000.00	11,000.00			
Urgent Repairs.....	432.26	432.26			
Electricity.....	15,300.00	15,300.00			
	134,188.29				
	\$1,031,987.80	\$1,000,727.07	\$23,043.94		\$8,216.79

EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
LIBRARY					
Salaries.....		\$194,718.23	\$188,933.34	\$1,500.00	\$4,284.89
AVERY LIBRARY					
Salaries.....	\$9,860.77		9,860.77		
Purchase of Books.....	1,998.22			1,998.22	
Binding.....	4,120.64		4,120.64		
		15,979.63			
BUSINESS (SCHOOL OF) READING ROOM					
Salaries.....	10,321.38		10,321.38		
Marvyn Scudder Library.....	1,551.07		1,551.07		
Books and Binding.....	2,855.00		2,850.00		5.00
		14,727.45			
CASA ITALIANA LIBRARY					
Salaries.....	1,975.92				1,975.92
Incidentals.....	190.70				190.70
		2,166.62			
JOURNALISM LIBRARY					
Salaries.....	8,200.00			8,200.00	
Books and Binding.....	2,268.73			2,178.23	90.50
Newspapers.....	500.00			500.00	
Incidentals.....	98.29			98.29	
		11,067.02			

LAW SCHOOL LIBRARY					
Salaries.....	25,549.49	25,549.49	13,747.37	36.00	
Books and Binding.....	30,604.53	16,821.16			
		56,154.02			
MEDICAL SCHOOL LIBRARY					
Salaries.....	12,469.93	12,469.93			
Books and Binding.....	6,200.13	5,069.83		1,130.30	
Draper Library.....	54.65		54.65		
E. G. Janeway Library.....	1,117.48		1,117.48		
Grosvenor Library.....	95.56		95.56		
Huber Library.....	251.85		251.85		
Jacobi Library.....	88.02		88.02		
Weinstein Library.....	42.20		42.20		
		20,319.82			
		46,372.01	4,000.00		425.00
BOOKS AND SERIALS.....					
PURCHASES FROM SPECIAL FUNDS					
Barnard Library.....	3,777.42		3,757.42		20.00
Cothéal (Alexander).....	1,302.96		1,302.96		
Currier.....	2,627.91		2,627.91		
Johnston (Edward W. S.).....	100.49		100.49		
Manners (Edwin).....	176.76		176.76		
Reckford.....	61.47		61.47		
Reisinger (Hugo).....	250.00		250.00		
Schurz.....	600.47		600.47		
		8,897.48			
PURCHASES FROM GIFTS					
Columbiana.....	357.88		213.98		143.90
Dodge (M. Hartley).....	23.21				23.21
Friends of the Library.....	79.16				79.16
Loeb (James).....	153.99				153.99
Low (William G.).....	74.63				74.63
Montgomery (Robert H.).....	425.00				425.00



	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Morris.....	\$4.00	.....	.....	.....	\$4.00
Seth Low Junior College.....	419.22	.....	.....	.....	419.22
		\$1,537.09			
BINDING.....	17,999.94	.....	\$17,904.79	.....	95.15
LIBRARIAN'S EMERGENCY FUND.....	4,812.44	.....	4,812.44	.....	.....
SPECIAL EQUIPMENT.....	295.76	.....	295.76	.....	.....
EMERGENCIES.....	1,549.40	.....	1,549.40	.....	.....
PRINTED CATALOGUE CARDS.....	588.12	.....	588.12	.....	.....
SUPPLIES.....	6,216.15	.....	6,216.15	.....	.....
		31,461.81			
		\$403,401.18	\$350,861.28	\$42,963.33	\$9,576.57

EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Salaries.....	80,244.00		70,244.00		10,000.00
Extraordinary Legal Expenses.....	7,185.12		7,185.12		
Treasurer's Office Sundries.....	2,000.00		2,000.00		
Auditing Accounts.....	5,000.00		5,000.00		
Special Corporation Expenses.....	7,313.15		4,114.80	3,198.35	
Office Rent.....	7,300.00		7,300.00		
116th Street Tunnels—Franchises.....	586.31		586.31		
Amsterdam Avenue Franchise.....	527.00		527.00		
Federal Income Tax on Columbia College Bonds.....	714.40		714.40		
Appraisals.....	1,550.00	112,419.98	1,550.00		
Chaplain's House (413 West 117th Street) Taxes.....	704.60		704.60		
Dean's House (415 West 117th Street) Taxes.....	704.60		704.60		
Camp Columbia Taxes.....	378.45	1,787.65	378.45		
Office of the Bursar:					
Clerical Assistance.....	48,155.34		48,155.34		
Supplies.....	9,100.00		9,100.00		
Dental School Assistance.....	8,758.50		8,758.50		
		66,013.84			
Office of the Purchasing Agent:					
Assistance and Supplies.....		19,770.00	19,770.00		
		\$199,991.47			
		44,699.36	44,699.36		
Insurance.....		\$244,690.83	\$231,492.48	\$3,198.35	\$10,000.00

EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	\$4,000.00		\$4,000.00		
Edward R. Carpenter Fund.....	2,700.00			\$2,700.00	
H. W. Carpenter Fund.....	7,500.00		7,500.00		
W. Bayard Cutting, Jr., Fellowship Fund.....	600.00			600.00	
Ralph E. Mayer Fund.....	615.67			615.67	
Seidl Fund.....	600.00			600.00	
Waring Fund.....	5,000.00			5,000.00	
Anonymous Fund for Department of Metallurgy.....	5,000.00			5,000.00	
Anonymous Fund for Department of Physics.....	25,260.32			25,260.32	
Hemingway Scholarship Fund.....	5,868.95			5,868.95	
Stanwood Cockey Lodge Foundation.....	4,525.00			4,525.00	
	\$61,669.94		\$11,500.00	\$50,169.94	

EXPENSES—SPECIAL APPROPRIATIONS

President's Reserve Fund.....	\$63,231.67		\$63,231.67		
Retiring Allowances.....	63,492.98		43,728.76		\$19,764.22
Renovation of Buildings and Grounds.....	50,708.81		50,708.81		
Libraries.....	39,988.04		39,988.04		
Comparative Anatomy.....	2,911.49		2,911.49		
Seligman Library.....	50,000.00		50,000.00		
	\$270,332.99		\$250,568.77		\$19,764.22

INTEREST ACCOUNT

INTEREST PAID:

On Columbia College Bonds.....	60,000.00
On College of Dental and Oral Surgery Mortgages...	6,187.50
On Upper and Lower Estates Mortgage.....	216,600.00
On 437 West 117th Street Mortgage.....	3,000.00
On Current Loans.....	149,190.95

434,978.45

DEDUCT INTEREST RECEIVED AS FOLLOWS:

503-11 Broadway.....	
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10,120.83

\$424,857.62

EXPENSES—SUMMARY

	Total	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes	From Allied Corporations
Educational Administration and Instruction.....	\$9,580,642.05	\$6,286,859.74	\$1,035,583.49	\$2,258,198.82	.....
Buildings and Grounds.....	1,031,987.80	1,000,727.07	23,043.94	8,216.79	.....
Library.....	403,401.18	350,861.28	42,963.33	9,576.57	.....
Business Administration.....	244,690.83	231,492.48	3,198.35	10,000.00	.....
Annuities.....	61,669.94	11,500.00	50,169.94	.....	.....
Special Appropriations.....	270,332.99	250,568.77	.....	19,764.22	.....
Interest.....	434,978.45	434,978.45	.....	.....	.....
Transferred from Gifts and Receipts for Designated purposes.....	\$12,027,703.24	\$8,566,987.79	\$1,154,959.05	\$2,305,756.40	.....
Transferred from Income of Special Endowments.....	.....	\$687,295.76	.....	\$742,582.52	.....
Burgess (John W.).....	.....	.....	\$5,000.00	.....	.....
Carpentier (H. W.).....	.....	.....	63,855.56	.....	.....
Class of 1902.....	.....	.....	850.00	.....	.....
Eno (Amos F.).....	.....	.....	436,397.93	.....	.....
Fire Insurance.....	.....	.....	2,500.00	.....	.....
Kennedy (John Stewart).....	.....	.....	136,504.23	.....	.....
Van Cortlandt (Robert B.).....	.....	.....	40,188.04	.....	.....
Killough for Economics.....	.....	.....	1,000.00	.....	.....
Killough for English.....	.....	.....	1,000.00	.....	.....
	\$12,027,703.24	\$7,879,692.03	\$1,842,254.81	\$742,582.52	\$1,563,173.88

STUDENT LOAN FUNDS

	Principal at June 30, 1930	Additions	Principal at June 30, 1931	Loans	Balance
SPECIAL LOAN FUNDS					
Benedict.....	\$45.00	.....	\$45.00	\$45.00	.....
Bishop (Cortlandt F.).....	561.60	\$2.25	563.85	100.00	\$463.85
Blumenthal (George Jr.).....	32,885.98	2,092.77	34,978.75	7,585.15	27,393.60
Class of 1879, School of Mines.....	4,437.55	27.00	4,464.55	1,017.50	3,447.05
Class of 1886.....	632.18	.....	632.18	220.00	412.18
Class of 1887, School of Mines.....	12,248.65	242.59	12,491.24	4,762.12	7,729.12
Class of 1901.....	10,702.80	387.13	11,089.93	10,102.18	987.75
Class of 1904.....	354.43	.....	354.43	150.00	204.43
Class of 1908.....	1,075.52	9.50	1,085.02	1,069.21	15.81
Class of 1910.....	862.97	39.73	902.70	677.50	225.20
Class of 1914, War Memorial.....	1,075.42	40.75	1,116.17	1,036.00	80.17
Class of 1916.....	1,050.20	58.80	1,109.00	162.90	946.10
Clyde (Mrs. Ethel and Miss Edith).....	3,830.42	37.25	3,867.67	3,018.32	849.35
Collins (Perry McDonough).....	4,970.80	71.60	5,042.40	4,852.91	189.49
Engineering School.....	2,500.00	.....	2,500.00	.....	2,500.00
Graham (Newton).....	14,222.59	545.85	14,768.44	12,327.79	2,440.65
Homes (Henry F.).....	5,000.00	.20	5,000.20	646.35	4,353.85
(Huber Frederick W.).....	117.17	.....	117.17	.....	117.17
Kearney (Phil.).....	2,253.33	16.30	2,269.63	1,104.36	1,165.27
Knapp.....	2,184.87	12.56	2,197.43	1,041.25	1,156.18
Law School.....	81.36	.....	81.36	67.50	13.86
Megruer (Roi Cooper) Emergency.....	10,000.00	(Decrease)	.....	215.00	1,391.22
Payne (C. Q.).....	3,420.20	8,393.78	11,813.98	3,219.72	210.47
Shoemaker (William Brock).....	6,564.08	9.99	6,574.07	4,018.04	2,556.03
Stabler (Edward L.).....	1,292.57	404.19	1,696.76	362.00	949.07
		18.50	1,311.07		

	Principal at June 30, 1930	Additions	Principal at June 30, 1931	Loans	Balance
Students	\$31,252.77	\$715.59	\$31,968.36	\$30,097.66	\$1,870.70
University Extension	3,432.85	135.02	3,567.87	3,341.89	225.98
Total Special	\$157,055.31	(Decrease) \$3,526.21	\$153,529.10	\$91,240.35	\$62,288.75
GENERAL LOAN FUNDS					
Architecture Scholarship	\$5,180.08	\$1,224.30	\$6,404.38	\$4,888.73	\$1,515.65
Business Scholarship	28,427.57	6,454.83	34,882.40	14,400.56	20,481.84
College Scholarship	42,300.47	10,840.23	53,140.70	52,033.78	1,106.92
Engineering Scholarship	19,289.57	4,438.11	23,727.68	9,897.93	13,829.75
Fund of \$40,000	42,226.02	1,269.63	43,495.65	41,124.64	2,371.01
Graduate Scholarship	33,836.80	8,418.67	42,255.47	39,279.88	2,975.59
Journalism Scholarship	11,370.72	2,617.61	13,988.33	7,557.40	6,430.93
Law Scholarship	49,222.00	11,485.09	60,707.09	30,997.49	29,709.60
Medicine Scholarship	55,056.55	13,511.98	68,568.53	44,360.71	24,207.82
Total General	\$286,909.78	\$60,260.45	\$347,170.23	\$244,541.12	\$102,629.11
Total of Special and General Loan Funds	\$443,965.09	\$56,734.24	\$500,699.33	\$335,781.47	\$164,917.86
LOANS TO STUDENTS					
Special and General as above				\$335,781.47	
General (Special 1914-1915 Loan Account)				649.55	
(Special 1923-1924 Loan Account)				662.54	
Less Reserves				\$337,093.56	
Net				14,273.95	
					\$322,819.61

BALANCE SHEET

C O L U M B I A U N I V E R S I T Y

BALANCE SHEET AT JUNE 30, 1931

ASSETS	General Funds	Special Endowments and Funds	Total
Cash at Banks and on hand.....	\$431,202.68	\$19,923.39	\$451,126.07
Notes Receivable.....	187,783.34	69,988.00	257,771.34
Accounts Receivable:			
Sundry Debtors.....	\$105,658.31		
Accounts Receivable—Students, Less Reserve..	13,980.72		
Arrears of Rent (see page 49).....	37,321.60		
	<hr/>		
Inventories of Materials and Supplies.....	104,585.66	52,374.97	156,960.63
Loans to Students, Less Reserve (see page 42).....	321,985.78		321,985.78
Rents Accrued—not due.....	245,216.70	77,602.91	322,819.61
Deferred Charges.....	15,014.16		15,014.16
	52,099.00	3,374.95	55,473.95
Advances:			
Upper Estate.....	2,426,026.03		2,426,026.03
Building Loan.....		180,000.00	180,000.00
Against Future Appropriations and Bequests.....	45,941.58		45,941.58
On account of income of Special Endowments and Gifts (see pages 59 and 71).....		39,440.07	39,440.07
University Patents, Inc.....	6,863.04		6,863.04
Investment of Deposits—Book value (see contra \$35,727.45).....	21,800.00		21,800.00
Real Estate and Investments:			
Rental Property:			
General Funds:			
Upper and Lower Estates at 1931 assessed valuation.....	\$30,869,237.99		
Other Property at net Book Values (see page 106)...	5,409,749.14		
	<hr/>		
Special Funds.....	5,397,433.75		
	\$36,278,987.13		
	36,278,987.13	5,397,433.75	41,676,420.88
Securities owned—Book value (see page 95).....	4,150.72	30,009,594.60	30,013,745.32
Redemption Fund:			
Securities.....	700,000.00		700,000.00
University Land, Buildings and Equipment at cost (see page 104)...	34,741,571.71		34,741,571.71
	<hr/>		
	\$75,583,227.53	\$35,849,732.64	\$111,432,960.17
Loans—due from General Funds and Special Endowments and Funds per contra.....		3,699,788.75	3,699,788.75
	<hr/>		
	\$75,583,227.53	\$39,549,521.39	\$115,132,748.92
	<hr/> <hr/>		

BALANCE SHEET AT JUNE 30, 1931

LIABILITIES, RESERVES, FUNDS AND CAPITAL	General Funds	Special Endowments and Funds	Total
Notes Payable.....	\$1,100,000.00		\$1,100,000.00
Accounts Payable.....	39,244.97		39,244.97
Deposits:			
Students.....	\$15,783.19		
Others (contra \$21,800.00).....	35,727.45		
	<u>51,510.64</u>		51,510.64
Payments Received in Advance:			
Students fees.....	59,840.20		
Prepaid rents—rental properties.....	2,753.33		
	<u>62,110.20</u>	\$483.33	62,593.53
Interest Payable—accrued.....	63,219.37		63,219.37
Mortgages Payable:			
Upper and Lower Estates.....	4,275,000.00		
University Property.....	172,500.00		
Rental Property, etc.....	4,386,500.00		
	<u>8,834,000.00</u>		8,834,000.00
Columbia College 4% Mortgage Bonds.....	1,500,000.00		1,500,000.00
Reserves:			
Contingent items.....	335,175.43		
Requisitions outstanding: estimates.....	288,168.49		
	<u>288,293.74</u>	335,050.18	623,343.92
Unexpended income of Special Endowments (see page 59).....		1,159,642.13	1,159,642.13
Unexpended Gifts and Receipts for designated purposes (see page 71).....		1,263,132.83	1,263,132.83
Endowments and Funds:			
Special Endowments (see page 149).....		36,570,971.39	36,570,971.39
Student Loan Endowments (see page 42).....	347,170.23	153,529.10	500,699.33
Permanent—for purchase of land, etc. (see page 151).....	20,170,512.86		20,170,512.86
Principal of Redemption Fund.....	700,000.00		700,000.00
Amortization—Loan of 1925.....	475,000.00		475,000.00
Capital Account (see page 46).....	38,319,089.20		38,319,089.20
	<u>\$71,950,151.21</u>	<u>\$39,482,808.96</u>	<u>\$111,432,960.17</u>
Loans—due to Special Endowments and Funds per contra.....	3,633,076.32	66,712.43	3,699,788.75
	<u>\$75,583,227.53</u>	<u>\$39,549,521.39</u>	<u>\$115,132,748.92</u>

CAPITAL ACCOUNT AT JUNE 30, 1931

Balance—July 1, 1930.....		\$38,096,899.20
ADD:		
Increase in book value of Upper and Lower Estates based on 1931 assessed valuations.....	\$137,000.00	
Sale of equipment—Camp Columbia.....	50.00	
Adjustment of fees and expenses applicable to previous years.....	22,509.61	
	<hr/>	\$159,559.61
DEDUCT:		
Carrying charges—old Dental School.....	5,891.43	
Carrying charges—old Medical School.....	12,242.78	
Expenses of the Committee on Funds.....	7,093.76	
Maintenance Charges appropriated from General Funds.....	2,655.03	
Architect's services re: Chemical Engineering Building.....	2,283.40	
Annuity payments applicable to previous years....	897.70	
Interest on Henry W. Gillett gift refunded.....	2,233.33	
Adjustment of fees and expenses applicable to previous years.....	17,045.53	
	<hr/>	\$50,342.96
Net additions.....		109,216.65
		<hr/>
		\$38,206,115.85
LESS:		
Transfers to Special Endowments and Gifts:		
To Student Loan Funds.....	51,840.00	
To Civil Engineering Testing Laboratories Fund..	3,756.85	
To Summer Session Scholarship Gift.....	1,650.00	
To Income of Pulitzer Fund.....	70.00	
	<hr/>	57,316.85
Balance.....		\$38,148,799.00
ADD:		
Excess of Income over Expenditures for fiscal year ended June 30, 1931.....		170,290.20
Balance—June 30, 1931.....		<hr/>
		\$38,319,089.20
		<hr/>

LINGLEY, BAIRD & DIXON
ACCOUNTANTS AND AUDITORS
No. 120, BROADWAY
NEW YORK

UNITED STATES
CHICAGO
LOS ANGELES
TULSA
ENGLAND
LONDON
CANADA
MONTREAL AND
PROVINCES
SOUTH AMERICA
RIO DE JANEIRO
SAO PAULO
CENTRAL AMERICA
MEXICO CITY

RICHARD T. LINGLEY, C.P.A.
JOHN J. BAIRD, C.A.
CHARLES A. BENNETT, A.S.A.A.
JOHN F. MCCABE
CABLE ADDRESS
"AUDITORS-NEW YORK"

September 30, 1931

C E R T I F I C A T E

We have examined the books and records of the Treasurer of Columbia University in the City of New York for the fiscal year ended June 30, 1931 and we are satisfied as to the general correctness of the accounts. Our detailed report thereon has been submitted to the Treasurer.

The cash at banks and on hand has been verified and the securities representing the invested endowments and funds have either been produced to us or verified by certificates received from the depositories. We have verified the income receivable from invested endowments and funds and have tested and substantially verified all other income shown by the books of the University. Payments made on account of principal and income of General and Special Funds and Gifts have been tested to satisfy ourselves of their general accuracy.

The securities owned are carried either at their purchase price or at the market value at the date of their acquisition by gift. No provision has been made in the accounts for shrinkage in market values at June 30, 1931.

The Academic Properties, covering Land, Buildings and Equipment are carried in the accounts at cost or assessed valuations at date of acquisition. The properties known as the Upper and Lower Estates are carried at 1931 New York City assessed valuations. The other properties of the University are carried at cost, cost plus carrying charges, 1923 and 1927 New York City assessed valuations, and in a few instances at nominal values. These valuations, for the purpose of the accompanying Balance Sheet, appear to us to be proper. In most instances, depreciation on varying bases has been deducted from the book value of active rental properties.

On the basis stated above, WE HEREBY CERTIFY that the Balance Sheet submitted herewith is in accordance with the books, and, in our opinion, fairly reflects the financial status of the University at June 30, 1931.

Lingley, Baird & Dixon

Payments by Allied Corporations

(1) Salaries and Annuities Account Barnard College. Credited		
to the following Departments:		
General University Administration.....	\$33,800.00	
Anthropology.....	4,600.00	
Botany.....	21,900.00	
Chemistry.....	18,900.00	
Economics.....	14,150.00	
English and Comparative Literature.....	54,300.00	
Fine Arts.....	10,100.00	
Geology.....	8,700.00	
Germanic Languages.....	15,650.00	
Greek and Latin.....	25,600.00	
History.....	23,900.00	
Mathematics.....	16,550.00	
Music.....	5,000.00	
Philosophy and Psychology.....	33,800.00	
Physical Education.....	25,700.00	
Physics.....	11,200.00	
Public Law.....	10,900.00	
Romance Languages.....	48,750.00	
Social Science.....	10,000.00	
Zoology.....	26,900.00	
Library.....	3,600.00	
Business Administration.....	10,000.00	
Annuity Contributions.....	12,584.28	
Retiring Allowances.....	1,200.00	
Religion.....	800.00	
	<hr/>	\$448,584.28
(2) Salaries and Annuities Account Teachers College. Credited		
to the following Departments:		
General University Administration.....	400.00	
Food Chemistry.....	1,200.00	
Education and Practical Arts.....	846,020.00	
Institute of Public Health.....	1,200.00	
Annuity Contributions.....	36,682.20	
	<hr/>	885,502.20
(3) Carnegie Foundation. Credited to the following:		
Philosophy and Psychology.....	3,600.00	
Physics.....	3,600.00	
Retiring Allowances.....	79,861.89	
Social Science.....	4,000.00	
Widows' Allowances.....	34,160.27	
Zoology.....	4,000.00	
	<hr/>	129,222.16
(4) Presbyterian Hospital. Credited to the following:		
Laboratories.....		35,000.00
(5) St. Stephen's College. Credited to the following:		
Salaries.....		64,865.24
	<hr/>	\$1,563,173.88
	<hr/>	

ARREARS OF RENT, JUNE 30, 1931

UPPER ESTATE

12 West 49th Street.....	\$1,232.50	
14 West 49th Street.....	2,205.00	
		<u>\$3,437.50</u>

LOWER ESTATE

75-7-9 Barclay Street.....	1,528.27	
83 Barclay Street.....	430.00	
237 Greenwich Street.....	209.23	
252-4 Greenwich Street.....	975.00	
44 Murray Street.....	122.93	
78-80 Murray Street.....	170.84	
		<u>3,436.27</u>

RENTAL PROPERTY

115th Street and Amsterdam Avenue.....	1,466.67	
21 Claremont Avenue.....	133.34	
29-35 Claremont Avenue.....	821.26	
39-41 Claremont Avenue.....	455.84	
70 Haven Avenue.....	900.00	
70 Morningside Drive and 400 West 118th Street.....	4,948.61	
460-64 Riverside Drive.....	4,788.46	
403 West 115th Street.....	2,610.00	
404 West 116th Street.....	2,332.52	
424-30 West 116th Street.....	1,330.45	
		<u>19,787.15</u>

ENO ESTATE

50 South Washington Square.....	625.00	
430 West Broadway.....	150.00	
432 West Broadway.....	34.00	
434 West Broadway.....	48.00	
434½ West Broadway.....	84.00	
44 West 64th Street.....	205.00	
46 West 64th Street.....	179.00	
68th Street and Broadway.....	7,000.00	
21 South Street.....	50.00	
5-7 Mercer Street.....	2,166.68	
		<u>10,541.68</u>

PHOENIX ESTATE

94 First Avenue.....	34.00
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HEMINGWAY PROPERTY

237 Grand Street, Jersey City, N. J.....	85.00
--	-------

* \$37,321.60

*Since June 30, 1931, this amount has been reduced to \$15,721.31.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL ENDOWMENTS
FOR THE YEAR ENDING JUNE 30, 1931

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1929-1930	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Adams (Ernest Kempton).....		\$9,313.06	\$2,500.00	\$12,313.06	\$1,250.00		\$11,063.06
Aldrich (James Herman).....		50.01	250.00	300.01	250.00		50.01
Alumni Federation of Columbia University.....			6,091.50	6,091.50	(13) 6,091.50		
Alumni War Bonus.....		149.11	263.18	412.32			412.32
Anonymous for Church and Choral Music.....		1,008.61	5,047.59	6,056.20	(1) 1,040.64		5,015.56
Anonymous for Department of Metallurgy.....		4,152.78	5,000.00	9,152.78	5,000.00		4,152.78
Anonymous for Department of Physics.....			24,020.74	24,020.74	25,260.32	\$1,239.58	
Art Professorship.....		1,000.00	5,000.00	6,000.00	5,000.00		1,000.00
Avery Architectural.....		1,365.96	2,500.00	3,865.96	1,998.22		1,867.74
Baier (Victor).....		1,227.34	1,000.00	2,227.34	1,000.00		1,227.34
Bangs (Francis Sedgwick).....		60.00	300.00	360.00			360.00
Barker (Clarence) Musical Scholarship.....		4,515.99	1,250.00	5,765.99	1,250.00		4,515.99
Barlow Medals.....			109.73	109.73	51.83		57.90
Barnard Fellowship.....		2,836.31	500.00	3,336.31	1,500.00		1,836.31
Barnard Library.....		1,445.34	3,792.50	5,237.84	(2) 3,817.42		1,420.42
Barnard (Margaret).....			812.50	812.50	(3) 812.50		
Bearns (Joseph H.).....		7,973.04	2,532.92	10,505.96	4,450.00		6,055.96
Beck Prize.....		80.00	400.00	480.00	400.00		80.00
Beck Scholarship.....		20.00	100.00	120.00	100.00		20.00
Beekman (Gerard).....		100.00	500.00	600.00	500.00		100.00
Beer (Julius).....		853.50	514.54	1,368.04			1,368.04
Bennett Prize.....		377.38	50.00	427.38			427.38
Bergh (Henry).....		9,998.78	5,004.78	15,003.56	4,334.00		10,669.56

Bertuch.....	2,147.15	3,142.75	5,289.90	(1) 423.88	4,866.02
Blumenthal Endowment.....	270.63	6,759.30	7,029.93	(2) 5,930.33	1,099.60
Bondy (Emil C.).....	8,402.40	5,000.00	13,402.40	3,033.26	10,369.14
Boring Fellowship.....	790.61	310.00	1,100.61		1,100.61
Bouvier Cup.....		29.73	29.73		29.73
Brainard (Edward Sutliff) Memorial.....	12.00	60.00	72.00	60.00	12.00
Bridgham (Samuel Willard).....	3,688.66	1,100.00	4,788.66	1,100.00	3,688.66
Brunner Prize.....	649.16	62.45	711.61	3.00	708.61
Burgess (Annie P.) Scholarship.....	50.00	250.00	300.00	250.00	50.00
Burgess (Daniel M.) Scholarship.....	50.00	250.00	300.00	250.00	50.00
Burgess (John W.).....		5,000.00	5,000.00	5,000.00	
Butler (Nicholas Murray) Medal.....	657.55	150.00	807.55	25.00	782.55
Butler (Richard).....	603.12	275.00	878.12	300.00	578.12
Campbell Scholarship.....	60.00	300.00	360.00	300.00	60.00
Carpenter (Clarence).....	1,581.68	1,000.00	2,581.68	438.15	2,143.53
Carpentier (Edward R.).....	2,500.00	12,500.00	15,000.00	12,500.00	2,500.00
Carpentier (H. W.).....		66,520.72	66,520.72	(3) 66,520.72	
Carpentier (James S.).....	7,735.85	15,071.55	22,807.40	13,000.00	9,807.40
Casa de las Espanas Endowment.....		134.66	134.66		134.66
Casa de las Espanas Permanent.....		1.63	1.63		1.63
Casa Italiana Endowment.....		419.52	419.52	419.51	.01
Castner (Hamilton Young).....	6,900.50	14,212.88	21,113.38	(4) 18,488.08	2,625.30
Center Fund.....	1,800.00	9,000.00	10,800.00	9,000.00	1,800.00
Chamberlain (Joseph P.).....	1,789.00	7,500.00	9,289.00	8,289.00	1,000.00
Chamberlain (Lydia C.).....	22,710.31	20,500.00	43,210.31	(5) 21,424.29	21,786.02
Chandler (Charles Frederick).....	174.79	375.00	549.79		549.79
Chanter Prize.....	318.07	55.00	373.07	105.00	268.07
Chapel Furnishing.....	60.80	19.00	79.80		79.80
Chapel Music.....	10.50	52.50	63.00	52.50	10.50
Civil Engineering Fire Testing Station.....		371.79	371.79		371.79
Civil Engineering Testing Laboratories Fund.....		1,258.16	1,258.16		1,258.16
Class of 1848 Scholarship.....	100.00	500.00	600.00	500.00	100.00
Class of 1869.....	33.62	4.95	38.57		38.57

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1930-1931	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Class of 1881 Arts and Mines.....		\$193.19	\$100.00	\$293.19	\$100.00		\$193.19
Class of 1885 Mines.....		131.25	656.25	787.50	656.25		131.25
Class of 1888 Arts and Mines.....		260.23	20.00	280.23			280.23
Class of 1889 Medal.....		90.20	25.00	115.20			115.20
Class of 1892 Arts and Mines.....		138.79	330.00	468.79	330.00		138.79
Class of 1896 Arts and Mines.....		120.00	606.11	726.11	600.00		126.11
Class of 1901 Decennial.....		38.50	70.00	108.50	94.50		14.00
Class of 1902.....			850.00	850.00	850.00		
Class of 1904.....		60.00	800.00	860.00	800.00		60.00
Class of 1905.....		199.14		199.14	(^e) 199.14		
Class of 1909.....		20.78	50.00	70.78			70.78
Class of 1920.....		10.56	200.00	210.56	233.00		
Class of 1927.....			11.81	11.81	(^h) 11.81		
Collins (Perry McDonough).....		5,720.87	28,283.47	34,004.34	(ⁱ) 29,293.45		4,710.89
Columbia Alumni in Memoriam.....		33.13	66.25	99.38	66.25		33.13
Columbia Alumni in Perpetuity.....		100.00	200.00	300.00	200.00		100.00
Columbia Hudson-Fulton Prize.....		160.00	50.00	210.00			210.00
Columbia University Football Association.....			465.89	465.89	(^j) 465.89		
Columbiana Endowment.....		.44	298.64	299.08	213.98		85.10
Convers (E. B.).....		330.13	55.00	385.13	55.00		330.13
Cotheal.....		770.83	851.25	1,622.08	1,302.96		319.12
Crocker (George).....		89,166.93	74,245.19	163,412.12	(^k) 83,341.93		80,070.19
Crosby (William O.).....		187.94	85.00	272.94	85.00		187.94
Cross (A. K.).....		93.75	83.12	176.87			176.87
Currer (Nathaniel).....		1,092.64	2,500.00	3,592.64	2,627.91		964.73
Curtis (Carlton C.).....		13,725.72	2,071.69	5,797.41			15,797.41

Curtis Fellowship.....	500.00	3,882.72	.....	3,882.72
Curtis (George William).....	65.00	206.09	.....	141.09
Cutting (W. Bayard).....	8,000.00	9,627.71	.....	1,627.71
Cutting (W. Bayard, Jr.).....	825.12	825.12	(15)	825.12
Da Costa, Professorship.....	4,330.00	5,196.00	.....	866.00
Darling (Edward A.).....	53.50	257.94	.....	204.44
Dean (Bashford).....	250.00	386.81	.....	136.81
Dean Lung.....	12,500.00	26,631.53	.....	11,164.02
Deutscher Verein Prize.....	50.00	332.94	.....	332.94
Deutsches Haus.....	893.60	2,082.79	.....	2,082.79
De Witt (George C.).....	768.31	1,819.46	(16)	956.12
Ditson.....	638.89	638.89	.....	638.89
Drisler Classical.....	537.50	2,354.60	.....	1,754.60
Dunning (William A.).....	2,090.60	7,050.33	.....	2,099.61
Dyckman.....	525.00	2,438.77	.....	1,838.77
Earle Prize.....	66.25	375.21	.....	308.96
Eaton Professorship.....	5,000.00	6,200.00	.....	6,200.00
Edson (Herman Aldrich).....	250.00	300.00	.....	50.00
Eimer (August O.) Medal.....	50.00	150.42	.....	150.42
Einstein.....	250.00	2,121.20	.....	1,871.20
Ellis (George Adams) Scholarship.....	319.26	1,081.84	(17)	1,072.84
Ellis (George W.).....	825.69	825.69	.....	825.69
Eisberg (Albert Marion).....	95.00	102.34	.....	7.34
Emmons (Samuel Franklin).....	834.26	2,303.73	(17)	2,139.08
Eno (Amos F.).....	436,397.93	436,397.93	.....	.....
Evans Fellowship.....	1,500.00	5,500.00	.....	4,000.00
Evans (Henry) Scholarship.....	1,000.00	1,200.00	.....	200.00
Ewell (Ella Marie) Medal.....	50.00	155.42	.....	105.42
Faculty House Maintenance.....	747.41	1,341.83	(18)	49.60
Ferguson (David W. and Ellen A.).....	500.00	1,773.59	.....	773.59
Field (Otis W.).....	150.00	178.75	.....	28.75
Fine Arts Endowment.....	17,825.01	17,825.01	(19)	.....
Fire Insurance.....	2,500.00	2,500.00	.....	.....

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1929-1930	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Fox (Richard H.) Prize.....		\$5.76	\$28.01	\$33.77	\$28.20		\$5.57
Garth Memorial.....		1,310.57	825.00	2,135.57			2,135.57
Gebhard.....		200.00	1,000.00	1,200.00	1,000.00		200.00
German Lecture.....		51.00	62.50	113.50			113.50
Gibson (William Henry).....		100.00	500.00	600.00	500.00		100.00
Gilder (Richard Watson).....		2,781.61	2,400.00	5,181.61	2,400.00		2,781.61
Goldschmidt (Samuel Anthony).....		230.26	1,393.06	1,623.32	879.38		743.94
Gottheil (Gustav).....		810.25	921.25	1,731.50	921.25		810.25
Gottberger (Cornelius Heency).....		2,960.91	475.00	3,435.91			3,435.91
Green Prize.....		108.75	50.00	158.75	55.00		103.75
Hall (George Henry).....		255.63	722.15	977.78	861.78		116.00
Hamilton (John Church).....		33.97	50.00	83.97			83.97
Harriman (Reverend Orlando).....		2,624.69	5,831.25	8,455.94	5,909.37		2,546.57
Harris (Ellen C.).....		1,182.93	5,927.02	7,109.95	5,500.00		1,609.95
Haughton (Percy D.).....			237.35	237.35	237.35		
Hepburn (A. Barton) Endowment.....		24,438.02	44,462.51	68,900.53	46,186.70		22,713.83
Hepburn (A. Barton) Professorship.....		1,500.00	7,500.00	9,000.00	7,500.00		1,500.00
Hervey (William Addison).....		348.65	175.50	524.15			524.15
Huber (Frederick W., Jr.) Scholarship.....		158.33	250.00	408.33	250.00		158.33
Illig.....		162.43	115.00	277.43	90.00		187.43
Indo-Iranian.....		150.00	750.00	900.00	750.00		150.00
James (D. Willis).....		1,000.00	5,000.00	6,000.00	5,000.00		1,000.00
Jefferson Statue Maintenance.....		519.90	90.00	609.90			609.90
Johnston (Edw. W. S.).....		20.49	100.00	120.49	100.49		20.00
Kemp (James Furman).....		875.00	1,000.00	1,875.00	1,000.00		875.00
Kennedy (John Stewart).....			137,029.23	137,029.23			

Killough (James H.) Scholarship.....	1,400.00	1,400.00	350.00	1,050.00
Killough (Walter H. D.) for Economics.....	1,000.00	1,000.00	1,000.00	.....
Killough (Walter H. D.) for English Literature.....	1,000.00	1,000.00	1,000.00	.....
Lasher (John K.).....	50.00	60.00	50.00	10.00
Law Library.....	262.50	2,198.44	1,125.66	1,072.78
Libbey (Jonas M.).....	10,639.02	12,745.34	10,507.42	2,237.92
Lodge (Stanwood Cockey).....	4,525.00	4,525.00	4,525.00	.....
Loubat.....	350.00	5,773.07	.....	5,773.07
Loubat Professorship.....	5,000.00	6,000.00	5,000.00	1,000.00
Lydig Fellowship.....	116.67	116.67	.....	116.67
McMahon (Katherine).....	300.00	410.46	300.00	110.46
Maison Francaise.....	250.00	300.00	250.00	50.00
Manners (Edwin).....	150.00	272.24	176.76	95.48
Mayer (Ralph Edward).....	615.67	615.67	615.67	.....
McClymonds Scholarship.....	1,372.50	1,709.85	1,435.34	274.51
McKim Fellowship.....	1,250.00	3,079.68	.....	3,079.68
McGrue (Roi C.) Scholarship.....	350.00	770.01	438.67	331.34
McGrue (Stella C.) for Basketball.....	50.00	50.00	50.00	.....
McGrue (Stella C.) Scholarship.....	350.00	770.01	388.47	381.54
Member of Class of 1885.....	52.50	124.66	.....	124.66
Mercentine (James Henry).....	81.05	81.05	.....	81.05
Michaelis (Dr. Alfred Moritz) Prize.....	50.00	60.00	50.00	10.00
Miller (Nathan J.).....	12,500.00	29,867.24	10,800.00	19,067.24
Mitchell (William).....	500.00	1,137.50	525.00	612.50
Moffat Scholarship.....	100.00	120.00	100.00	20.00
Montgomery (Robert H.) Prize.....	100.50	120.60	100.50	20.10
Morris (Augustus Newbold).....	625.00	1,339.17	.....	1,339.17
Mosenthal Fellowship.....	375.00	2,417.39	750.00	1,667.39
Murray (George W.).....	1,250.00	2,399.65	621.71	1,777.94
Mathews (James Brander).....	899.86	899.86	486.75	413.11
McGrue (Roi C.).....	500.00	500.00	500.00	.....
Niven (Robert Johnston).....	10,000.00	11,916.67	.....	11,916.67
Ordronaux (John).....	152.50	183.00	152.50	30.50

ACCOUNTS	1930		1930-1931		1931		
	Debit Balances June 30,	Credit Balances June 30,	Received 1930-1931	Total Credits	Expended 1930-1931	Debit Balances June 30,	Credit Balances June 30,
Peele (Robert).....		\$102.50	\$100.00	\$202.50	\$.....		\$202.50
Pell (Mary B.).....			16,853.53	16,853.53	(25) 16,853.53		
Perkins Fellowship.....		550.43	285.00	835.43			835.43
Perkins (Edward H. Jr.) Scholarship.....		1,554.17	750.00	2,304.17	750.00		1,554.17
Peters (William Richmond, Jr.).....		6,906.48	3,000.00	9,906.48	2,429.40		7,477.08
Philolexian Centennial Washington Prize.....		364.62	50.00	414.62	187.00		227.62
Philolexian Prize.....		156.16	70.00	226.16	70.00		156.16
Phoenix Legacy.....		164,196.63	40,583.92	204,780.55	(26) 69,185.22		135,595.33
Prentice.....		161.81	250.00	411.81	411.81		
President's House Furnishing and Equipment.....			2,434.10	2,434.10	2,434.10		
Proudfit (Alexander Moncrief).....		140.00	750.00	890.00			890.00
Psychology.....		1,000.00	5,000.00	6,000.00	5,000.00		1,000.00
Pulitzer (Joseph) for School of Journalism.....		13,782.21	65,092.42	78,874.63	67,074.04		11,800.59
Pulitzer Prize.....		24,227.56	27,500.00	51,727.56	31,371.50		20,356.06
Pulitzer Scholarship.....		13,615.69	14,223.30	27,838.99	(27) 15,207.50		12,631.49
Phillips (Harriet S.) for Barnard College.....			35.85	35.85			35.85
Phillips (Harriet S.) for School of Journalism.....			649.43	649.43			649.43
Reckford (Louis J.).....		79.50	125.00	204.50	61.47		143.03
Reisinger (Hugo).....		50.00	250.00	300.00	250.00		50.00
Revolving Loan Fund for Athletic Activities.....		1,867.02	6.93	1,873.95			1,873.95
Rhodes (F. F.) Scholarship.....			112.30	112.30	(28) 112.30		
Rogers (Howard Malcolm).....		746.33	237.50	983.83	250.00		733.83
Rolker (Charles M., Jr.).....		48.86	50.00	98.86	50.00		48.86
Romaine (Benjamin F.).....		.60	311.00	311.60	271.00		40.60
Ross (George).....		223.93	1,198.70	1,422.63	(29) 1,725.75		
Sackett (Henry W.).....		115.00	600.00	715.00			715.00

Sundhan (Anna M.)	373.12	500.00	873.12	525.00	348.12
Saunders (Alexander)	175.00	600.00	775.00	625.00	150.00
Saunders (Leslie M.) Endowment	62.50	300.00	362.50	325.00	37.50
Schermhorn (F. Augustus) Fellowship	4,005.53	625.00	4,630.53	1,875.00	2,755.53
Schermhorn Scholarship	50.00	250.00	300.00	250.00	50.00
Schermhorn (William C.)	10,681.11	25,042.21	35,723.32	27,069.88	8,653.44
Schiff (Jacob H.) Endowment	1,000.00	5,000.00	6,000.00	5,000.00	1,000.00
Schiff Fellowship	2,127.87	900.00	3,027.87	.....	3,027.87
School of Dental and Oral Surgery Endowment	4,315.97	3,087.33	7,403.30	.....	7,403.30
Schurz (Carl) Fellowship	1,573.77	500.00	2,073.77	1,500.00	573.77
Schurz (Carl) Library	382.79	535.00	917.79	600.47	317.32
Seidl	.....	600.00	600.00	.....	.....
Shoemaker (William Brock)	133.50	500.00	366.50	269.00	97.50
Smyth (David W.)	152.79	1,000.00	1,152.79	1,000.00	152.79
Social and Political Ethics Professorship	42.86	2,026.47	2,069.33	.....	.....
Stokes (Caroline Phelps)	420.00	1,000.00	1,420.00	955.00	465.00
Stuart Scholarship	60.00	300.00	360.00	300.00	60.00
Toppau Prize	138.75	210.00	348.75	210.00	138.75
Trowbridge Fellowship	1,598.54	600.00	2,198.54	500.00	1,698.54
Turner (Charles W.)	.....	255.00	255.00	255.00	.....
Tyndall Fellowship	3,516.39	575.00	4,091.39	.....	4,091.39
University Publication	.....	20.05	20.05	.....	20.05
Van Amu Prize	788.19	303.00	1,091.19	363.60	727.59
Van Amringe Memorial	13.79	25.00	38.79	.....	38.79
Van Amringe (Professor)	149.31	255.00	404.31	265.00	139.31
Van Buren Mathematical	226.28	275.00	501.28	300.00	201.28
Van Cortlandt (Robert B.)	.....	40,740.55	40,740.55	.....	.....
Van Praag (L. A.)	887.53	400.00	1,287.53	.....	1,287.53
Van Rensselaer (Mariana Griswold)	88.40	50.00	138.40	50.00	88.40
Waring (Mrs.)	.....	2,500.00	2,500.00	2,500.00	.....
Waring (Miss)	.....	2,500.00	2,500.00	2,500.00	.....
Wendell	19.45	19.50	38.95	.....	38.95
Wheeler (H. A.) Scholarship	60.00	300.00	360.00	300.00	60.00

ACCOUNTS		Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1929-1930 <i>30-31</i>	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931	
	Wheeler (John Visscher) Scholarship.....		\$120.00	\$600.00	\$720.00	\$600.00		\$120.00	
	Wolffram (Charles Berthold).....			9.72	9.72			9.72	
	Special Investments, Account Unassigned Income.....		322,933.10	99,500.02	422,433.12	3,198.35		419,234.77	
MEDICAL SCHOOL									
	Blumenthal (George, Jr.).....		2,574.28	3,558.09	6,132.37	(88) 5,388.53		743.84	
✓	Bull (William T.).....		6,001.40	1,612.50	7,613.90	4,240.00		3,373.90	
✓	Carpentier (R. S.).....		1,000.00	5,000.00	6,000.00	5,000.00		1,000.00	
✓	Carter (Herbert S.).....		36.33	110.19	146.52	(85) 146.52			
✓	Cartwright.....			587.79	587.79	(86) 587.79			
✓	Clark Scholarship.....		1,320.53	762.50	2,083.03	762.50		1,320.53	
✓	Class of 1912.....		462.91	178.25	641.16			641.16	
✓	Cock (Thomas F., M.D.).....		688.21	56.25	744.46	56.25		688.21	
✓	Delafield.....			7,385.91	7,385.91	(86) 7,385.91			
✓	De Lamar (Joseph R.).....		83,213.83	266,225.60	349,439.43	(87) 275,978.50		73,460.93	
✓	Devendorf (David M.).....		176.87	325.00	501.87	325.00		176.87	
✓	Doughty (Francis, M. D.).....		187.50	500.00	687.50	500.00		187.50	
✓	Draper Library.....		66.94	100.00	166.94	54.65		112.29	
✓	Du Bois (Dr. Abram).....		4,085.75	900.00	4,985.75	1,800.00		3,185.75	
✓	Gies (William J.).....		.01	1,698.53	1,698.54	(88) 1,698.67	.13		
✓	Grosvenor (Robert) Memorial.....		26.57	125.00	151.57	95.56		56.01	
✓	Harkness (Edward S.) for Surgery.....			21,750.00	21,750.00	25,500.00	\$3,750.00		
✓	Harkness Funds.....		43,973.89	146,380.40	190,354.29	153,608.13		36,746.16	
✓	Harsen Scholarship.....		590.94	1,568.85	2,159.79	(89) 1,633.91		525.88	
✓	Hartley (Frank).....		116.94	300.00	416.94	310.00		106.94	

REPORT OF THE TREASURER

✓ Hays (Mrs. Walter).....	84.76	800.00	884.76	750.00	134.76
✓ Hemingway Scholarship.....	963.33	4,731.80	5,695.13	5,868.95	173.82
✓ Holt (L. Emmet).....	243.38	1,222.09	1,465.47	(40) 1,387.09	78.38
✓ Huber (Francis) Scholarship.....	93.75	250.00	343.75	250.00	93.75
✓ Huber (Joseph and Christina).....	11.71	250.00	261.71	251.85	9.86
✓ Huber (Viola B.) Scholarship.....	50.00	250.00	300.00	250.00	50.00
✓ Jacobi (Abraham) Library.....	78.74	251.17	329.91	(41) 91.74	238.17
✓ James (Walter Belknap).....	375.00	1,000.00	1,375.00	1,000.00	375.00
✓ Janeway (E. G.).....	2,875.18	2,500.00	5,375.18	2,500.00	2,875.18
✓ Koplik <i>Ch. Belknap & Co. Scholarship</i>	267.50	1,337.50	1,605.00	1,117.48	487.52
✓ Lee.....	1,681.25	750.00	2,431.25	.....	2,431.25
✓ Markoe (Francis Hartman).....	1,516.89	1,500.00	3,016.89	759.84	2,257.05
✓ McAneny (Marjorie).....	578.33	500.00	1,078.33	500.00	578.33
✓ Medical School Equipment Fund.....	50.00	250.00	300.00	250.00	50.00
✓ Meierhof (Dr. Harold Lee).....	3,933.37	617.00	4,550.37	.....	4,550.37
✓ Miller (Guy B.).....	10.00	50.00	60.00	50.00	10.00
✓ Ottmann (Madeleine L.).....	100.00	500.00	600.00	500.00	100.00
✓ Proudfit (Maria McLean).....	.....	548.61	548.61	.....	548.61
✓ Simon.....	4,990.52	750.00	5,740.52	2,500.00	3,240.52
✓ Smith Prize.....	500.71	429.79	930.50	(42) 697.58	232.92
✓ Stevens Prize.....	25.00	258.39	283.39	(43) 280.27	3.12
✓ Swift Memorial.....	1,958.87	95.00	2,053.87	100.00	1,953.87
✓ Watson (Dr. William Perry).....	2,010.47	402.20	2,412.67	(44) 523.06	1,889.61
✓ Weinstein (Alexander).....	212.99	258.08	471.07	(45) 387.76	83.31
✓ Wheelock (George G.).....	11.91	40.00	51.91	42.20	9.71
✓ Wheelock (George G.).....	513.30	253.75	767.05	(46) 120.48	646.57
✓	\$133.50	\$1,977,545.24	\$3,076,943.74	\$1,922,790.70	\$5,489.09
✓	\$1,099,532.00	Less Transfers.....	80,535.89	\$1,842,254.81	\$1,159,642.13

INCOME OF SPECIAL ENDOWMENTS—NOTES

TRANSFERS

(1)	To Principal Anonymous Fund for Church and Choral Music.....	\$140.64
(2)	To Barnard Medal Gift.....	60.00
(3)	To Income Barnard Library Fund.....	812.50
(4)	To Principal Frederick Bertuch Fund.....	423.88
(5)	To Principal George Blumenthal Endowment Fund.....	930.33
(6)	To Principal Bunner Prize Fund.....	3.00
(7)	To Principal H. W. Carpentier Fund.....	2,665.16
(8)	To Principal Hamilton Young Castner Fund.....	2,150.98
(9)	To Principal Class of 1905 Fund.....	199.14
(10)	To Principal Class of 1927 Fund.....	11.81
(11)	To Principal Perry McDonough Collins Fund.....	967.03
(12)	To Investment Columbia University Football Association Fund.....	465.89
(13)	To Alumni Federation Gift for Athletic Activities.....	6,091.50
(14)	To Principal George Crocker Special Research Fund.....	280.87
(15)	To Principal W. Bayard Cutting Jr. Fellowship Fund.....	225.12
(16)	To Principal De Witt Scholarship Fund.....	98.25
(17)	To Principal Samuel Franklin Emmons Memorial Fund.....	164.65
(18)	To Principal Faculty House Maintenance Fund.....	123.41
(19)	To Principal Fine Arts Endowment Fund.....	17,825.01
(20)	To Principal George Henry Hall Fund.....	136.78
(21)	To Principal Percy D. Haughton Memorial Fund.....	237.35
(22)	To Principal A. Barton Hepburn Endowment Fund.....	1,902.26
(23)	To Investment John Stewart Kennedy Fund.....	525.00
(24)	To Roi Cooper Megrue Emergency Loan Fund.....	500.00
(25)	To Principal Mary B. Pell Fund.....	16,853.53
(26)	To University Land, Buildings and Equipment.....	2,039.16
(27)	To Principal Joseph Pulitzer Scholarship Fund.....	1,562.50
(28)	To Principal F. P. F. Rhodes Scholarship Fund.....	112.30
(29)	To Principal George A. Ross Fund.....	606.06
(30)	To Shoemaker Loan Fund.....	250.00
(31)	To Seligman Gift for Salary.....	42.87
(32)	To Principal Robert B. Van Cortlandt Fund.....	552.51
(33)	To Principal George Blumenthal, Jr. Scholarship Fund.....	455.30
(34)	To Blumenthal Loan Fund.....	1,779.04
(35)	To Principal Herbert Swift Carter Memorial Fund.....	146.52
(36)	To Principal Cartwright Lectureship Fund.....	587.79
(37)	To Principal Delafield Professorship Fund.....	7,385.91
(38)	To Principal Joseph R. De Lamar Fund.....	9,352.98
(39)	To Principal William J. Gies Fellowship Fund.....	798.67
(40)	To Principal Harsen Scholarship Fund.....	67.27
(41)	To Principal L. Emmett Holt Fund.....	170.62
(42)	To Principal A. Jacobi Library Fund.....	3.72
(43)	To Principal Theodore W. Simon Fund.....	11.74
(44)	To Principal J. M. Smith Prize Fund.....	94.59
(45)	To Principal Swift Memorial Fund.....	17.25
(46)	To Principal Dr. William Perry Watson Foundation in Pediatrics.....	112.76
(47)	To Principal Wheelock Fund.....	72.93
(48)	To Principal George Adams Ellis Scholarship Fund.....	9.00
(49)	Refund to Trustee.....	510.31

\$80,535.89

GIFTS AND RECEIPTS
FOR DESIGNATED PURPOSES

GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS
FOR THE YEAR ENDING JUNE 30, 1931

ACCOUNTS	1930		1930-1931		1931		
	Debit Balances June 30,	Credit Balances June 30,	Received 1930-1931	Total Credits	Expended 1930-1931	Debit Balances June 30,	Credit Balances June 30,
Allen Scholarship Gift.....			\$190.00				\$190.00
Alpha Kappa Psi Fraternity Prize.....			25.00		\$25.00		
Alumni Federation.....			4,481.60		14,481.60	\$10,000.00	
Alumni of the College of Physicians and Surgeons for the Huntington Memorial Library.....			66.08	1,387.71			1,387.71
Alumni Federation Gift for Athletic Association.....		\$1,321.63	40,000.00	40,000.00	50,000.00	10,000.00	
Alumni Gift for Scholarships in Columbia College.....		561.45		561.45	510.00		51.45
American Academy of Optometry Gift for Research Fellowship.....							
American Council on Education.....			2,000.00	2,000.00	2,000.00		
American Manufacturers of Toilet Articles, Gift for Chemistry Research.....			200.00	200.00	200.00		
Anonymous Gift for American School of Indic and Iranian Studies.....		1,650.41	7,023.00	8,673.41	5,900.41		2,773.00
Anonymous Cancer Research Gift for 1930—\$10,000.....		678.37	187.56	865.93			865.93
Anonymous Gift for the Auditing Laboratory.....			10,369.44	10,369.44	3,158.31		7,211.13
Anonymous Gift for Binding Volumes of Autographs and portraits of Mathematicians.....			150.00	150.00	150.00		
Anonymous Gift for Cancer Research.....			300.00	300.00			300.00
Anonymous Gift for Expenses of University's Delegate to International Congress of the History of Science and Technology.....		20,480.56	11,242.08	31,722.64			31,722.64
Anonymous Gift for Lectures by Dr. Adler.....			700.00	700.00	700.00		
Anonymous Gift for Loud Speaker for McMillin Theatre.....		1,001.00	5,035.25	6,036.25	6,036.25		
		91.07	91.07	91.07			91.07

Anonymous Gift for New Boat House.....	55,107.01	6,898.40	62,005.41	(1) 58,223.98	3,781.43
Anonymous Gift J. W. Olstad Scholarship.....	700.00	.....	700.00	350.00	350.00
Anonymous Gift for Prizes in the Auditing Laboratory	50.00	.....	50.00	50.00	.....
Anonymous Gift for Scholarship in the School of	.....	.....	.....	.....	.....
Architecture.....	400.00	.....	400.00	348.00	52.00
Anonymous Gift for Support of Columbia University	.....	.....	.....	.....	.....
Statistical Bureau.....	1,124.18	11,076.01	12,200.19	600.00	11,600.19
Anonymous Scholarship Gift for School of Mines,	.....	.....	.....	.....	.....
Engineering and Chemistry.....	350.00	.....	350.00	.....	350.00
Anonymous Gift for William Welsh Vibert Memorial.....	100.00	.....	100.00	.....	100.00
Armstrong Gift for Law Library.....	.....	24.00	24.00	24.00	.....
Auchincloss Gift for Department of Chemistry.....	.....	677.81	677.81	677.81	.....
Bakelite Research Fellowship.....	577.27	2,000.00	2,577.27	2,148.35	428.92
Barlow Gift for 175th Anniversary.....	2,194.74	.....	2,194.74	2,194.74	.....
Barnard College Residence Hall Service.....	.....	.....	.....	.....	.....
Barnard College Summer School Gift for Women	.....	3,990.00	3,990.00	3,990.00	.....
Workers in Industry.....	.....	.....	.....	.....	.....
Barnard Gift for the Library.....	.....	5,200.00	5,200.00	5,200.00	.....
Barnard Medal.....	.....	20.00	20.00	20.00	.....
Benjamin Gift for Students' Aid in University Ex-	50.00	60.00	10.00	.....	10.00
tension.....	.....	.....	.....	.....	.....
Blossom Scholarship Gift.....	629.00	.....	629.00	226.00	403.00
Bodman Scholarship Gift.....	500.00	500.00	1,000.00	500.00	500.00
Borden Company Gift for Food Chemistry.....	.....	500.00	500.00	.....	.....
Brown Research Fellowship Gift.....	24,372.41	23,000.00	47,372.41	18,123.55	29,248.89
Bush Gift for Assistance and Supplies—Department	.....	300.00	300.00	300.00	.....
of Philosophy.....	.....	.....	.....	.....	.....
Butler Library Furnishing Gift.....	647.71	2,559.85	3,207.56	3,204.49	3.07
Carnegie Corporation Gift for Scholarships and Fel-	111.62	.....	111.62	.....	111.62
lowships in the Arts.....	.....	.....	.....	.....	.....
Carnegie Corporation Gift for School of Library	.....	1,200.00	1,200.00	1,200.00	.....
Service.....	221.17	25,000.00	25,221.17	25,000.00	221.17
Carnegie Corporation Gift for School of Library	.....	.....	.....	.....	.....
Service Fellowships.....	.....	11,700.00	11,700.00	10,200.00	1,500.00

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1929-1930	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Carnegie Corporation Gift for Training Librarians (Summer Session).....		\$2,914.00	.....	\$2,914.00	.....	.....	\$2,914.00
Casa de las Espanas Gift for General Expenses.....		\$2,660.62	2,660.62	\$1,697.20	.....	963.42
Casa de las Espanas Publication Gift.....		891.46	891.46	(7) 891.46	.....	.....
Casa Italiana Revolving Fund.....		5.91	203.04	208.95	190.70	.....	18.25
Casa Italiana Maintenance Gift.....		1,625.82	1,520.46	3,146.28	15,949.73	\$12,803.45	.....
Chandler Museum Maintenance Fund.....		702.21	.....	702.21	.....	.....	702.21
Chanler Historical Prizes Gift.....		600.00	600.00	600.00	.....	.....
Chapel Organ Gift.....		1,050.25	.....	1,050.25	.....	.....	1,050.25
Chase Gift for Apparatus.....		500.00	500.00	447.59	.....	52.41
Check Guarantee Gift.....		384.70	.....	384.70	20.45	.....	364.25
Civil Engineering Fire Testing Station.....		7,435.97	.....	7,435.97	(4) 7,435.97	.....	.....
Class of 1881 Gift for Flagpole at Baker Field.....		145.19	145.19	145.19	.....	.....
Class of 1888 Arts and Mines Gift for Flagpole at Baker Field.....		2.97	.....	2.97	.....	.....	2.97
Class of 1892 Gift for Flagpole at Baker Field.....		145.19	145.19	145.19	.....	.....
Class of 1896 Gift for Flagpole at Baker Field.....		145.19	145.19	145.19	.....	.....
Class of 1903 Gift for Flagpole at Baker Field.....		3.28	.....	3.28	.....	.....	3.28
Class of 1905 Gift for Baker Field Grandstands.....		464.45	464.45	464.45	.....	.....
Class of 1905 Gift for Flagpole at Baker Field.....		160.38	160.38	160.38	.....	.....
Class of 1909 Scholarship Gift.....		400.00	400.00	400.00	.....	.....
Class of 1917 Gift for Flagpole at Baker Field.....		145.19	145.19	145.19	.....	.....
Class of 1921 Gift for Flagpole at Baker Field.....		150.00	150.00	145.19	.....	4.81
Cochran (Alexander Smith) Gift for Research and Publication in the Department of Indo-Iranian Languages.....		5,977.83	298.89	6,276.72	.....	.....	6,276.72
Columbiana Gift.....		143.90	135.00	278.90	143.90	.....	135.00
College Art Association Scholarship Gift.....		2,000.00	2,000.00	.....	.....	2,000.00

Columbia College Scholarship Gift.....	1,190.00	.....	.....	.....	143.40	.....	1,046.60
Columbia University Club Scholarship Gift.....	.....	7,750.00	.....	.....	7,750.00	.....	.....
Commonwealth Fund for Research at Dental School.....	8,016.05	26,825.00	.....	.....	29,290.04	.....	5,551.01
Commonwealth Fund for Research in Legal History.....	.....	5,000.00	.....	.....	3,242.81	.....	1,757.19
Cramer Gift for Government and Politics Salaries.....	.....	100.00	.....	.....	100.00	.....	.....
Crosby Gift for Dramatic Museum.....	1,298.78	64.93	.....	.....	1,363.71	.....	1,363.71
Cutting Gift in Commemoration of 175th Anniversary.....	688.50	1,301.23	.....	.....	1,989.73	.....	1,989.73
Czecho-Slovak Government Gift.....	97.00	.....	.....	.....	97.00	.....	97.00
Dental Laboratory and Infirmary Gift.....	1,322.33	2,987.73	.....	.....	4,310.06	.....	4,310.06
Deutsches Haus Gift.....	5,609.72	4,660.00	.....	.....	10,269.72	.....	4,618.44
Dodge Gift for Purchase of Books for the Library.....	23.21	.....	.....	.....	23.21	.....	.....
Douglas (Mrs.) Gift for Furnishings and Fittings for the Manor House.....	1,000.00	.....	.....	.....	1,000.00	.....	1,000.00
Dramatic Museum Gift.....	17.36	.....	.....	.....	17.36	.....	17.36
Dunn (Gano) Scholarship Gift.....	.....	350.00	.....	.....	350.00	.....	.....
DuPont Fellowship.....	.....	1,000.00	.....	.....	1,000.00	.....	.....
Economic Geography Gift.....	516.04	208.34	.....	.....	724.38	.....	370.22
Finkelstein Gift for Department of Semitics Library.....	.....	25.00	.....	.....	25.00	.....	.....
Flagpole at Baker Field.....	573.28	.....	.....	.....	573.28	.....	345.30
Friends of the Library.....	498.68	210.00	.....	.....	708.68	.....	629.52
Fritzsche Research Fund Gift.....	3,394.15	.....	.....	.....	3,394.15	.....	1,744.15
Fund for Research.....	.....	300.00	.....	.....	300.00	.....	.....
Gans (Levi P.) Bequest.....	1,000.00	.....	.....	.....	1,000.00	.....	1,000.00
General Education Board Gift for Council for Re- search in the Humanities.....	9,102.39	37,500.00	.....	.....	46,602.39	.....	1,561.48
General Support of Engineering Schools.....	112.00	.....	.....	.....	112.00	.....	112.00
Georgian Manganese Company Gift.....	124.62	.....	.....	.....	124.62	.....	124.62
Gillett (Dr. Henry W.) Gift for School of Dental and Oral Surgery.....	30,000.00	3,116.67	.....	.....	33,116.67	.....	5,280.00
Grace (Louise N.) Gift.....	1,896.67	5,000.00	.....	.....	6,896.67	.....	121.67
Harrison Gift for Work in Architecture.....	325.00	.....	.....	.....	325.00	.....	325.00
Hartley Corporation Gift for the Support of the Mar- cellus Hartley Laboratory.....	4,041.75	2,600.00	.....	.....	6,641.75	.....	5,839.43
Hendrick Fellowship Gift.....	.....	600.00	.....	.....	600.00	.....	600.00

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1930-1931	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Hudnut Gift for Student Aid.....			\$200.00	\$200.00	\$200.00		
Institute of Arts and Sciences.....		\$3,747.00	1,992.15	5,739.15	5,739.15		
Institute of Cancer Research Gift—Departmental Expenses.....		4,239.28	5.00	5.00	5.00		
Institute of Criminology.....			6,239.63	10,478.91	9,200.80		\$1,278.11
Intercollegiate Chess League Gift for General Purposes James (Mrs. Walter B.) Gift for purchase of Illustrative Apparatus.....			395.14	395.14			395.14
Jones (John D.) Scholarship.....		2.89		2.89	2.89		
Journal of Cancer Research Gift.....		200.00	200.00	400.00	200.00		200.00
Kane Gift for Religious Work.....		937.69	721.75	1,659.44	1,279.94		379.50
Keefer (Mr. and Mrs. Miner S.) Gift for Institute of Cancer Research.....		32.20		32.20			32.20
King's Crown Gift for Instruction in the Department of Music.....		4,191.10		4,191.10	3,047.65		1,143.45
King Gift for Departmental Appropriation—Institute of Cancer Research.....			1,000.00	1,000.00	1,000.00		
King Gift for Printing old Minutes of College.....			25.00	25.00	25.00		
Laird (Dr. J. Packard) Fellowship Gift.....			159.66	159.66			159.66
Law School Gift for Publication of Manuscripts.....		300.00		300.00	300.00		
Law School Mimeographing Account Gift.....		200.19	10.00	210.19			210.19
Lee Gift for Department of Indo-Iranian Languages.....		1,957.44		1,957.44	1,957.44		
Lee Second Gift for Department of Indo-Iranian Languages.....		102.09	5.10	107.19	50.00		57.19
Lee Third Gift for Department of Indo-Iranian Languages.....		4,636.43	231.82	4,868.25	550.00		4,318.25
Lee (Mrs. Frederic S.) for Department of Romance Languages.....			5,183.33	5,183.33			5,183.33
		44.18		44.18			44.18

REPORT OF THE TREASURER

Lee (Professor and Mrs. Frederic) Gift.....	3,500.00	5,000.00	8,500.00	3,186.20	5,313.80
Legislative Drafting Research Fund.....	566.19	9,050.00	9,616.19	8,951.54	664.65
Loeb (James) Gift.....	385.45	175.00	560.45	153.99	406.46
Library—Seth Low Junior College—Gift.....	419.22	.....	419.22	419.22	.....
Low (William G.) Gift.....	281.82	250.00	531.82	74.63	457.19
Library Purchase of Books and Serials.....	.....	400.00	400.00	400.00	.....
Library Staff Gift.....	.....	684.89	684.89	684.89	.....
Livingston Hall Furnishing Gift.....	11.60	.....	11.60	.....	11.60
Locker Fees Gift.....	.....	548.00	548.00	548.00	.....
Marcus (Joseph S.) Memorial Scholarship Gift.....	.....	350.00	350.00	350.00	.....
Marcus Gift for Special Lecturer in Anthropology.....	3,415.30	5,000.00	8,415.30	4,305.27	4,110.03
Matthews (Brander) for Dramatic Museum.....	.37	.....	.37	.....	.37
McAlpin Gift for School of Dental and Oral Surgery.....	1,000.00	.....	1,000.00	.....	1,000.00
Metallurgical Research Fund.....	249.68	.....	249.68	.....	249.68
Miami Copper Company Gift for Department of Mining and Metallurgy.....	248.37	.....	248.37	.....	248.37
Milk Conference Board Gift.....	184.44	.....	184.44	184.44	.....
Mitchell Gift for Scholarship in the School of Business.....	.....	350.00	350.00	350.00	.....
Montgomery (Robert H.) Gift for the Library.....	.....	425.00	425.00	425.00	.....
Morris (Newbold) Gift for Law School Library.....	5.03	.....	5.03	4.00	1.03
National Tuberculosis Association Gift.....	111.83	3,629.60	3,517.77	3,717.77	200.00
New York Historical Society Prize Gift.....	.....	300.00	300.00	300.00	.....
New York State Library Association Gift for Scholarship in the School of Library Service.....	470.00	900.00	1,370.00	1,350.00	20.00
Noyes Gift for School of Dental and Oral Surgery Clinics.....	.....	100.00	100.00	100.00	.....
O'Donovan (Michael E.) Legacy for General Purposes of the University.....	2,000.00	.....	2,000.00	.....	2,000.00
Orchestra Gift.....	10.83	1,362.00	1,372.83	1,223.64	149.19
Osborne (Thomas Mott) Memorial Gift.....	.....	50.00	50.00	.....	50.00
Pennsylvania Club of 1928 Gift for Scholarship 1929 Summer Session.....	100.00	.....	100.00	.....	100.00
Platt Gift for School of Architecture.....	.....	937.00	937.00	937.00	.....
President's Anonymous Gift.....	1,735.59	.....	1,735.59	225.33	1,510.26

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1929-1930	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
Publications in the Indo-Iranian Series.....				\$1,600.87			\$1,600.87
Publishing "Studies in Post-War France".....		\$1,524.64	\$76.23	1,000.00			1,000.00
Purchasing Department Special Account.....		592.14	729.77	1,321.91			1,321.91
Renovation of 1882 Memorial Windows.....		75.00		75.00			75.00
Research in Social Science.....		5,560.26	38,930.56	44,490.82	\$44,490.82		
Roberts Gift for Law School Scholarships.....		500.00		500.00	500.00		
Rockefeller Foundation Gift for Greenwich House.....			2,500.00	2,500.00	2,500.00		
Rockefeller (Laura Spelman) Gift for Social Research in France.....		691.48		691.48			691.48
Rockefeller (Laura Spelman) Gift for Social Science Research.....		15,000.00	111,400.00	126,400.00	97,236.92		29,163.08
Rockefeller (Laura Spelman) Gift for Study of Fami- lial Law.....		999.15	88.34	1,087.49			1,087.49
Rockefeller Foundation Tropical Nutrition Gift.....			6,000.00	6,000.00	6,000.00		
Romanic Review Reserve Fund.....		1,153.86	466.32	1,620.18	1,185.22		434.96
Rosoff Gift for Prize in Accounting.....			25.00	25.00			25.00
Institute of Roumanian Culture Gift.....		831.16	41.55	872.71	32.00		840.71
Royal Baking Powder Research Gift.....		161.33		161.33	161.33		
Sackett (Henry W.) Scholarship.....		600.00		600.00	600.00		
Salomon Gift for Scholarship in the School of Business.....		600.00	150.00	750.00	150.00		600.00
Satterlee (H. L.) Gift for Painting of Admiral Hardy.....			5,026.83	189,215.88	(*) 5,671.31		183,544.57
Schermerhorn (Frederick A.) Gift No. 2.....		184,189.05	2.18	184,191.23			184,191.23
School of Business—Department of Accounting Gift.....		15.00	5.00	20.00	5.00		15.00
School of Business Library Gift.....		366.00		366.00			366.00
School of Dental and Oral Surgery Museum Gift.....		186.63		186.63	125.45		61.18
Seligman (Isaac N.) Gift.....							

REPORT OF THE TREASURER

Seligman Gift for Adler Salary.....	647.09	.....	648.10	1.01	873.54	872.53	.....
Smith (Edna L.) Fellowship Gift.....	.....	.16	.....	.16	.....	.....	.16
Smith Gift for Maison Francaise.....	.....	125.00	.....	125.00	.....	.....	125.00
Special Publications Gift.....	.....	1,000.00	.....	1,000.00	.....	.....	1,000.00
Special Research Equipment Gift for Department of Physics.....	.....	.....	3,000.00	3,000.00	.....	.....	3,000.00
Stadium Gift.....	.....	5.00	.....	5.00	.....	.....	5.00
Standard Cap and Seal Corporation Gift.....	.....	.....	2,500.00	2,500.00	.....	562.80	1,937.20
Stander (Philip) Memorial Gift.....	.....	8.90	.....	8.90	.....	.....	8.90
State Aid to Blind Pupils.....	.....	100.00	.....	1,500.00	.....	1,350.00	150.00
State Scholarships.....	.....	.....	21,850.00	21,950.00	.....	21,850.00	100.00
Semitic Languages Gift for Lecturer.....	.....	.....	500.00	500.00	.....	.....	500.00
Straus (Isidor) Scholarship Gift.....	.....	.....	250.00	250.00	.....	.....	250.00
Stroock (Louis S.) Scholarship Gift.....	.....	375.00	.....	375.00	.....	250.00	125.00
Summer Session Gift for Entertainment.....	.....	1,744.32	.....	2,908.37	.....	1,300.00	1,608.37
Summer Session Scholarship Gift.....	.....	2,397.00	.....	4,047.00	.....	1,035.00	3,012.00
Sutliff (Mary Louisa) Gift for Purchase of Books (School of Library Service).....	.....	81.55	.....	263.55	.....	39.97	223.58
Syllabus Fund for the School of Business.....	.....	278.59	.....	569.45	.....	.....	569.45
Syllabus Fund for University Extension.....	.....	3,039.10	.....	3,049.47	.....	.....	3,049.47
Thompson (William Boyce) Gift.....	.....	109,250.00	.....	109,250.00	.....	10,836.56	98,413.44
University Extension—Gift for Student Aid.....	.....	.....	124.00	124.00	.....	94.00	30.00
University Extension—Instruction—Non-Statutory.....	.....	.....	120.00	120.00	.....	120.00	.....
University Extension Library Gift.....	.....	34.51	.....	34.51	.....	.....	34.51
University Extension Typewriter Equipment Gift.....	.....	74.50	.....	109.50	.....	.....	109.50
University Hall Gift.....	.....	10.00	.....	10.00	.....	.....	10.00
University Patents Inc. Gift for Antirachitic Products Research.....	.....	.....	3,750.00	3,750.00	.....	3,715.89	34.11
Walker-Gordon Research Gift.....	.....	7,921.18	.....	7,921.18	.....	7,299.66	621.52
Wilhelmina (Queen) Professorship Gift.....	.....	2,000.00	.....	6,000.00	.....	4,500.00	1,500.00
Williams (Blair S.) Gift.....	.....	350.00	.....	350.00	.....	50.00	300.00
Wolff (Dr. and Mrs. Meyer) for Special Scholarship Assistance.....	.....	25.00	.....	25.00	.....	25.00	.....

1,448.97

COLUMBIA UNIVERSITY

ACCOUNTS	Debit Balances June 30, 1930	Credit Balances June 30, 1930	Received 1930-1931	Total Credits	Expended 1930-1931	Debit Balances June 30, 1931	Credit Balances June 30, 1931
MEDICAL SCHOOL							
Adler Gift for School of Medicine.....		\$785.37	\$2,500.00	\$3,285.37	\$1,459.16		\$1,826.21
Alumni Room in Medical Center.....			5.00	5.00			(5.00)
American Medical Association Gift for Therapeutic Research.....			250.00	250.00	125.52		124.48
Anatomy Smith Ptituitary Gift.....		1,484.94		1,484.94	98.29		1,386.65
Anatomy Smith Animal Accommodation Gift.....		83.78	3,500.00	3,583.78	3,583.78		
Anonymous Gift for Department of Pharmacology.....		1,475.00		1,475.00			1,475.00
Anonymous Gift for Medical School Dormitory.....		188,445.83	9,422.29	197,868.12	518.09		197,868.12
Bacteriology Chemical Foundation Gift.....		1,797.02	3,800.00	5,597.02	3,097.98		2,499.04
Bacteriology—Milbank Infantile Paralysis Gift.....		7,042.71	10,000.00	17,042.71	10,561.69		6,481.02
Bacteriology—Matheson Encephalitis Gift.....		581.93	4,500.00	5,081.93	5,081.93		
Bacteriology—Matheson-McKinley Gift.....			2,000.00	2,000.00	550.97		1,449.03
Bacteriology Simon Baruch Foundation Gift.....		1,068.88	1,500.00	2,568.88	2,568.52		.36
Biological Chemistry—Chemical Foundation Gift.....		7,131.38	21,831.37	28,962.75	20,033.57		8,929.18
Biological Chemistry—Special Printing.....		563.50		563.50			563.50
Carnegie Corporation Gift for Neurological Institute's Pawling Research in Nerve Anastomosis.....			10,000.00	10,000.00	10,000.00		
Chemical Foundation Gift for Construction Changes in the Department of Biological Chemistry.....		1,831.37		1,831.37	(3) 1,831.37		
College of Physicians and Surgeons for Labrador Station Gift.....		1.00	1.00	2.00			2.00
Commonwealth Clinic Fund for Psychiatry.....		117.98		117.98			117.98
Crane Gift for Department of Diseases of Children.....		291.00		291.00			291.00
Dermatology Special Research Gift.....			500.00	500.00			500.00
Dyer Research Gift—Oto-Laryngology.....		904.30		904.30	904.30		

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TRANSFERS

(1)	To University Land, Buildings and Equipment.....	\$55,779.41
(2)	To Principal Dr. Walter J. Barlow Fund.....	2,194.74
(3)	To Biological Chemistry—Chemical Foundation Gift.....	1,831.37
(4)	To Principal Civil Engineering Fire Testing Station.....	7,435.97
(5)	To University Land, Buildings and Equipment.....	836,600.59
(6)	To University Land, Buildings and Equipment.....	5,671.31
(7)	To Casa de las Espanas Gift for General Expenses.....	891.46
(8)	Refund to Donor.....	27,836.67
		<hr/>
		\$938,241.52
		<hr/> <hr/>

**SECURITIES OWNED FOR ACCOUNT OF SPECIAL ENDOWMENTS, GENERAL ENDOWMENTS
AND DESIGNATED FUNDS**

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
Bonds				
SCHEDULE I—RAILROAD				
\$5,000 Atchison, Topeka and Santa Fe Ry. Co.'s 4 per cent General Mortgage Bonds, due 1995.....	\$4,750.00			\$4,750.00
5,000 Atlantic and Yadkin Ry. Co.'s 4 per cent First Mortgage Bonds, due 1949.....	4,312.50			4,312.50
5,000 Baltimore & Ohio R. R. Co.'s 4 per cent First Mortgage Bonds, due 1948.....	4,750.00			4,750.00
250,000 Baltimore & Ohio R. R. Co.'s S. W. Division 5 per cent First Mortgage Extended Bonds, due 1950.....	244,750.00			244,750.00
200,000 Boston & Maine R. R. Co.'s 5 per cent First Mortgage Bonds, due 1967.....	196,875.00			196,875.00
50,000 Central New England Ry. Co.'s 4 per cent 50 Year First Mortgage Bonds, due 1961.....	35,970.00			35,970.00
300,000 Central Pacific Ry. Co.'s Guaranteed 5 per cent Bonds, due 1960.....	291,750.00			291,750.00
1,000 Central R. R. Co.'s of New Jersey 5 per cent 100 Year General Mortgage Bonds, due 1987..	1,000.00			1,000.00
5,000 Chesapeake & Ohio Ry. Co.'s 4½ per cent General Mortgage Bonds, due 1992.....	5,000.00			5,000.00
10,000 Chicago & Northwestern Railway Co.'s 3½ per cent General Mortgage Bonds, due 1987.....		\$7,950.00		7,950.00

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
20,000 Chicago, Indianapolis & Louisville R. R. Co.'s 5 per cent First and General Mortgage Bonds, Series A, due 1966.....	\$20,237.36	.....	\$6.78	\$20,230.58
200,000 Chicago, Rock Island & Pacific R. R. Co.'s 4½ per cent Secured Bonds, due 1952.....	194,962.50	.....	.....	194,962.50
100,000 Chicago & Western Indiana R. R. Co.'s 5½ per cent First and Refunding Mortgage Bonds, Series A, due 1962.....	104,396.61	.....	137.40	104,259.21
75,000 Cleveland, Cincinnati, Chicago & St. Louis R. R. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 1963.....	74,762.48	.....	.....	74,762.48
50,000 Cleveland & Mahoning Valley Ry. Co.'s 5 per cent 50 Year Gold Bonds, due 1938.....	50,000.00	.....	.....	50,000.00
100,000 Des Plaines Valley Railroad Co.'s 4½ per cent First Mortgage Gold Bonds, due 1947 (Guaranteed by Chicago & Northwestern Ry. Co.).....	100,000.00	.....	.....	100,000.00
100,000 Erie R. R. Co.'s 4 per cent Convertible General Mortgage Bonds, Series A, due 1953.....	76,075.00	.....	.....	76,075.00
200,000 Erie R. R. Co.'s 4 per cent 1st Consolidated Prior Lien Bonds, due 1996.....	149,750.00	.....	.....	149,750.00
300,000 Florida East Coast Ry. Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1974.....	293,000.00	.....	.....	293,000.00
10,000 Grand Trunk Railway Co.'s 6½ per cent Equipment Trust Certificates, due 1936.....	9,515.00	.....	.....	9,515.00
50,000 Grand Trunk Railway Co.'s 7 per cent 20 Year Debenture Bonds, due 1940.....	51,208.14	.....	120.82	51,087.32
200,000 Great Northern Ry. Co.'s 5½ per cent General Mortgage Gold Bonds, Series B, due 1952.....	198,217.24	.....	85.34	198,131.90
200,000 Gulf, Mobile & Northern Ry. Co.'s 5 per cent First Mortgage Bonds, due 1950.....	202,479.16	.....	123.96	202,355.20

300,000 Hudson & Manhattan Co.'s 5 per cent First Lien and Refunding Mortgage Bonds, due 1957.	284,887.50			284,887.50
250,000 Illinois Central R. R. Co.'s 5 per cent First and Refunding Mortgage Joint Bonds, due 1963.	249,347.50			249,347.50
Lake Shore & Michigan Southern Ry. Co.'s 4 per cent 25 Year Gold Bonds, due 1931.	74,625.00		74,625.00	
25,000 Missouri, Kansas & Texas R.R. Co.'s 4 per cent Prior Lien Bonds, due 1962.	\$20,250.00			\$20,250.00
225,000 Missouri, Kansas & Texas R.R. Co.'s 5 per cent Prior Lien Bonds, Series A, due 1962.	219,195.00			219,195.00
5,000 Missouri Pacific R. R. Co.'s 4 per cent General Mortgage Bonds, due 1975.	3,937.50			3,937.50
300,000 Missouri Pacific Ry. Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1977.	298,906.25			298,906.25
250,000 Missouri Pacific R. R. Co.'s 5 per cent First and Refunding Mortgage Bonds, Series I, due 1981.		236,875.00		236,875.00
100,000 New Orleans & Northeastern Ry. Co.'s 4½ per cent Refunding and Improvement Mortgage Bonds, Series A, due 1952.	92,447.50			92,447.50
3,000 New York Central & Hudson River Railroad Co.'s 6 per cent Conv. Debenture Bonds, due 1935	2,805.00			2,805.00
10,000 New York Central and Hudson River R. R. Co.'s 3½ per cent General Mortgage Bonds, due 1997.		8,525.00		8,525.00
200,000 Northern Pacific Ry. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 2047.	196,533.75			196,533.75
9,000 Pennsylvania R. R. Co.'s 4 per cent Consolidated Mortgage Bonds, due 1948.		8,865.00		8,865.00
300,000 St. Louis & San Francisco Ry. Co.'s 4 per cent Prior Lien Mortgage Bonds, Series A, due 1950.	256,393.75			256,393.75
5,000 St. Louis & San Francisco Ry. Co.'s 5 per cent General Mortgage Bonds, due 1931.	4,600.00			4,600.00

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
6,000 St. Paul, Minneapolis & Manitoba Railroad Co.'s 4½ per cent Consolidated Mortgage Bonds, due 1933.....	\$5,975.00	.....	.....	\$5,975.00
Seaboard Air Line Ry. Co.'s 4 per cent First Mortgage Bonds, due 1950.....	3,300.00	.....	\$3,300.00	.....
305,000 Southern Ry. Co.'s 4 per cent Development and General Mortgage Bonds, Series A, due 1956.....	246,012.50	.....	.....	246,012.50
5,000 Southern Ry. Co.'s (St. Louis Division) 4 per cent First Mortgage Bonds, due 1951.....	4,600.00	.....	.....	4,600.00
200,000 Texas & Pacific R. Co.'s 5 per cent General and Refunding Mortgage Bonds, due 1977.....	200,460.12	.....	10.00	200,450.12
20,000 Union Pacific R. Co.'s 4 per cent First Mortgage R. R. and Land Grant Bonds, due 1947.....	19,537.50	.....	.....	19,537.50
89,000 Virginian Ry. Co.'s 5 per cent First Mortgage Bonds, Series A, due 1962.....	110,919.52	.....	21,953.30	88,966.22
5,000 Wabash Railroad Co.'s 5 per cent 50 Year First Mortgage Bonds, due 1939.....	4,637.50	.....	.....	4,637.50
200,000 Wabash Railroad Co.'s 5 per cent 50 Year Second Mortgage Bonds, due 1939.....	201,172.68	.....	146.59	201,026.09
89,000 Wabash Railroad Co.'s 5 per cent General and Refunding Mortgage Bonds, due 1976.....	89,000.00	.....	.....	89,000.00
5,000 Western Maryland R. Co.'s 4 per cent First Mortgage Bonds, due 1952.....	4,150.00	.....	.....	4,150.00
100,000 Wisconsin Central Railroad Co.'s 4 per cent First Mortgage Bonds, due 1949.....	87,440.00	.....	.....	87,440.00
	\$4,994,894.56	\$262,215.00	\$100,509.19	\$5,156,600.37

Bonds

SCHEDULE II—PUBLIC UTILITY

200,000 Alabama Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1951.....	\$194,625.00				\$194,625.00
303,000 American Telephone & Telegraph Co.'s 5 per cent Debenture Bonds, due 1960.....	295,593.75				295,593.75
5,000 Associated Gas and Electric Co.'s 5½ per cent Convertible Investment Certificates, due 1938.....	4,050.00				4,050.00
100,000 Atlantic City Electric Co.'s 5 per cent First and Refunding Mortgage Gold Bonds, due 1956.....	98,250.00				98,250.00
5,000 Bellows Falls Hydro-Electric Corp.'s 5 per cent First Mortgage Bonds due 1958.....	\$4,937.50				\$4,937.50
220,000 Brooklyn-Manhattan Transit Corporation's 6 per cent Sinking Fund Gold Bonds, Series A, due 1968.....	168,721.50				168,721.50
76,000 Brooklyn Union Gas Co.'s 6 per cent First Lien & Refunding Mortgage Bonds, Series A, due 1947.....	77,986.18			\$124.14	77,862.04
100,000 Columbia Gas and Electric Corporation's 5 per cent Gold Debenture Bonds, due 1961.....			\$99,500.00		99,500.00
50,000 Commonwealth Edison Co.'s 5 per cent First Mortgage Collateral Gold Bonds, due 1953.....	46,125.00				46,125.00
5,000 Continental Gas and Electric Corp.'s 5 per cent Debenture Bonds, Series A, due 1958.....	4,493.75				4,493.75
5,000 Delaware Power and Light Co.'s 4¼ per cent First Mortgage Gold Bonds, due 1969.....			4,500.00		4,500.00
98,000 Denver Gas & Electric Co.'s 5 per cent First Mortgage Bonds, due 1949.....	99,160.00			1,982.71	97,177.29
100,000 Detroit Edison Co.'s 5 per cent General Mortgage Bonds, due 1949.....	100,237.50			12.50	100,225.00
200,000 Georgia Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1967.....	199,000.00				199,000.00

At June 30, 1931	At June 30, 1930	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
100,000 Great Western Power Co.'s 5 per cent First Mortgage Bonds, due 1946.....	\$99,500.00			\$99,500.00
249,000 Louisville Gas and Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, Series A, due 1952.....	241,659.75			241,659.75
109,000 Manhattan Railway Co.'s 4 per cent Consolidated Mortgage Gold Bonds, due 1990.....	107,948.75			107,948.75
100,000 Memphis Power & Light Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1948.....	99,750.00			99,750.00
5,000 Milwaukee Electric Ry. and Light Co.'s 5 per cent Refunding and First Mortgage Bonds, Series B, due 1961.....	5,000.00			5,000.00
5,000 Mississippi Power and Light Co.'s 5 per cent First Mortgage Bonds, due 1957.....	4,750.00			4,750.00
100,000 Mississippi River Power Co.'s 5 per cent Gold Bonds, due 1951.....	99,625.00			99,625.00
15,000 New York & East River Gas Co.'s 5 per cent First Mortgage Gold Bonds, due 1945.....	14,868.75			14,868.75
8,000 New York Gas and Electric Light, Heat and Power Co.'s 5 per cent First Mortgage Bonds, due 1948.....		\$8,835.55		8,835.55
200,000 New York Power & Light Corporation's 4½ per cent First Mortgage Gold Bonds, due 1967.....	191,625.00			191,625.00
6,000 New York Telephone Co.'s 4½ per cent First and General Mortgage Sinking Fund Bonds, due 1939.....		6,193.33		6,193.33
150,000 Niagara, Lockport & Ontario Power Co.'s 5 per cent First and Refunding Mortgage Bonds, Series A, due 1955.....	149,525.00			149,525.00

100,000 The North American Co.'s 5 per cent Debenture Bonds, due 1961.....		99,125.00		99,125.00		99,125.00
100,000 Ohio Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1952.....	87,815.00					87,815.00
100,000 Pacific Gas & Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, Series D, due 1955.....	98,967.50					98,967.50
100,000 Pacific Gas & Electric Co.'s 5 per cent General and Refunding Mortgage Bonds, Series A, due 1942.....	98,031.25					98,031.25
96,000 Pacific Gas & Electric Co.'s 5½ per cent First and Refunding Mortgage Bonds, due 1952.....	97,804.00		82.00			97,722.00
200,000 Pennsylvania Power & Light Co.'s 5 per cent First and Refunding Mortgage Bonds, Series D, due 1953.....	196,625.00					196,625.00
150,000 Portland Gas & Coke Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1940.....	143,275.00					143,275.00
150,000 Public Service of Northern Illinois, 5 per cent First and Refunding Mortgage Bonds, due 1956	140,625.00					140,625.00
50,000 St. Paul Gas Light Co.'s 5 per cent General Mortgage Gold Bonds, due 1944.....	46,687.50					46,687.50
St. Paul Gas Light Co.'s 5½ per cent General and Refunding Mortgage Bonds, due 1954.....	101,995.17		101,995.17			
5,000 Sioux City Gas & Electric Co.'s 6 per cent First Mortgage Bonds, due 1949.....	\$4,900.00					\$4,900.00
200,000 Southern California Edison Co.'s 5 per cent General and Refunding Mortgage Bonds, Series of 1914.....	195,530.00					195,530.00
200,000 Spring Brook Water Supply Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1965	197,000.00					197,000.00
1,000 Trenton Gas and Electric Co.'s 5 per cent First Mortgage Bonds, due 1949.....				1,036.59		1,036.59

103,000 American Smelting & Refining Co.'s 5 per cent First Mortgage Bonds, Series A, due 1947.	104,096.55	.....	.....	68.54	104,028.01
100,000 Armour & Company's 4½ per cent Real Estate First Mortgage Bonds, due 1939.	92,488.75	.....	.....	.....	92,488.75
200,000 Batavian Petroleum Co.'s 4½ per cent Debenture Bonds, due 1942.	187,975.00	.....	.....	.....	187,975.00
3,000 Bush Terminal Building Co.'s 5 per cent First Mortgage Sinking Fund Bonds, due 1960.	2,813.25	.....	.....	.....	2,813.25
3,000 Chesebrough Building Co.'s 6 per cent First Mortgage Sinking Fund Bonds, due 1948.	2,990.00	.....	.....	.....	2,990.00
100,000 Chile Copper Co.'s 5 per cent Debenture Bonds, due 1947.	95,125.00	.....	.....	.....	95,125.00
44,000 Columbia University Club's 5 per cent Mortgage Bonds, due 1942.	43,725.00	.....	200.00	.....	43,925.00
50 Eta Chapter, Alpha Sigma Phi Fraternity, Champaign, Illinois 3 per cent Building Fund Gold Bond, due 1940. ....	.....	.....	50.00	.....	50.00
2,000 43 Exchange Place Building Corporation's 6 per cent First Mortgage Sinking Fund Fee Bonds, due 1938.	1,990.00	.....	.....	.....	1,990.00
100,000 General Motors Acceptance Corporation's 6 per cent Debenture Bonds, due 1937.	100,000.00	.....	.....	.....	100,000.00
200,000 Humble Oil & Refining Co.'s 5 per cent Debenture Bonds, due 1937.	199,875.00	.....	.....	.....	199,875.00
200,000 Inland Steel Co.'s 4½ per cent First Mortgage Bonds, due 1978.	189,500.00	.....	.....	.....	189,500.00
49,000 Lackawanna Steel Co.'s 5 per cent First Consolidated Mortgage Bonds, due 1950.	49,406.87	.....	.....	21.42	49,385.45
100,000 Lehigh Valley Coal Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1974.	100,275.84	.....	.....	6.42	100,269.42
1,666.67 New England Investment & Security Co.'s Certificate of Indebtedness.	166.67	.....	.....	.....	166.67
Norfolk (Conn.) Country Club Realty Corporation's 5 per cent First Mortgage Gold Bonds, due 1937	1,400.00	.....	.....	1,400.00	.....

	At June 30, 1931		At June 30, 1930		Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
	At June 30, 1931 Book Value	At June 30, 1930 Book Value	At June 30, 1930 Book Value	At June 30, 1931 Book Value			
5,000 Park Row Realty Co.'s 6 per cent First Mortgage Sinking Fund Bonds, due 1943.	\$4,975.00	\$4,975.00					
100,000 Republic Iron & Steel Co.'s 5½ per cent Refunding and General Mortgage Bonds, due 1953	101,078.74	101,078.74			\$49.04		101,029.70
3,000 Savoy Plaza Corporation's 6 per cent First Mortgage Fee and Leasehold Sinking Fund Bonds, due 1945.	3,000.00	3,000.00					3,000.00
200,000 Shell Union Oil Corporation's 5 per cent Sinking Fund Debenture Bonds, due 1947.	198,500.00	198,500.00					198,500.00
4,000 State Randolph Building 5½ per cent First Mortgage Sinking Fund Bonds, due 1942.	3,900.00	3,900.00					3,900.00
5,000 United States Rubber Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1947.	4,150.00	4,150.00					4,150.00
200,000 Youngstown Sheet & Tube Co.'s 5 per cent First Mortgage Bonds, due 1978.	201,411.16	201,411.16			30.03		201,381.13
	\$1,822,758.46	\$1,822,758.46		\$250.00	\$7,575.45		\$1,815,433.01
Bonds							
SCHEDULE V—FOREIGN							
5,000 Oriental Development Co.'s 5½ per cent External Loan Gold Debenture Bonds, due 1958.	\$4,475.00	\$4,475.00					\$4,475.00
111,500 State Mortgage Bank of Jugoslavia 7 per cent Sinking Fund Gold Bonds, due 1957.	97,387.50	97,387.50					97,387.50
5,000 Tokyo Electric Light Co.'s 6 per cent First Mortgage Bonds, due 1953.	4,337.50	4,337.50					4,337.50
	\$106,200.00	\$106,200.00					\$106,200.00

SCHEDULE VI

UNITED STATES GOVERNMENT

57,650 United States of America Fourth Liberty Loan
 4 1/4 per cent Bonds, due 1938.....
 600 United States of America 3% per cent Treasury
 Notes, due 1943 to 1947.....

\$59,860.18

Stocks

SCHEDULE I—RAILROAD

1,000 Atchison, Topeka and Santa Fe Railroad Co.
 Common.....
 500 shares Atchison, Topeka & Santa Fe Railroad
 Co. Preferred.....
 2,500 shares Baltimore & Ohio Railroad Co. Preferred
 Canada Southern Railway Co. Capital.....
 4,500 shares Great Northern Railway Co. Preferred..
 1,183 shares Illinois Central Railroad Co. Capital...
 1,000 shares Louisville & Nashville Railroad Co.
 Capital.....
 75 shares New Brunswick Ry. Co. Capital.....
 1,000 shares New York Central Railroad Co. Com-
 mon.....
 1,000 shares Norfolk and Western Railway Co.
 Common.....
 4,970 shares Northern Pacific Railway Co. Capital..
 2,050 shares Southern Pacific R. R. Co. Common....

\$7,661.54	\$51,603.62			\$59,265.16
595.02				595.02
\$8,256.56	\$51,603.62	8,256.56		\$59,860.18
	\$177,475.00			\$177,475.00
\$44,418.75				44,418.75
209,545.30			\$59,870.09	149,675.21
77,925.50			77,925.50	
444,665.00				444,665.00
137,839.15				137,839.15
129,628.25				129,628.25
5,110.12			525.00	4,585.12
	115,500.00			115,500.00
	195,700.00			195,700.00
519,240.01	2,237.50			521,477.51
110,625.00	93,225.00			203,850.00

At June 30, 1931	At June 30, 1930	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
2,525 shares Union Pacific Railroad Co. Common . . .	\$235,662.50	\$175,300.00	.....	\$410,962.50
1,300 shares Union Pacific Railway Co. Preferred . . .	131,047.60	.....	\$15,000.00	116,047.60
Stocks	\$2,045,707.18	\$759,437.50	\$153,320.59	\$2,651,824.09
SCHEDULE II—PUBLIC UTILITY	\$1.00	.....	.....	\$1.00
10 shares Burlington Gas Light Co. Capital (\$50 par value) . . . . .	.....	.....	.....	.....
813 shares Cleveland Electric Illuminating Com- pany Preferred	84,058.02	.....	.....	84,058.02
500 shares Consolidated Gas Co. Preferred	45,500.00	.....	.....	45,500.00
800 shares Duquesne Light Co. Preferred	77,875.00	.....	.....	77,875.00
500 shares Electric Bond & Share Co. Preferred	54,543.75	.....	.....	54,543.75
25 shares Gulf States Utilities Co. Preferred . . . . .	.....	2,462.50	.....	2,462.50
1,000 shares Manhattan Railway Co. M. G.	44,650.00	.....	.....	44,650.00
1,000 shares Rochester Gas & Electric Co. Preferred .	101,900.00	.....	.....	101,900.00
166 shares Worcester Consolidated Street Railway Co. First Preferred	8,326.26	.....	.....	8,326.26
Stocks	\$416,854.03	\$2,462.50	.....	\$419,316.53
SCHEDULE III—INDUSTRIAL	\$123,262.50	.....	.....	\$123,262.50
1,000 shares American Can Co. Preferred	119,312.50	.....	.....	119,312.50
1,000 shares American Locomotive Co. Preferred . . . . .	.....	.....	.....	.....

10,000 shares American Radiator and Standard Sani- tary Co. Common.....				170,762.50		170,762.50
1,000 shares American Smelting & Refining Co. Preferred.....	115,387.50					115,387.50
50 shares Bethlehem Steel Corporation 7 per cent Preferred.....		5,700.00				5,700.00
88 92/100 shares Consolidation Coal Co. of Mary- land, Capital.....	6,313.32					6,313.32
50 shares Corn Products Refining Co. Preferred..	6,600.00					6,600.00
100 shares Cuba Cane Sugar Co. Preferred.....	8,000.00		8,000.00			
1,000 shares Endicott, Johnson Co. Preferred.....	117,572.50					117,572.50
25 shares General Electric Co. "Special".....	293.76					293.76
1,350 shares General Motors Co. Preferred.....	117,750.00					117,750.00
1,644 shares Glen Alden Coal Co. Capital.....	51,423.50					51,423.50
290 shares B. F. Goodrich Co. Preferred.....	7,377.20					7,377.20
110 shares Lawyers Mortgage Co. Capital.....	3,570.00					3,570.00
10 shares Mamati Sugar Co. Common.....	971.43					971.43
525 shares Newmont Mining Corp. Common.....	108,225.00		2,100.00			106,125.00
13 shares Norfolk Country Club Common.....	1.00					1.00
410 shares Oliver Farm Equipment Co. Prior Preferred.....	35,954.50					35,954.50
135 shares Rolfe Coal Mining Co. Common (\$25 par value).....	1,687.50					1,687.50
106 shares Rolfe Coal Mining Co. Preferred (\$25 par value).....	2,650.00					2,650.00
2 shares Sumarkand, Capital.....	1.00					1.00
48 shares Standard Oil Export Corporation Pre- ferred.....	63,012.50			5,016.00		5,016.00
500 shares United States Steel Co. Preferred.....						63,012.50
	\$889,365.71		\$889,365.71	\$181,478.50		\$1,060,744.21
			\$10,100.00			

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
Stocks				
SCHEDULE IV—BANK AND TRUST COMPANY				
1 certificate Beneficial Interest Columbia Trust Co.....				\$100.00
	\$100.00			\$100.00
SCHEDULE V				
Miscellaneous				
Agreement with Greenberg, Publisher, Inc.....	\$1.00			\$1.00
Agreements with Macmillan Co.....	3.00			3.00
Agreement with Charles Scribner's Sons.....	1.00			1.00
Contract with Westinghouse Electric & Manufacturing Co.....	1.00			1.00
New York Life Insurance Co. Policy.....	100,000.00			100,000.00
4 shares Clinton Hall Association & Mercantile Library Capital Stock.....	4.00			4.00
1 share New York Historical Society Stock.....	1.00			1.00
1 share New York Society Library Stock.....	1.00			1.00
Trust Agreements.....	4.00			4.00
Stock in Affiliated Corporations.....	1,500.00		1,000.00	500.00
Acceptances.....	76,857.14		76,857.14	
Warrants to purchase 200 shares Cuba Cane Products Co. Common.....		8,000.00		8,000.00
	\$178,373.14	\$8,000.00	\$77,857.14	\$108,516.00
	178,373.14			\$108,516.00

Bonds and Mortgages

On 362-370 Avenue "A," New York, at 6 per cent due 1940.	\$120,000.00				\$2,000.00	\$118,000.00
On 2479-2491 Amsterdam Avenue, New York, at 6 per cent, due 1933.	69,000.00				2,000.00	67,000.00
On Southwest Corner Bailey Avenue and 230th Street, New York, at 6 per cent, due 1935.	125,000.00				2,500.00	122,500.00
On 65-67 Barclay Street, New York, at prevailing interest rate, Open Mortgage.			60,000.00			60,000.00
On 75-79 Barclay Street, New York, at prevailing rate, Open Mortgage.	36,000.00				7,000.00	29,000.00
On 26-28 Beaver Street, New York, at 5½ per cent, due 1934.	375,000.00					375,000.00
On 188 Bowery, New York, at 6 per cent, due 1931.	60,000.00					60,000.00
On 113-115 Broad Street, New York, at 6 per cent due 1930.	301,000.00				301,000.00	
On 503-11 Broadway, New York, at 5½ per cent, Open Mortgage.	448,000.00					448,000.00
On 506-28 Cherry Street, New York, at 6 per cent, Open Mortgage.	81,000.00					81,000.00
On 21 Claremont Avenue, New York, at 5 per cent, Open Mortgage.	190,000.00					190,000.00
On 25 Claremont Avenue, New York, at 5½ per cent, due 1935.	250,000.00				1,875.00	248,125.00
On 29-31 Claremont Avenue, New York at prevailing rate, Open Mortgage.	114,000.00				3,000.00	111,000.00
On 33-35 Claremont Avenue, New York, at prevailing rate, Open Mortgage.	150,000.00					150,000.00
On Southwest Corner College Avenue and East 170th Street, New York, at 5½ per cent, due 1933.			210,000.00			210,000.00
On Delafaid Avenue, Riverdale, New York, at 5½ per cent, due 1933.	15,360.00				320.00	15,040.00

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
On east side of West 6th Street, Brooklyn, New York, at 5½ per cent, due 1933.	\$4,000.00	.....	.....	\$4,000.00
On 812 Eighth Avenue, New York, at 5½ per cent, due 1934.	88,200.00	.....	\$1,800.00	86,400.00
On Eleventh Avenue between 18th and 19th Streets, New York, at 6 per cent, due 1933.	285,000.00	.....	.....	285,000.00
On 882 Faile Street, Bronx, New York, at 5½ per cent, due 1932.	4,000.00	.....	.....	4,000.00
On 886 Faile Street, Bronx, New York, at 5½ per cent, due 1933.	4,000.00	.....	.....	4,000.00
On 890 Faile Street, Bronx, New York, at 5½ per cent due 1933.	6,000.00	.....	.....	6,000.00
On 51st Street and Eleventh Avenue, Brooklyn, New York, at 5½ per cent, due 1934.	5,000.00	.....	.....	5,000.00
On northeast corner First Avenue and 89th Street, New York, at 5½ per cent, due 1933.	359,000.00	.....	10,000.00	349,000.00
On 131-145 Flatbush Avenue, Brooklyn, New York, at 6 per cent, Open Mortgage.	200,000.00	.....	.....	200,000.00
On 293 Front Street and 133 Roosevelt Street, New York, at 5½ per cent, due 1932.	33,750.00	.....	.....	33,750.00
On 106-108 Fulton Street and 14 Dutch Street, New York, at 5½ per cent, due 1936.	.....	\$389,500.00	.....	389,500.00
On 286 Fulton Street, Brooklyn, New York, at 6 per cent, Open Mortgage.	14,750.00	.....	14,750.00	.....
On 10 Gouverneur Lane, New York, at 5½ per cent, due 1932.	.....	5,000.00	.....	5,000.00
On 237 Greenwich Street, New York, at prevailing rate, Open Mortgage.	5,500.00	.....	.....	5,500.00
On 239-243 Greenwich Street, at prevailing rate, Open Mortgage.	.....	24,000.00	.....	24,000.00

On 252-254 Greenwich Street, New York, at prevailing rate, Open Mortgage.....	24,000.00				24,000.00
On 261-267 Greenwich Street, New York, at prevailing rate, Open Mortgage.....		70,000.00			70,000.00
On 609-13 Greenwich Street, 120-128 Letoy Street, New York, at 6 per cent, due 1933.....	225,000.00				225,000.00
On 70 Haven Avenue, New York, at prevailing rate, Open Mortgage.....	434,000.00				434,000.00
On 139-149 Hudson Street, Southwest corner Hubert Street, New York, at 6 per cent, due 1935.....	650,000.00				650,000.00
On Jefferson Avenue, Richmond Hill, New York, at 5½ per cent, due 1933.....	3,000.00				3,000.00
On 34 Laight Street and 13 Vestry Street, New York, at 5½ per cent, due 1934.....	50,000.00		50,000.00		
On south side of Lexington Avenue, Brooklyn, New York, at 5½ per cent, due 1933.....	2,000.00				2,000.00
On 800 Madison Avenue, New York, at 5½ per cent, due 1931.....	372,000.00			8,000.00	364,000.00
On 51 Market Street, New York, at 5½ per cent, due 1932.....	21,000.00				21,000.00
On 1723 Matthews Avenue, Bronx, New York, at 6 per cent, Open Mortgage.....	2,800.00				2,800.00
On northwest corner of McCombs Place and 154th Street, New York, at 6 per cent, Open Mortgage.....	116,025.00				116,025.00
On Morningside Drive, 117th to 118th Streets, New York, at prevailing rate, Open Mortgage.....	256,000.00			22,000.00	234,000.00
On 50 Murray Street, New York, at prevailing rate, Open Mortgage.....	14,000.00			3,000.00	11,000.00
On 68 Murray Street, New York, at prevailing rate, Open Mortgage.....	28,000.00			1,000.00	27,000.00
On 70 Murray Street, New York, at prevailing rate, Open Mortgage.....	10,000.00				10,000.00
On 136 Newark Avenue, Jersey City, New Jersey, at 6 per cent, due 1934.....	49,000.00				49,000.00

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
On northeast corner 134th Street and Riverside Drive, New York, at 6 per cent, due 1934.	\$294,000.00		\$6,000.00	\$288,000.00
On 115th Street & Amsterdam Avenue, at prevailing rate, Open Mortgage.	100,000.00			100,000.00
On 91-93 Park Row, New York, at 5½ per cent, Open Mortgage.	15,000.00			15,000.00
On 93 Park Row, New York, at 5½ per cent, Open Mortgage.	\$15,000.00			\$15,000.00
On 450 Riverside Drive, New York, at 5½ per cent, due 1934.	250,000.00			250,000.00
On 460-464 Riverside Drive, New York, at prevailing rate, Open Mortgage.	146,000.00		9,000.00	137,000.00
On northeast corner Riverside Drive and Payson Avenue, New York, at 5½ per cent, due 1932.	282,000.00		9,000.00	273,000.00
On southwest quarter of Section 32, Township 20, Range 1, Province of Saskatchewan, Canada, at 9 per cent, Open Mortgage.		\$1.00		1.00
On 117-125 Seventh Avenue, New York, at 6 per cent, due 1930.	207,000.00		207,000.00	
On 28 South Street, New York, at 5½ per cent, due 1934	25,000.00			25,000.00
On 19 South William Street, New York, at 5½ per cent, due 1934.	66,000.00			66,000.00
On northwest corner Tenth Avenue and 36th Street, New York, at 5½ per cent, due 1933.		850,000.00		850,000.00
On 289-291 Third Avenue and 205-215 East 22nd Street, New York, at 5½ per cent, due 1933.	242,500.00		5,000.00	237,500.00
On 780-786 Twelfth Avenue, New York, at 5½ per cent, due 1932.	475,000.00			475,000.00
On 78-80 Walker Street, New York, at 5½ per cent, due 1930.	125,000.00		125,000.00	

On 771-775 Washington Street, New York, at 5½ per cent, due 1935.	86,000.00			2,000.00	84,000.00
On 40 Washington Square South, New York, at 5½ per cent, due 1936.		55,000.00			55,000.00
On 40 West Broadway, New York, at prevailing rate, Open Mortgage.		20,000.00			20,000.00
On 46 West Broadway, New York, at prevailing rate, Open Mortgage.		33,500.00			33,500.00
On 133-137 East 16th Street, New York, at 5½ per cent, due 1933.	106,000.00				106,000.00
On 3-7 East 27th Street, New York, at 6 per cent, due 1932.	240,000.00				240,000.00
On 20 East 31st Street and 15-19 East 30th Street, New York, at 5½ per cent, due 1936.	225,000.00				225,000.00
On 408-418 East 48th Street, New York, at 6 per cent, due 1934.	69,000.00			2,000.00	67,000.00
On 522-24 East 81st Street, New York, at 6 per cent, due 1933.	60,000.00				60,000.00
On 309-27 East 94th Street, New York, at 5½ per cent, due 1933.	325,000.00			5,000.00	320,000.00
On 171 East 107th Street, New York, at 5½ per cent, due 1932.	6,000.00				6,000.00
On 168-174 East 116th Street, New York, at 6 per cent, Open Mortgage.	71,625.00			71,625.00	
On 139-149 West 19th Street, New York, at 5½ per cent, due 1936.		114,000.00			114,000.00
On 136-140 West 23rd Street, New York, at 5½ per cent, due 1933.	140,000.00			140,000.00	
On 549-557 West 23rd Street, New York at 5½ per cent, due 1932.	345,000.00			10,000.00	335,000.00
On 25-27 West 30th Street, New York, at 5½ per cent, due 1933.	93,850.00			1,500.00	92,350.00
On 6-8 West 32nd Street, New York, at 5½ per cent, due 1934.	350,000.00				350,000.00

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
On 335-43 West 35th Street, New York, at 5½ per cent, due 1932.	\$355,000.00	.....	\$10,000.00	\$345,000.00
On 19-21 West 36th Street, New York, at 6 per cent, due 1932.	267,500.00	.....	.....	267,500.00
On 141-145 West 36th Street, New York, at 5¼ per cent, due 1935.	.....	\$600,000.00	.....	600,000.00
On 542-548 West 36th Street, New York, at 5½ per cent, due 1934.	100,000.00	.....	100,000.00	.....
On 40-42 West 37th Street, New York, at 6 per cent, due 1935.	290,000.00	.....	.....	290,000.00
On 323-327 West 38th Street, New York, at 5¼ per cent, due 1934.	460,000.00	.....	15,000.00	445,000.00
On 341-343 West 38th Street, New York, at 5½ per cent, due 1931.	\$220,000.00	.....	\$3,750.00	\$216,250.00
On 264-8 West 41st Street, New York, at 6 per cent, due 1932.	185,000.00	.....	.....	185,000.00
On 530-532 West 47th Street, New York, at 5½ per cent, due 1933.	45,000.00	.....	.....	45,000.00
On 38-40 West 48th Street, New York, at 5½ per cent, due 1930.	207,000.00	.....	207,000.00	.....
On 13-15 West 60th Street, New York, at 5 per cent, due 1930.	175,000.00	.....	.....	175,000.00
On 243-249 West 67th Street and 248-250 West 68th Street, New York, at 5½ per cent, due 1931.	250,000.00	.....	.....	250,000.00
On 403 West 115th Street, New York, at prevailing rate, Open Mortgage.	34,000.00	24,000.00	.....	58,000.00
On 404 West 116th Street, New York, at prevailing rate, Open Mortgage.	173,000.00	.....	.....	173,000.00
On 420 West 116th Street, New York at 5½ per cent, due 1932.	225,000.00	.....	.....	225,000.00

On 420 West 116th Street, New York, at prevailing rate, Open Mortgage.....	142,500.00				142,500.00
On 424-430 West 116th Street, New York, at prevailing rate, Open Mortgage.....	364,000.00		12,000.00		352,000.00
On 153rd Street, west of Broadway, New York at 6 per cent, due 1932.....	86,000.00		1,000.00		85,000.00
On Properties in Upper Estate, New York, at prevailing rate, Open Mortgage.....	380,793.81		380,793.81		
	\$13,920,153.81	\$2,455,001.00	\$1,752,913.81		\$14,622,241.00
Guaranteed Certificates					
By Title Guarantee & Trust Co. of New York, at 5½ per cent, due 1932.....	\$10,000.00	\$6,600.00			\$16,600.00
By Title Guarantee & Trust Co. of New York, at 5½ per cent, due 1933.....	1,000.00				1,000.00
By U. S. Mortgage and Trust Company of New York, at 5½ per cent, due 1933.....		10,000.00			10,000.00
	\$11,000.00	\$16,600.00			\$27,600.00
Participation Certificates					
(Guaranteed by Lawyers Mortgage Co.)					
On south side of Perry Avenue, near 205th Street, Bronx, New York, at 5½ per cent, due 1931.....	\$2,000.00				\$2,000.00
On west side of Morris Avenue, near Burnside Avenue, Bronx, New York, at 5½ per cent, due 1931.....	2,500.00		2,500.00		

At June 30, 1931	At June 30, 1930 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
On west side of Fulton Avenue, near East 172nd Street, Bronx, New York, at 5½ per cent, due 1931	\$1,000.00	.....	.....	\$1,000.00
On west side of Rochambeau Avenue, near East Gun Hill Road, Bronx, New York, at 5½ per cent, due 1932.	20,000.00	.....	.....	20,000.00
On northwest corner East 193rd Street and Decatur Avenue, Bronx, New York, at 5½ per cent, due 1931.	5,000.00	.....	.....	5,000.00
On south side of West 182nd Street, near Jerome Avenue, Bronx, New York, at 5½ per cent, due 1932	3,000.00	.....	.....	3,000.00
On northeast corner Gerard Avenue and East 164th Street, Bronx, New York, at 5½ per cent, due 1932	1,000.00	.....	.....	1,000.00
On southwest corner Sherman Avenue and Isham Street, New York, at 5½ per cent, due 1935. . . . .	.....	\$2,500.00	.....	2,500.00
On Thayer Street and Sherman Avenue, New York, at 5½ per cent, due 1932.	\$13,000.00	.....	.....	\$13,000.00
On Teasdale Place and Cauldwell Avenue, Bronx, New York, at 5½ per cent, due 1932.	5,000.00	.....	.....	5,000.00
	\$52,500.00	\$2,500.00	\$2,500.00	\$52,500.00
	\$28,263,979.43			\$30,013,745.32

SECURITIES SUMMARY

	At June 30, 1931 Book Value	Increase 1930-1931	Decrease 1930-1931	At June 30, 1931 Book Value
BONDS				
Schedule I—Railroad.....	\$4,994,894.56	\$262,215.00	\$100,509.19	\$5,156,600.37
Schedule II—Public Utility.....	3,813,425.35	219,190.47	104,196.52	3,928,419.30
Schedule III—State and Municipal.....	4,390.63	250.00	7,575.45	4,390.63
Schedule IV—Industrial.....	1,822,758.46			1,815,433.01
Schedule V—Foreign Government.....	106,200.00			106,200.00
Schedule VI—United States Government.....	8,256.56	51,603.62		59,860.18
	\$10,749,925.56			\$11,070,903.49
STOCKS				
Schedule I—Railroad.....	2,045,707.18	759,437.50	153,320.59	2,651,824.09
Schedule II—Public Utility.....	416,854.03	2,462.50		419,316.53
Schedule III—Industrial.....	889,365.71	181,478.50	10,100.00	1,060,744.21
Schedule IV—Bank and Trust Co.....	100.00			100.00
	3,352,026.92			4,131,984.83
MISCELLANEOUS.....	178,373.14	8,000.00	77,857.14	108,516.00
BONDS AND MORTGAGES.....	13,920,153.81	2,455,001.00	1,752,913.81	14,622,241.00
GUARANTEED CERTIFICATES.....	11,000.00	16,600.00		27,600.00
PARTICIPATION CERTIFICATES.....	52,500.00	2,500.00	2,500.00	52,500.00
				14,810,857.00
Totals.....	\$28,263,979.43	\$3,958,738.59	\$2,208,972.70	\$30,013,745.32
DISTRIBUTION				
Special Endowments—Principal.....	\$26,658,421.44	\$1,716,511.10		\$28,374,932.54
Special Endowments—Income.....	818,537.34	17,353.99		835,891.33
Student Loans.....	895.02			895.02
Gifts.....	780,973.46	16,902.25		797,875.71
General Endowment.....	5,152.17		1,001.45	4,150.72
Totals.....	\$28,263,979.43	\$1,750,767.34	1,001.45	\$30,013,745.32

REDEMPTION FUND

Balance in Fund at June 30, 1930.....	\$600,000.00
Add Securities Deposited with Trustees of Fund.....	100,000.00
Balance in Fund at June 30, 1931.....	\$700,000.00

Composed of:

BONDS

\$500 United States of America Fourth Liberty Loan $4\frac{1}{4}$ per cent Bonds, due 1938.....	500.00
111,000 Virginian Railway Company 5 per cent First Mortgage Bonds, Series A, due 1962.....	111,000.00

BONDS AND MORTGAGES

On Amsterdam Avenue and 167th Street, New York, at 6 per cent, due 1933..	68,700.00
On southwest corner Pinehurst Avenue and 176th Street, New York, at $5\frac{1}{2}$ per cent, due 1933.....	198,000.00
On 745 East 6th Street, New York, at $5\frac{1}{2}$ per cent, due 1931.....	31,800.00
On 34 Laight Street and 13 Vestry Street, New York, at $5\frac{1}{2}$ per cent, due 1934	50,000.00
On 136-140 West 23rd Street, New York, at $5\frac{1}{2}$ per cent, due 1933.....	140,000.00
On 542-548 West 36th Street, New York, at $5\frac{1}{2}$ per cent, due 1934.....	100,000.00
	<u>\$700,000.00</u>

UNIVERSITY LAND
BUILDINGS AND EQUIPMENT

UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1930		Additions 1930-1931	Deductions 1930-1931	At June 30, 1931	
Land: 114th to 116th Streets Amsterdam Ave. and Broadway. Improvements to Grounds.....	\$2,022,440.06 55,464.15	\$2,077,904.21	\$1,000.00		\$2,022,440.06 56,464.15	\$2,078,904.21
116th to 120th Streets, Amsterdam Ave. and Broadway. Improvements to Grounds.....	2,000,000.00 429,601.17	2,429,601.17			2,000,000.00 429,601.17	2,429,601.17
116th Street, north side, Morningside Drive to Amster- dam Avenue.....		563,193.40				563,193.40
117th Street, south side, Morningside Drive to Amster- dam Avenue.....		503,656.95				503,656.95
Baker Field, Broadway, 218th St. and Harlem Ship Canal Improvements and additions to Baker Field.....	736,656.65 261,372.04	998,028.69			736,656.65 261,372.04	998,028.69
Avery Library Building: Construction.....	339,821.42				339,821.42	
Equipment.....	1,829.68				1,829.68	
Baker Field Boat House.....		341,651.10				341,651.10
Baker Field Boat House Equipment.....		1,500.00	55,779.41			55,779.41
Baker Field Fence.....		1,850.98				1,500.00
Baker Field Grandstands.....		84,800.22	1,506.00			1,850.98
Boat House at Highland, N. Y. Construction.....		30,040.00				86,306.22
Equipment.....	315,526.06				315,526.06	
Land.....	60.27		1,615.00		1,675.27	
Casa Italiana: Construction.....	265,388.90	580,975.23			265,388.90	582,590.23
Chemical Engineering Building: Construction.....		3,166.44				3,166.44

REPORT OF THE TREASURER

Dental and Oral Surgery; (School of): Construction and Equipment.....	592,267.00			592,267.00		
Crocker Research Building: X-Ray Equipment.....	18,465.53	101.00		18,465.53	164,945.65	18,465.53
Earl Hall: Construction and Equipment..... Trophy Room Equipment.....	165,824.65			165,824.65	980.00	165,925.65
East Hall: Alterations and Equipment..... Construction..... Engineering Building: Equipment.....	13,402.62			13,402.62	284,075.50	13,402.62
				304,850.97	20,775.47	304,850.97
Faculty House: Construction..... Equipment.....				299,725.43	299,725.43	
				335,012.85	35,287.42	335,012.85
Fayerweather Hall: Construction..... Equipment.....				362,610.91	362,610.91	
				411,108.45	48,497.54	411,108.45
Furnald Hall: Construction..... Equipment.....			2.00	386,274.86	352,666.66	
				510,728.75	33,610.20	386,276.86
Hamilton Hall: Construction..... Equipment.....				367,755.27	486,572.26	
				650,502.33	24,156.49	367,757.27
Hartley Hall: Construction..... Equipment.....				367,755.27	337,202.65	
				995,332.16	30,554.62	650,502.33
Havemeyer Hall: Construction..... Equipment.....				780,951.30	536,427.47	
				999,388.90	114,074.86	650,502.33
Havemeyer Annex: Construction..... Equipment.....		156.81	3,899.93	999,388.90	781,108.11	
					218,280.79	999,388.90

	At June 30, 1930		Additions 1930-1931	Deductions 1930-1931	At June 30, 1931	
John Jay Hall:	Construction.....	\$1,661,332.39	\$963.00	.....	\$1,662,295.39	
	Equipment.....	190,337.49	.....	\$52,625.26	137,712.23	
	Commons Equipment.....	.....	53,387.22	.....	53,387.22	\$1,853,394.84
		\$1,851,669.88				
Johnson Hall:	Construction.....	1,145,942.25	.....	.....	1,145,942.25	
	Equipment.....	92,201.06	.....	1,458.66	90,742.40	
	Commons Equipment.....	27,754.51	2,433.84	.....	30,188.35	
		1,265,897.82				1,266,873.00
Kent Hall:	Construction.....	588,636.91	68.00	.....	588,704.91	
	Post Office.....	1,164.50	.....	.....	1,164.50	
		589,801.41				589,869.41
Library Building:	Construction.....	1,108,461.08	.....	.....	1,108,461.08	
	Equipment.....	103,038.31	.....	.....	103,038.31	
	Alterations.....	46,600.00	.....	.....	46,600.00	
		1,258,099.39				1,258,099.39
Livingston Hall:	Construction.....	333,607.50	.....	.....	333,607.50	
	Equipment.....	30,752.06	2.00	.....	30,754.06	
		364,359.56				364,361.56
Philosophy Building:	Construction and Equipment.....	349,694.66	2,879.72	.....	.....	352,574.38
Physics Building:	Construction.....	1,282,809.17	.....	.....	1,282,809.17	
	Equipment.....	266,969.62	1,027.38	.....	267,997.00	
		1,549,778.79				1,550,806.17
President's House:	Construction.....	196,830.82	.....	.....	196,830.82	
	Furnishing.....	24,410.17	.....	.....	24,410.17	
		221,240.99				221,240.99
St. Paul's Chapel:	Construction.....	266,676.54	.....	.....	266,676.54	
	Equipment.....	57,090.62	.....	.....	57,090.62	
		323,767.16				323,767.16

REPORT OF THE TREASURER

Schermerhorn Hall:	Construction.....	483,808.71	1,484.16	.....	485,292.87
	Equipment.....	117,574.38	374.00	.....	117,948.38
Schermerhorn Hall Extension:	Construction.....	601,383.09	.....	522.45	.....
	Equipment.....	943,373.27	.....	.....	.....
	.....	247,983.47	6,374.76	.....	.....
School of Business:	Construction.....	1,000,820.29	.....	.....	1,000,820.29
	Equipment.....	70,534.86	.....	.....	70,534.86
School of Journalism:	Construction.....	534,863.38	.....	.....	534,863.38
	Equipment.....	28,637.83	.....	.....	28,637.83
School of Mines Building:	Construction.....	305,506.29	.....	.....	305,506.29
	Equipment.....	19,760.85	.....	.....	19,760.85
University Hall:	Construction.....	988,431.53	.....	.....	988,431.53
	Equipment.....	28,341.01	78.14	.....	28,419.15
	Power House Equipment.....	310,499.10	12,048.54	.....	322,547.64
	Power House Conduits.....	13,866.30	.....	.....	13,866.30
	Gymnasium Equipment.....	43,149.23	.....	.....	43,149.23
	Commons Equipment.....	16,679.38	1,390.16	.....	18,069.54
	.....	1,400,966.55	.....	.....	1,414,483.39
No. 411 West 117th Street (Maison Francaise)	.....	34,624.72	.....	.....	34,624.72
No. 413 West 117th Street (Chaplain's Residence)	.....	24,789.89	.....	.....	24,789.89
No. 415 West 117th Street (Dean's Residence—College)	.....	24,789.89	.....	.....	24,789.89
No. 417 West 117th Street (Dean's Residence—Engineering)	.....	.....	45,225.25	.....	45,225.25
No. 419 West 117th Street (Home Study)	.....	31,333.33	.....	.....	31,333.33
No. 421 West 117th Street	.....	22,833.00	.....	.....	22,833.00
No. 423 West 117th Street (Deutsches Haus)	.....	37,712.65	.....	.....	37,712.65
No. 435 West 117th Street (Casa de las Espanas)	.....	21,691.88	.....	.....	21,691.88
Class of 1880 Gates	.....	2,000.00	.....	.....	2,000.00
Class of 1881 Flagstaff	.....	4,600.00	.....	.....	4,600.00
Class of 1883 Mines—Settling Bust of Professor Eggleston	.....	390.00	.....	.....	390.00
Class of 1885 Sun-Dial	.....	10,000.00	.....	.....	10,000.00
	.....	1,071,355.15	.....	.....	1,071,355.15
	.....	563,501.21	.....	.....	563,501.21
	.....	325,267.14	.....	.....	325,267.14

603,241.25
942,850.82
254,358.23

	At June 30, 1930	Additions 1930-1931	Deductions 1930-1931	At June 30, 1931
Class of 1886 Granite Excetra.....				\$5,000.00
Class of 1888 Gates.....	\$5,000.00			2,000.00
Class of 1889 Minors "Hammerman".....	2,000.00			5,000.00
Class of 1890 Arts and Mines—Statue of Letters and pylon.....	5,000.00			8,598.72
Class of 1891 Gates.....	8,598.72			15,000.00
Class of 1897 Boat House.....	15,000.00			8,000.00
Class of 1893 Chapel Bell.....	8,000.00			5,114.84
Class of 1900 Statue of Science and pylon.....	5,114.84			13,148.95
Class of 1906 Clock.....	13,148.95			1,159.16
Fountain of the God Pan.....	1,159.16			12,013.50
Granite Posts for Class of 1891 Gates.....	12,013.50			2,563.00
Hamilton Statu.....	2,563.00			10,900.00
Lighting University Grounds.....	10,900.00			1,035.00
Portrait of President Butler.....	1,035.00			9,880.57
Seth Low Memorial Tablet.....	9,880.57			1,010.00
Marcellus Hartley Research Tablet.....	1,010.00			417.00
John B. Pine Tablet.....	417.00			1,374.00
Munroe Smith—Tablet.....	1,374.00			1,840.00
Van Amringe Memorial.....	1,840.00			20,738.34
Removal and Re-erection of Fence.....	20,738.34			15,371.71
Manor House, Improvements and Furnishings.....	15,371.71	\$3,334.58		8,951.94
Hegeler Furnace.....	8,951.94			2,000.00
Model of Buildings and Grounds.....	2,000.00			19,972.70
Model of Coal Mine.....	19,972.70			250.00
Braden Mine Models.....	250.00			1,700.00
Sprinkler System for Academic Buildings.....	1,700.00	3,495.72		
Repairs and Equipment of Old Buildings: East Hall.....	5,113.34			5,113.34

South Court Fountains.....	4,932.88				4,932.88
Students Army Training Corps Equipment.....	850.00				850.00
Botany and Agricultural Greenhouses.....	16,486.50				16,486.50
Optical Instruments.....	7,100.00				7,100.00
Assessments:					
Boulevard Sewer.....	2,579.90				2,579.90
129th Street Sewer.....	749.25				749.25
Opening and acquiring title to Addition to Riverside Park.....	8,168.98				8,168.98
Opening 116th Street.....	2,882.77				2,882.77
Opening 120th Street.....	38,033.59				38,033.59
Opening Riverside Drive and Parkway.....	4,814.55				4,814.55
On 116th Street for Inwood Park.....	45.80				45.80
Expenses during construction and removal to New Site—(Net)	57,274.84				57,274.84
Outside Street Work.....	372,058.68				372,058.68
Vaults: East.....	107,140.39				107,140.39
West.....	30,382.79				30,382.79
	37,316.40				37,316.40
Medical School:					
Buildings.....	628,969.31				628,969.31
Equipment.....	33,896.20				33,896.20
Library.....	1,400.00				1,400.00
Roof Laboratory.....	14,938.07				14,938.07
School of Dentistry.....	39,084.92				39,084.92
Sloane Hospital for Women.....	399,263.14				399,263.14
New Site.....	867,062.50		130,000.00		737,062.50
New Residence Hall Site.....	529,647.05		23,460.79		506,186.26
Improvements to New Site.....	9,068.47				9,068.47
Bard Hall Construction.....	836,350.59				836,350.59
New Buildings.....	3,604,732.40				3,632,418.89
New Equipment.....	54,230.25				58,380.38
School of Dental and Oral Surgery.....	605,375.02				630,733.91
	67,699.19				67,699.19

	At June 30, 1930		At June 30, 1931	
Sloane Hospital and Vanderbilt Clinic Buildings and Equipment.....	\$750,000.00	\$7,537,667.33 40,717.69		\$750,000.00 \$8,277,752.64 40,717.69
Camp Columbia, Morris, Conn.....		\$33,900,879.00	\$1,092,174.72	\$34,784,986.56
Less Reserve for Depreciation of Commons Equipment.....	36,261.63			43,036.69
Less Reserve for Hartley Hall.....	1,694.66			211.66
Less Reserve for Baker Field Grandstands.....	95.50			95.50
Less Reserve for John Jay Hall.....	90.00	38,141.79		34.00
Less Reserve for Class of 1905 Gates.....				37.00
Less Reserve for Old Dental School.....				
		\$33,862,737.21		\$34,741,571.71

OTHER PROPERTY

	At June 30, 1930	Increase	Decrease and Depreciation	At June 30, 1931
Amsterdam Avenue and 115th Street.....Leasehold	\$106,420.07	.....	.....	\$106,420.07
65-67 Barclay Street.....Building and Lease	.....	\$60,222.00	\$333.95	59,888.05
75-77-79 Barclay Street.....Building and Lease	42,442.64	4,479.01	6,735.02	40,186.63
83 Barclay Street.....Building	1.00	.....	.....	1.00
503-11 Broadway.....Land and Building	661,265.42	.....	11,591.85	649,673.57
21 Claremont Avenue.....Land and Building	295,360.89	134.40	18,818.33	276,676.96
21 Claremont Avenue.....Equipment	3,622.58	.....	.....	3,622.58
29-35 Claremont Avenue.....Land and Building	415,135.71	181.44	21,877.05	393,440.10
29-35 Claremont Avenue.....Equipment	8,757.65	.....	.....	8,757.65
39-41 Claremont Avenue.....Land and Building	428,392.70	160.00	4,644.91	423,907.79
237 Greenwich Street.....Building and Lease	6,136.20	.....	450.00	5,686.20
239-41-43 Greenwich Street.....Building and Lease	.....	24,185.16	.....	24,185.16
261-7 Greenwich Street.....Building and Lease	.....	70,207.22	125.01	70,082.21
252-4 Greenwich Street.....Building and Lease	24,178.70	.....	.....	24,178.70
70 Haven Avenue.....Land and Building	435,098.66	224.00	.....	435,322.66
44 Murray Street.....Building and Lease	408.42	382.33	.....	790.75
46 Murray Street.....Building and Lease	442.89	2,711.58	.....	3,154.47
50 Murray Street.....Building and Lease	15,251.16	.....	3,237.51	12,013.65
68 Murray Street.....Building	28,477.78	.....	1,393.48	27,084.30
70 Murray Street.....Building	10,094.09	.....	.....	10,094.09
72 Murray Street.....Building	5,282.52	.....	240.12	5,042.40
460-64 Riverside Drive.....Land and Building	556,865.92	200.00	8,521.53	548,544.39
40 West Broadway.....Building and Lease	.....	20,129.15	25.02	20,104.13
46 West Broadway.....Building and Lease	.....	33,601.11	225.49	33,375.62
18 East 16th Street.....Land	167,109.75	.....	.....	167,109.75
41 West 47th Street.....Land and Building	61,750.72	.....	.....	61,750.72
403 West 115th Street.....Land and Building	194,324.51	.....	.....	194,324.51

	At June 30, 1930	Increase	Decrease and Depreciation	At June 30, 1931
404 West 116th Street.....	\$178,992.77	.....	.....	\$178,992.77
420 West 116th Street.....	374,170.55	\$26,402.40	\$474.15	400,098.80
424-30 West 116th Street.....	376,307.10	.....	12,163.62	364,143.48
405 West 117th Street.....	25,530.57	.....	340.00	25,190.57
407 West 117th Street.....	22,128.91	.....	262.12	21,866.79
431 West 117th Street.....	23,172.09	.....	309.51	22,862.58
433 West 117th Street.....	22,525.32	.....	280.11	22,245.21
117th Street, Morningside Drive and 118th Street.....	760,979.83	.....	22,049.00	738,930.83
Advances on Properties in Process of Acquisition.....	.....	30,000.00	.....	30,000.00
Real Estate (Amos F. Eno Endowment).....	\$5,250,627.12	\$273,219.80	\$114,097.78	\$5,409,749.14
Real Estate (Phoenix Endowment).....	4,949,089.45	176.23	11,490.00	4,937,775.68
Real Estate (Anonymous Endowment).....	381,427.07	.....	1,270.00	380,157.07
Real Estate (Anonymous Endowment).....	75,000.00	.....	.....	75,000.00
Real Estate (Hemingway Endowment).....	4,500.00	.....	.....	4,500.00
Real Estate (Long Lake, N. Y.).....	.....	1.00	.....	1.00
	\$10,660,643.64	\$273,397.03	\$126,857.78	\$10,807,182.89

SPECIAL ENDOWMENTS

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
(A) For General Purposes			
BURGESS (JOHN W.) FUND: Gift of Anonymous Donors to the general endowment of the University. Established 1910.	\$100,000.00	.....	\$100,000.00
CARPENTIER (H. W.) ENDOWMENT FUND: Legacy of the late Horace W. Carpenter, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918.	1,317,334.84	2,665.16	1,320,000.00
CIVIL ENGINEERING FIRE TESTING STATION FUND: Created by act of the Trustees on October 6, 1930, by the transfer of the sum of \$7,435.97 from the unexpended balance on June 30, 1930, of receipts from the Civil Engineering Fire Testing Station, this sum to be set up as the Civil Engineering Fire Testing Station Fund, the income or principal to be used as the Trustees may from time to time determine for the support and development of the work of this station. Established 1930. ....	.....	8,268.27	8,268.27
CIVIL ENGINEERING TESTING LABORATORIES FUND: Created by act of the Trustees on January 5, 1925, by the transfer of the sum of \$10,000 from the unexpended balance on June 30, 1924, of receipts from the Civil Engineering Testing Laboratories, this sum to be set up as a Civil Engineering Testing Laboratories Fund, the income or principal of which shall be used as the Trustees may from time to time determine for the support and development of the work of these laboratories. Established 1925.	25,163.19	3,756.85	28,920.04
CLASS OF 1902 FUND: Gift of the Class of 1902 College, the income to be used for the general purposes of the University. Established 1928.	17,000.00	.....	17,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
COLUMBIA UNIVERSITY PERMANENT ALUMNI FUND: Inaugurated by a gift of \$10,000.00 from the Class of 1895 Arts and Mines and subsequently increased by gifts from the Alumni Federation of Columbia University, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919	\$121,800.00	\$250.00	\$122,050.00
ENO (AMOS F.) ENDOWMENT FUND: Bequest of the late Amos F. Eno, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1923	7,886,488.02	3,434.22	7,889,922.24
KENNEDY (JOHN STEWART) ENDOWMENT FUND: Bequest of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909. Established 1910	2,801,370.48	4,775.99	2,806,146.47
PELL (MARY B.) LEGACY: Bequest of the late Mary B. Pell, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1914	330,620.26	29,998.01	360,618.27
VAN CORTLANDT (ROBERT B.) FUND: Bequest of the late Robert B. Van Cortlandt, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918	814,447.49	552.51	815,000.00
	\$13,414,224.28	\$53,701.01	\$13,467,925.29
	50,000.00	.....	50,000.00

(B) For Designated Purposes

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

ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND: Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.....	5,000.00	.....	5,000.00
ALUMNI WAR BONUS FUND: Proceeds of Adjusted Compensation Certificates donated by Columbia University War Veterans, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1929.....	3,635.00	3,092.00	6,727.00
ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC: Gift of an Anonymous Donor to establish this fund, the income to be used to maintain a Professorship in Church and Choral Music. Established 1913.....	100,859.36	140.64	101,000.00
ANONYMOUS FUND FOR THE DEPARTMENT OF MINING AND METALLURGY: Gift of an Anonymous Donor to establish a fund for the use and benefit of the Department of Metallurgy in the School of Mines, the income of the fund to be paid to the wife of the donor during her lifetime and thereafter to the donor, should he survive her. Established 1925.....	\$100,000.00	.....	100,000.00
ANONYMOUS FUND FOR PHYSICS AND PHYSICAL CHEMISTRY: Gift of an Anonymous Donor, the income to be paid to the donor during his lifetime and thereafter to Columbia University in accordance with the terms of agreement. Established 1928.....	499,734.63	375.00	500,109.63
ART PROFESSORSHIP FUND: Bequest of Hugo Reisinger to found a professorship of the History of Arts. Established 1916.....	100,000.00	.....	100,000.00
EVERY ARCHITECTURAL FUND: Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery, the income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000.....	50,000.00	.....	50,000.00
BAIER (VICTOR) FELLOWSHIP FUND: Bequest of the late Victor Baier to establish a fellowship in church music to be governed by such rules and regulations as may be determined by the Trustees. Established 1922.....	20,000.00	.....	20,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
BANGS (FRANCIS SEDGWICK) FUND: Gift of Mrs. Francis Sedgwick Bangs to establish a scholarship in the School of Law in memory of her husband, the late Francis Sedgwick Bangs of the Class of 1878 and a Trustee of the University from 1900 to 1920; the scholarship to be awarded to a qualified student who is a member of either the Anglo-Saxon, the Germanic, the Scandinavian, or the Latin race; and preferably one who has been a student in Columbia College. Established 1926.	\$6,000.00	.....	\$6,000.00
BARKER (CLARENCE) MUSICAL SCHOLARSHIP FUND: Bequest of the late Mrs. Virginia Purdy Bacon, to establish a graduate scholarship in the Department of Music. Established 1921.	25,000.00	.....	25,000.00
BARLOW (DR. WALTER J.) FUND: Gift of Dr. Walter J. Barlow, the income or principal to be used to meet the cost of Columbia University Medals. Established 1930.	.....	\$2,194.74	2,194.74
BARNARD FELLOWSHIP FUND: Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research.' Established 1889.	10,000.00	.....	10,000.00
BARNARD LIBRARY FUND: The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library,' the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science,' to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1935. Established 1889.	59,600.00	.....	59,600.00

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.

16,250.00

16,250.00

BECK FUNDS:
 The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe, the income of the remaining \$8,000 to be used for an annual prize to the student in the Law School who shall pass the best examination in Real Estate Law. Established 1899.
 Beck Scholarship Fund..... \$2,000.00
 Beck Prize Fund..... 8,000.00

10,000.00

10,000.00

BEEKMAN (GERARD) FUND:
 Bequest of the late Gerard Beekman, formerly a Trustee of Columbia University, the income to be used in connection with the work of the Chaplain. Established 1920.

10,000.00

10,000.00

BEER (JULIUS) LECTURE FUND:
 Bequest 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.

10,290.79

10,290.79

BENNETT PRIZE FUND:
 Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States.' Established 1893.

1,000.00

1,000.00

BERGH (HENRY) FUND:
 Anonymous Gift, the income to be used for the promotion of humane education. Established 1907.

100,000.00

100,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
BERTUCH (FREDERICK) SCHOLARSHIP FUND: Bequest of the late Frederick Bertuch, the income to be applied in assisting needy students to pursue courses of study in any department of the University. Established 1929	\$62,576.12	\$423.88	\$63,000.00
BLUMENTHAL ENDOWMENT FUND: Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906	111,069.67	930.33	112,000.00
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	47,544.70	455.30	48,000.00
BONDY (EMIL C.) FUND: Bequest of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and, second, toward general research in medicine and surgery and their allied subjects. Established 1916	100,000.00	.....	100,000.00
BORING FELLOWSHIP FUND: Gift of Edward C. Moore, Jr., to establish a Fellowship in the School of Architecture. Established 1922	6,200.00	.....	6,200.00
BOUVIER (W. SERGEANT) MEMORIAL CUP FUND: Gift of John Vernou Bouvier, Jr. and John Vernou Bouvier III, the income to provide an annual cup to be presented to the member of the Freshman Crew who has best exhibited the qualities of college loyalty, self-discipline and improvement in watermanship throughout the rowing season. Established 1930 .....	.....	1,000.00	1,000.00

BRAINARD (EDWARD SUTLIFF) MEMORIAL PRIZE FUND:

Gift of Miss Phoebe T. Sutliff in memory of her nephew Edward Sutliff Brainard of the Class of 1921, the income to be awarded annually to that student in the graduating class of Columbia College who is adjudged by his class mates, according to such rules as the Faculty may prescribe, as most worthy of distinction on the ground of his qualities of mind and character. Established 1920.....

1,200.00

BRIDGHAM (SAMUEL WILLARD) FUND:

Gift of Mrs. Fanny Bridgham to establish a fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the Faculty of Applied Science. Established 1915.....

22,000.00

BULL (WILLIAM T.) MEMORIAL FUND:

From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M. D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911.....

32,250.00

BUNNER PRIZE FUND:

Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal,' to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896.....

1,250.00

BURGESS (ANNIE P.) SCHOLARSHIP FUND:

Bequest of the late Annie P. Burgess to establish a 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 a 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

1,200.00

22,000.00

32,250.00

1,247.00

5,000.00

5,000.00

3.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
BUTLER (NICHOLAS MURRAY) MEDAL FUND: Gift of Archer M. Huntington to establish a fund, the income to be used in providing a gold medal every five years and a silver or bronze medal annually for the most distinguished contribution made anywhere in the world to philosophy, or to educational theory, practice or administration. Established 1914.	\$3,000.00	.....	\$3,000.00
BUTLER (RICHARD) SCHOLARSHIP FUND: Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903.	5,500.00	.....	5,500.00
CAMPBELL SCHOLARSHIP FUND: Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell to establish two scholarships in Columbia College in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900.	6,000.00	.....	6,000.00
CARPENTER (CLARENCE) FUND: Gift of Mrs. Josephine L. Carpenter in memory of her husband, Clarence Carpenter, the income to be used to promote Cancer Research. Established 1928.	20,000.00	.....	20,000.00
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 civilization among men.' Established 1906.	250,000.00	.....	250,000.00
CARPENTIER (JAMES S.) FUND: Gift of 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.	300,031.20	.....	300,031.20

✓	CARPENTIER (R. S.) FUND: Gift of General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.	100,000.00	.....	100,000.00
✓	CARTER (HERBERT S.) MEMORIAL FUND: Gift of Dr. Nathaniel R. Norton, the income to be used for lectures in the Medical School. Established 1929.	500.00	17,069.90	17,569.90
✓	CARTWRIGHT LECTURESHIP FUND: Gift of the Alumni Association of the College of Physicians and Surgeons, the income to be allowed to accrue and to be added to the principal until further action by the Trustees, the annual income then to be used for the support of lectureships at the Medical School in accordance with the wishes of the late Benjamin Cartwright. Original gift \$8,800.50. Established 1928.	10,155.79	587.79	10,743.58
	CASA DE LAS ESPANAS ENDOWMENT FUND: Gift of various donors, the income to be applied toward the maintenance of the Casa de las Espanas. Established 1930.	.....	5,127.38	5,127.38
	CASA DE LAS ESPANAS PERMANENT FUND, FELLOWSHIP INTERCOLLEGIATE ALLIANCE: Gift of various donors, the income to be applied toward the maintenance of the Casa de las Espanas. Established 1930.	.....	59.10	59.10
	CASA ITALIANA ENDOWMENT FUND: Gift of various donors, the income to be applied toward the maintenance of the Casa Italiana. Established 1926.	8,390.37	.....	8,390.37
	CASTNER (HAMILTON YOUNG) FUND: Bequest of the late Cora M. Perkins, the income to be invested by the Trustees of Columbia University in such manner as shall in their judgment most effectively encourage chemical investigation and research. Established 1923.	282,741.88	2,258.12	285,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
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 Professor of Music, or of other Instructors of Music, or to Fellowships, Scholarships in Music, or to be used in any one or more of these or such other ways as shall, in the judgment of the Trustees, tend most effectually to elevate the standard of musical instruction in the United States, and to afford the most favorable opportunity for acquiring instruction of the highest order. Established 1896.	\$180,000.00	.....	\$180,000.00
CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND: Gift of Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917.	\$150,000.00	.....	150,000.00
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.	7,500.00	.....	7,500.00
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.	1,100.00	.....	1,100.00
CHAPEL FURNISHING FUND: Created by act of the Trustees on Feb. 1, 1926, by the transfer of the balance of the St. Paul's Chapel Windows Gift Account. This sum to constitute a special fund, either the principal or income of which may be used for furniture and equipment of St. Paul's Chapel. Established 1926.	380.06	.....	380.06
CHAPEL MUSIC FUND: Gift of Gerard Beckman of the Class of 1864 to establish this fund, the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913.	1,050.00	.....	1,050.00

CLARK SCHOLARSHIP FUND:

Bequest of the late Alouzo 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.

15,250.00

CLASS OF 1848 SCHOLARSHIP FUND:

Gift of an Anonymous Friend, for the endowment of two Scholarships in Columbia College. Established 1902.

10,000.00

CLASS OF 1869 FUND:

Representing the amount held by the Treasurer of the Class of 1869 at the time of his death. The income or principal to be used as the surviving members of the class may designate. Established 1924.

99.01

CLASS OF 1881 ARTS AND MINES FUND:

Gift of the Class of 1881 Arts and Mines in commemoration of the fortieth anniversary of their graduation, for the maintenance of the Class of 1881 flagpole and for the purchase of Columbia flags. Established 1921.

2,000.00

CLASS OF 1885 SCHOOL OF MINES FUND:

Gift of the Class of 1885 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Mines, Engineering and Chemistry. Established 1910.

13,125.00

CLASS OF 1888 ARTS AND MINES FUND:

For the maintenance of the Class of 1888 Gates. Established 1917.

400.00

CLASS OF 1889 MEDAL FUND:

Gift of the Class of 1889 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of a medal to be awarded triennially to a graduate of the School of Mines, or of any of the schools of applied science or architecture, who shall have distinguished himself by eminent achievement in any sphere of human effort. Established 1915.

500.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
CLASS OF 1892 ARTS AND MINES FUND:			
Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917.....	\$6,600.00	.....	6,600.00
CLASS OF 1896 ARTS AND MINES SCHOLARSHIP FUND:			
Gift of the Class of 1896 Arts and Mines, in commemoration of the twenty-fifth anniversary of their graduation. Established 1921.....	12,000.00	\$2,000.00	\$14,000.00
CLASS OF 1901 DECENNIAL FUND:			
Gift of the Class of 1901 College and Applied Science, the income to be applied toward the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.....	1,400.00	.....	1,400.00
CLASS OF 1904 SCHOLARSHIP FUND:			
Gift of the Class of 1904 College and Science, the income to be used for scholarships in accordance with the terms of the gift. Established 1929.....	16,000.00	.....	16,000.00
CLASS OF 1905 FUND:			
Gift of the Class of 1905 College and Science, the income to be disposed of yearly by direction of the Class, the accumulated interest being added to the principal if the Class makes no direction. In 1930 the entire fund with accumulations and additions shall be applied to some University, athletic or alumni, activity as directed by the Class and if the Class make no direction, the entire fund with accumulations and additions shall become the property of the University, as a gift from the Class. Established 1915.....	1,810.43	Decrease 1,810.43	.....
CLASS OF 1909 FLAGPOLE FUND:			
Created by act of the Trustees November 7, 1927, the income to be used for the care and maintenance of the flagpole on Baker Field.....	1,000.00	.....	1,000.00

REPORT OF THE TREASURER

<p>CLASS OF 1912 PHYSICIANS AND SURGEONS FUND: Gift of the Class of 1912 of the College of Physicians and Surgeons, the income to be used under the direction of the Dean of the School of Medicine. Established 1927.</p>	25.00	3,547.77	3,572.77
<p>CLASS OF 1920 DECENNIAL FUND: Gift of the Class of 1920 for the endowment of room 603 Hartley Hall, the occupancy thereof to be awarded as provided in the deed of gift. Established 1930.</p>	.....	4,000.00	4,000.00
<p>CLASS OF 1927 FUND: Gift of members of the Class of 1927, the income to be added to the principal until further advice of the members of the Class. Established 1929.</p>	37.74	256.91	294.65
<p>COCK (THOMAS F., M. D.) PRIZE FUND: Request of the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the "Thomas F. Cock, M. D., Prize" for the best thesis on puerperal fever. Established 1915.</p>	.....	1,125.00	1,125.00
<p>COLLINS (PERRY McDONOUGH) SCHOLARSHIP FUND: Request of the late Kate Collins Brown, the annual income to be divided into amounts of three hundred dollars (\$300) to be paid annually under such rules and regulations as the Board of Trustees of the College may from time to time establish, to each of those undergraduates in the academic and scientific courses of the College whose pecuniary condition and resources are, in the judgment of the Board of Trustees, insufficient to defray the expenses of his college education; and if the College is unable in any year to use the entire income of the said Fund for the purposes aforesaid, after making every proper effort to do so, the balance of the income from the Fund in that year, not needed for the aforesaid purposes, shall be applied to the general purposes of the academic and scientific departments of the College. Established 1918.</p>	967.03	565,032.97	566,000.00
<p>COLUMBIA ALUMNI IN MEMORIAM FUND: Gifts received through the Columbia Alumni Fund, the income to be paid to the Columbia Alumni Fund. Established 1928.</p>	.....	1,325.00	1,325.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
COLUMBIA ALUMNI IN PERPETUITY FUND: Gifts received through the Columbia Alumni Fund, the income to be paid to the Columbia Alumni Fund. Established 1928.	\$4,000.00	.....	\$4,000.00
COLUMBIA HUDSON-FULTON PRIZE FUND: Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize or prizes, to be known as the Columbia Hudson-Fulton Prize or Prizes, for an athletic event. Established 1909.	1,000.00	.....	1,000.00
COLUMBIANA ENDOWMENT FUND: Gift of various donors, the income to be used for the support of Columbiana. Established 1930.	5,210.00	\$10,238.50	15,448.50
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND: From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.	10,037.72	.....	10,037.72
CONVERS (E. B.) PRIZE FUND: Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906	1,100.00	.....	1,100.00
COTHEAL FUND: Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander L. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896.	17,025.00	.....	17,025.00
CROCKER (GEORGE) SPECIAL RESEARCH FUND: Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.	1,414,719.13	280.87	1,415,000.00

<p>CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND: Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913.....</p>	1,700.00		1,700.00
<p>CROSS (A. K.) VISION TRAINING FUND: Gift of various donors, the income to be used for the benefit of the students of the Home Study Course in Drawing and Painting. Established 1928.</p>	1,581.15	124.00	1,705.15
<p>CURRIER (NATHANIEL) FUND: Bequest of Lara Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.</p>	50,000.00	.....	50,000.00
<p>CURTIS (CARLTON C.) FUND: Gift of Carlton C. Curtis for the endowment of a branch of creative investigation under the terms and conditions as set forth in the deed of gift. Established 1921.....</p>	26,381.23	.....	26,381.23
<p>CURTIS FELLOWSHIP FUND: Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis, the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....</p>	10,000.00	.....	10,000.00
<p>CURTIS (GEORGE WILLIAM) MEDALS FUND: Gift from an associate of George William Curtis in the Civil Service Reform work. Established 1902...</p>	1,300.00	.....	1,300.00
<p>CUTTING (W. BAYARD) FUND: Gift of Mrs. W. Bayard Cutting and her children to establish this fund in memory of the late W. Bayard Cutting, of the Class of 1869, the income to provide travelling fellowships. Established 1913.....</p>	160,000.00	.....	160,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
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 Grafen 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.	\$16,502.40	\$225.12	\$16,727.52
DA COSTA 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.....	86,600.00	.....	86,600.00
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.	1,070.00	.....	1,070.00
DEAN (BASHFORD) FUND: Bequest of the late Bashford Dean, the income to be awarded annually as the John S. Newberry Prize, in the Department of Zoology. Established 1929.	5,000.00	.....	5,000.00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND: Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.	250,000.00	.....	250,000.00

<p>DELAFIELD (FRANCIS) ALUMNI PROFESSORSHIP FUND: Gift of the Alumni Association of the College of Physicians and Surgeons, the income to be allowed to accrue and to be added to the principal until such time as the principal shall amount to \$200,000, the income then to be used for the salary of a professorship in the Department of Pathology. Original gift \$119,022.20. Established 1928.</p>	7,385.91	143,209.95	
<p>DE LAMAR (JOSEPH R.) FUND: Bequest of the late Joseph R. De Lamar, the income to be expended in such manner as the Trustees may from time to time direct in accordance with the terms of the bequest. Established 1919.</p>	9,352.98	5,200,000.00	
<p>DEUTSCHER VEREIN PRIZE FUND: Gift of the Deutscher Verein in Columbia University to establish an annual prize in German. Established 1917. ....</p>	.....	1,000.00	
<p>DEUTSCHES HAUS ENDOWMENT FUND: Gift of Adolph Busch received in 1912 and later transferred to the Germanistic Fund; re-established in 1928, the income to be expended in equipping and maintaining the Deutsches Haus. ....</p>	.....	17,872.16	
<p>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 to provide a scholarship in the College of Physicians and Surgeons. Established 1911. ....</p>	.....	6,500.00	
<p>DEWITT (GEORGE G.) SCHOLARSHIP FUND: Gift of Mrs. George G. DeWitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917.</p>	98.25	15,400.00	
<p>DITSON (CHARLES H.) ENDOWMENT FUND: Bequest of Charles H. Ditson, the income to maintain a chair or to provide scholarships, fellowships, etc., in Music. Established 1931. ....</p>	.....	100,000.00	

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
DOUGHTY (FRANCIS, M. D.) SCHOLARSHIP FUND: Bequest of Phibe Caroline Swords to establish the 'Francis E. Doughty, M. D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912.	\$10,000.00	.....	\$10,000.00
DRAPER LIBRARY FUND: Gift of an anonymous donor, the income to be used to maintain the Draper Memorial Collection of books in the Medical School Library. Established 1929.	2,000.00	.....	2,000.00
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.	10,750.00	.....	10,750.00
DU BOIS (DR. ABRAM) MEMORIAL FUND: Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Dr. Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.	18,000.00	.....	18,000.00
DUNNING (WILLIAM A.) FUND: Bequest of the late William A. Dunning, the income to be paid to Mathilde M. Dunning during her lifetime, and thereafter to be applied to the promotion of instruction and research in the Department of History. Established 1923.	41,812.08	.....	41,812.08
DYCKMAN FUND: Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research,' the interest derived therefrom to be devoted annually to such object, consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President. Established 1899.	10,500.00	.....	10,500.00

EARLE PRIZE FUND: Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	1,325.00	.....	1,325.00
EATON PROFESSORSHIP FUND: Bequest of the late Dornan B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000.00	.....	100,000.00
EDSON (HERMAN ALDRICH) SCHOLARSHIP FUND: Bequest of the late Mary Gertrude Edson Aldrich to establish this Fund. Established 1925.....	5,000.00	.....	5,000.00
EIMER (AUGUST O.) MEDAL FUND: Gift of the classmates and friends of August O. Eimer of the Class of 1906, the income to provide medals for proficiency in swimming under the direction of the Columbia University Athletic Association. Established 1927.....	1,000.00	.....	1,000.00
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.....	5,000.00	.....	5,000.00
ELLIS (GEORGE ADAMS) SCHOLARSHIP FUND: Gift of George Adams Ellis, the income to provide an annual scholarship in the Law School. Established 1927.....	6,391.00	9.00	6,400.00
ELLIS (GEORGE W.) FUND: Bequest of the late George W. Ellis for the general purposes of the University. Established 1930.....	.....	75,000.00	75,000.00
ELSBURG (ALBERT MARION) PRIZE FUND: Gift of Mrs. Albert Elsborg to establish this fund as a memorial to her son, Albert Marion Elsborg, of the Class of 1905, the income to provide the 'Albert Marion Elsborg Prize in Modern History.' Established 1912.....	2,100.00	.....	2,100.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND: Amount collected by the Committee of the Emmons Memorial Fund for a fellowship in Scientific Research, Established 1913.	\$16,585.35	\$164.65	\$16,750.00
EVANS (HENRY) FELLOWSHIP FUND: Gift of Mrs. Henry Evans in memory of her husband, the late Henry Evans of the Class of 1881, the income to be awarded annually as a fellowship in accordance with the terms and conditions of the gift. Established 1928.	30,000.00	.....	30,000.00
EVANS (HENRY) SCHOLARSHIP FUND: Gift of Mrs. Henry Evans in memory of her husband, the late Henry Evans of the Class of 1881, the income to be paid under such rules and regulations as the Trustees may from time to time establish, to an undergraduate in Columbia College entering upon his Freshman year, whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the cost of his college education. Established 1926.	20,000.00	.....	20,000.00
EWELL (ELLA MARIE) MEDAL FUND: Bequest of Glover C. Beckwith-Ewell in memory of his wife, Ella Marie Ewell, the income to provide an annual medal in the School of Dental and Oral Surgery. Established 1926.	1,000.00	.....	1,000.00
FACULTY HOUSE MAINTENANCE FUND: Created by act of the Trustees on October 5, 1925 by the transfer of the balance of the Schermerhorn (F. Augustus) Bequest, this sum to constitute a special fund, the income to be used for the physical maintenance and upkeep of the Faculty House. Established 1925.	14,876.59	123.41	15,000.00
FERGUSON (DAVID W. AND ELLEN A.) FELLOWSHIP FUND: Gift of William C. Ferguson of the Class of 1887, School of Mines, to establish a fellowship in the Department of Chemistry, the holder of the fellowship to devote himself to investigation upon the subject of synthetic drugs and medicines. Established 1921.	10,000.00	.....	10,000.00

FIELD (OTIS W.) FUND: Bequest of the late Otis W. Field, the income to be awarded annually to the man of the Junior or Senior Class who, in the judgment of the Dean of the University, shall be deemed most worthy to receive same; basing the award on the good character and fair scholarship of a scholar who is working his way through college and is in need of financial assistance. Established 1930.	3,000.00	.....	3,000.00
FINE ARTS ENDOWMENT FUND: Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.	356,500.35	17,825.01	374,325.36
FOX (RICHARD H.) MEMORIAL PRIZE FUND: Gift of Mr. and Mrs. Leon S. Fox, the income to provide the Fox Prize in the College. Established 1927.	560.39	.....	560.39
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.	16,500.00	.....	16,500.00
GEBHARD FUND: Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.	20,000.00	.....	20,000.00
GERMAN LECTURE FUND: Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.	1,250.00	.....	1,250.00
GIBSON (WILLIAM HENRY) SCHOLARSHIP FUND: Gift of Mrs. Honora Gibson Pelton in memory of her father, William Henry Gibson, of the Class of 1875, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1927.	10,000.00	.....	10,000.00
GIES (WILLIAM J.) FELLOWSHIP FUND: Gift of the William J. Gies Fellowship Fund Committee to establish a fellowship in Dental and Medical research. Established 1923.	31,336.76	938.22	32,274.98

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
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.....	\$48,000.00	.....	\$48,000.00
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.....	25,000.00	\$5,000.00	30,000.00
GOTTHEIL (GUSTAV) LECTURESHIP FUND: Gift from Temple Emanu-El to establish a 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.....	18,425.00	.....	18,425.00
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND: Request of Ellen Josephine Banke to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904.....	9,500.00	.....	9,500.00
GREEN PRIZE FUND: Gift of Mr. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913.....	1,000.00	.....	1,000.00
GROSVENOR (ROBERT) MEMORIAL FUND: Gift of Mr. William Grosvenor of Providence, R. I., in behalf of his mother and her family, in memory of Robert Grosvenor, deceased, a former member of the Class of 1918 in the Medical School, the income to be used for the purchase of books for the library at the Medical School. Established 1920.....	2,500.00	.....	2,500.00

HALL (GEORGE HENRY) FUND: Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913.	14,363.22	136.78	14,500.00
HAMILTON (JOHN CHURCH) FUND: Bequest of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial to her father, John Church Hamilton, a son of Alexander Hamilton, a proper book-plate to be set in each volume purchased with the income of the fund. Established 1917.	1,000.00	.....	1,000.00
HARKNESS (EDWARD S.) FUND: Gift of Edward S. Harkness, the income to be used for medical education and research. Established 1922.	1,124,787.31	2,372.19	1,127,159.50
HARKNESS (EDWARD S.) FUND FOR DEPARTMENT OF SURGERY: Gift of Edward S. Harkness, the income to be used for the department of Surgery in accordance with the terms of gift. Established 1930.	.....	600,000.00	600,000.00
HARKNESS (MRS. STEPHEN V.) FUND: Gift of Mrs. Stephen V. Harkness, the income to be used for medical education and research. Established 1922.	1,403,290.78	23,649.13	1,426,939.91
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.	116,625.00	.....	116,625.00
HARRIS (ELLEN C.) FUND: Bequest of the late Ellen C. Harris for the erection and endowment of a building as a memorial to her mother, the late Evelina M. Harris. Established 1922.	110,000.00	10,744.43	120,744.43

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
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.....	\$31,332.73	\$67.27	\$31,400.00
HARTLEY (FRANK) SCHOLARSHIP FUND: Gifts from friends of the late Frank Hartley, M. D., to endow a scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914.....	6,000.00	.....	6,000.00
HAUGHTON (PERCY D.) MEMORIAL FUND: Gift of the Haughton Memorial Committee in memory of the late Percy D. Haughton, the income to be applied to the rental and maintenance of a specified room in John Jay Hall to be known as the Haughton Memorial Room. Established 1926.....	4,747.08	237.35	4,984.43
HAYS (MRS. WALTER) MEMORIAL FUND: Gift of Mrs. Walter Hays, the income to be used for the promotion of research at the College of Physicians and Surgeons. Established 1929.....	1,000.00	.....	1,000.00
HEMINGWAY (THE) SCHOLARSHIP FUND: Gift of William Herbert Hemingway, the income to be paid to the donor during his lifetime, and thereafter to be used for the Hemingway Scholarships in Medicine. Established 1928.....	86,051.95	Decrease 143.25	85,908.70
HEPBURN (A. BARTON) ENDOWMENT FUND: Gift of A. Barton Hepburn, formerly a trustee of the University, the income to be applied, as the Trustees may from time to time provide, to the maintenance and conduct of the School of Business. Established 1918.....	888,097.74	1,902.26	890,000.00
HEPBURN (A. BARTON) PROFESSORSHIP FUND: Bequest of the late A. Barton Hepburn, formerly a trustee of the University, to found or aid in founding a professorship in either economics or history. Established 1922.....	150,000.00	.....	150,000.00

HERVEY (WILLIAM ADDISON) MEMORIAL SCHOLARSHIP FUND: Gift of the William Addison Hervey Memorial Committee, the income to provide a scholarship in the department of Germanic Languages. First awarded October 1, 1925, and biennially thereafter. Established 1924.	3,510.00	.....	3,510.00
HOLT (L. EMMETT) FELLOWSHIP FUND: Bequest of Dr. L. Emmett Holt to establish a fellowship for the study of the diseases of children. Established 1925.	24,329.38	170.62	24,500.00
HUBER (FRANCIS) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from an institution other than Columbia College, Barnard College or Hunter College. Established 1921.	5,000.00	.....	5,000.00
HUBER (FREDERICK W. JR.) SCHOLARSHIP FUND: Gift of Dr. Frederick W. Huber to establish a scholarship to be awarded under the terms of the gift, to a student in the first or freshman year in Columbia College. Established 1924.	5,000.00	.....	5,000.00
HUBER (JOSEPH AND CHRISTINA) MEDICAL LIBRARY FUND: Gift of Francis Huber, the income to be expended for the purchase of books on internal medicine. Established 1929.	5,000.00	.....	5,000.00
HUBER (VIOLA B.) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Hunter College. Established 1921.	5,000.00	.....	5,000.00
ILLIG FUND: Bequest of William C. Illig, of the Class of 1882 School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.	2,300.00	.....	2,300.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
INDO-IRANIAN FUND: Gift of an Anonymous Donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	\$15,000.00		\$15,000.00
JACOBI (ABRAHAM) LIBRARY FUND: Gift of Francis Huber, the income thereof to be expended for the purchase of books and journals on pediatric subjects for the Library of the Medical School. Established 1921.....	5,021.28	\$3.72	5,025.00
JACOBI (ABRAHAM) SCHOLARSHIP FUND: Gift of Francis Huber to establish four scholarships, two of which shall be awarded to students entering the Medical School from Columbia College and two to students entering the Medical School from the College of the City of New York. Established 1921.....	20,000.00		20,000.00
JAMES (WALTER BELKNAP) RESEARCH FELLOWSHIP FUND: Bequest of Dr. Walter B. James, the income to be used for the benefit of the College of Physicians and Surgeons. Established 1927. Augmented in 1928 by gift of Mrs. Walter B. James, \$25,000.00	50,000.00		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		100,000.00
JANEWAY (E. G.) LIBRARY ENDOWMENT 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.....	26,750.00		26,750.00
JEFFERSON STATUE MAINTENANCE FUND: From the Executors of the Estate of Joseph Pulitzer, the income to be used for the care and repair of the Statue of Thomas Jefferson. Original gift, \$1,589.92, to which has been added accrued income \$210.08. Established 1917.....	1,800.00		1,800.00

<p>JOHNSTON (EDWARD W. S.) FUND: Bequest of Mrs. Anna A. Johnston, the income to be used for the upkeep of the Scudder-Johnston collection in the Library. Established 1926.</p>	<p>2,000.00</p>	<p>.....</p>	<p>2,000.00</p>
<p>KEMP (JAMES FURMAN) FUND: Gift of an Anonymous Donor, the income to be exclusively for the benefit of the Department of Geology and to be used for fellowships, scholarships, loans to students or research. Established 1924.</p>	<p>20,000.00</p>	<p>.....</p>	<p>20,000.00</p>
<p>KOPLIK CHILDREN'S SCHOLARSHIP FUND: Bequest of Henry Koplik in memory of his wife, Stephanie Koplik, the income to be paid every two years to the physician, under thirty years of age, who shall be selected by a committee appointed by the Faculty of the Medical School for having shown special aptitude for original work in the investigation of diseases of children. Established 1928.</p>	<p>15,000.00</p>	<p>.....</p>	<p>15,000.00</p>
<p>LASHER (JOHN K.) FUND: Bequest of the late John K. Lasher, Jr., the income to be applied toward the support of the work of the Columbia University Christian Association. Established 1920.</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>LAW LIBRARY FUND: Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500), John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books. Augmented by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).....</p>	<p>5,250.00</p>	<p>.....</p>	<p>5,250.00</p>
<p>LEE (THE) FUND: Gift of Dr. and Mrs. Frederic S. Lee to establish this fund, the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914. Original gift \$20,000.00. Augmented in 1928 by \$10,000.00.....</p>	<p>30,000.00</p>	<p>.....</p>	<p>30,000.00</p>

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
LIBBEY (JONAS M.) FUND: Bequest of the late Jonas M. Libbey, the income to be used to promote and support research and to publish and distribute the results of such research in regard to the application of the principles of biological and pathological chemistry, and of electro-chemistry and electro-physics to human need and welfare. Established 1923.	\$210,000.00	\$6,763.23	\$216,763.23
LODGE (STANWOOD COCKEY) FOUNDATION: Gift of an Anonymous Donor the income to be paid to the donor during his lifetime, to his wife after his death and thereafter for the publication of works in Classical Philology and Literature. Established 1930.	90,281.25	1,200.00	91,481.25
LOUBAT FUND: Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.	7,000.00	.....	7,000.00
LOUBAT PROFESSORSHIP FUND: Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archaeology. Established 1903.	100,000.00	.....	100,000.00
LYDIG FELLOWSHIP FUND: Bequest of Hannah M. Lydig, for the endowment and maintenance of a Fellowship. Established 1931	.....	40,000.00	40,000.00
MACMAHON (KATHERINE) SCHOLARSHIP FUND: Bequest of the late Katherine MacMahon, the income to be awarded to the first year student in Journalism deemed most worthy by the Faculty of that School as a help for further study in the School of Journalism during the following year. Established 1925. Bequest \$1,500.00 augmented by gifts from Mrs. Louise Ewing Dexter. \$4,500.00.	6,000.00	.....	6,000.00

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	.....	5,000.00
MANNERS (EDWIN) FUND: Legacy of the late Edwin Manners to establish this Fund. Established 1914.....	3,000.00	.....	3,000.00
MARKOE (FRANCIS HARTMAN) SCHOLARSHIP FUND: Bequest of Madeline Shelton Markoe in memory of her husband Francis Hartman Markoe, the income to be awarded annually to a student in the College of Physicians and Surgeons. Established 1929.....	10,000.00	.....	10,000.00
MATTHEWS (JAMES BRANDER) FUND FOR THE DRAMATIC MUSEUM: Bequest of the late James Brander Matthews for the maintenance and enlargement of the Brander Matthews Dramatic Museum. Established 1930.....	69,443.86	.....	69,443.86
MAYER (RALPH EDWARD) FUND: Contributions by the friends of the late Professor Ralph Edward Mayer to establish this fund to perpetuate the memory of his constant devotion to the University and of his unselfish service to the Alumni, the income to be paid to the family of the late Professor Mayer as long as the Trustees of the Fund may deem it expedient. Later the income is to be used for a scholarship or loan fund for the benefit of deserving students in the Schools of Mines, Engineering and Chemistry who may be in need of assistance. Established 1924.....	12,313.50	.....	12,313.50
MCANENY (MARJORIE) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Barnard College. Established 1921.....	5,000.00	.....	5,000.00
McCLYMONDS (LOUIS K.) SCHOLARSHIP FUND: Bequest of Mrs. Annie M. McClymonds in memory of her husband, Louis K. McClymonds, the income to provide scholarships to young men of limited means receiving the relative highest standing in the entrance examinations in Columbia College. Established 1926.....	27,450.00	.....	27,450.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
McKIM FELLOWSHIP FUND: Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established 1889.	\$25,000.00	.....	\$25,000.00
MEDICAL SCHOOL EQUIPMENT FUND: Created by act of the Committee on Finance on October 31, 1922, by the transfer of \$12,340 received from the United States Government on account of the cost of equipment received from the Columbia War Hospital, this sum to constitute a special fund for the purchase of equipment for the Medical School, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the Trustees. Established 1924.	12,340.00	.....	12,340.00
MEGRUE (ROI COOPER) EMERGENCY LOAN FUND: Request of Stella Cooper Megrue, the income to be loaned to deserving students. Established 1928. ....	.....	\$10,000.00	10,000.00
MEGRUE (ROI COOPER) SCHOLARSHIP FUND: Request of Stella Cooper Megrue, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1928.	7,000.00	.....	7,000.00
MEGRUE (STELLA COOPER) FUND: Request of Stella Cooper Megrue, the principal or income to be expended for the support and maintenance of the basketball team in such manner as the Trustees may direct. Established 1928.	1,000.00	.....	1,000.00
MEGRUE (STELLA COOPER) SCHOLARSHIP FUND: Request of Stella Cooper Megrue, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1928.	7,000.00	.....	7,000.00
MEIERHOF (DR. HAROLD LEE) MEMORIAL PRIZE FUND: Gift of Dr. and Mrs. Edward Lee Meierhof, as a memorial to their son, Dr. Harold Lee Meierhof, the income of which is to be awarded annually, in recognition of some meritorious piece of research accomplished in the Department of Pathology. Established 1921.	1,000.00	.....	1,000.00

MEMBER OF THE CLASS OF 1885 FUND: Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050.00	1,050.00	1,050.00
MERGENTIME (JAMES HENRY) FUND: Bequest of the late James Henry Mergentime to be used at the discretion of the Trustees to promote the study of organic chemistry. Established 1930	1,599.95	1,599.95	1,599.95
MICHAELIS (DR. ALFRED MORITZ) PRIZE FUND: Gift of Mrs. Jeanette Michaelis, to establish this fund, the income to be awarded annually to a student in Columbia College for proficiency in certain designated courses in Physics. Established 1926	1,000.00	1,000.00	1,000.00
MILLER (GUY B.) FUND: Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for the general purposes of the Medical School. Established 1904	10,000.00	10,000.00	10,000.00
MILLER (NATHAN J.) FUND: Gift of Mrs. Nathan J. Miller, in memory of her husband, Nathan J. Miller, to found a Chair in Jewish History, Literature and Institutions. Established 1928	250,000.00	250,000.00	250,000.00
MITCHELL (WILLIAM) FELLOWSHIP FUND: Bequest of the late Benjamin D. Stillman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.	10,000.00	10,000.00	10,000.00
MOFFAT SCHOLARSHIP FUND: Bequest of William B. Moffat, M. D., of the Class of 1838, 'for the purpose of one or more scholarships for the education and instruction of one or more indigent students.' Established 1862	2,000.00	2,000.00	2,000.00
MONTGOMERY (ROBERT H.) PRIZE FUND: Gift of Robert H. Montgomery to establish this fund, the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916	2,010.00	2,010.00	2,010.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
MORRIS (AUGUSTUS NEWBOLD) FUND: Gift of Newbold Morris, of the Class of 1891 Law, in memory of his father Augustus Newbold Morris, of the Class of 1860, the income to provide a fellowship for an advanced student of Public or Private Law who may be a candidate for the degree of Doctor Juris. Established 1924.....	\$12,500.00	.....	\$12,500.00
MOSENTHAL FELLOWSHIP FUND: Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500.00	.....	7,500.00
MURRAY (GEORGE W.) FUND: Gift of George Wellwood Murray, of the Class of 1876 Law, to establish this fund, the income to be used for Research in Legal History. Established 1924.....	25,000.00	.....	25,000.00
NIVEN (ROBERT JOHNSTON) FUND: Bequest of the late Charlotte E. de Sers in memory of her father, Robert Johnston Niven, to endow a chair in such branch of learning as the Trustees may decide. Established 1930.....	200,000.00	.....	200,000.00
ORDRONAUX (JOHN) FUND: Bequest of Dr. John Ordronaux, to establish prizes in the Law School, to be presented annually. Established 1909.....	3,050.00	.....	3,050.00
OTTMANN (MADELEINE L.) RESEARCH FUND: Bequest of Madeleine L. Ottmann, the income or principal to be used for research in the Department of Neurology. Established 1931.....	.....	\$50,000.00	50,000.00
PEELE (ROBERT) PRIZE FUND: Gift of E. E. Olcott, the income to be given annually to a member of the graduating class in mining and metallurgical engineering who shall have shown the greatest proficiency in his course of study. Established 1925.....	2,000.00	.....	2,000.00

<p>PERKINS FELLOWSHIP FUND:</p>	<p>Bequest of Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898.</p>	<p>5,700.00</p>	<p>.....</p>	<p>5,700.00</p>
<p>PERKINS (EDWARD H., JR.) SCHOLARSHIP FUND:</p>	<p>Bequest of Norton Perkins in memory of his father, Edward H. Perkins, Jr., the income to provide a scholarship in History or Economics. Established 1926.</p>	<p>15,000.00</p>	<p>.....</p>	<p>15,000.00</p>
<p>PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH:</p>	<p>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.</p>	<p>60,000.00</p>	<p>.....</p>	<p>60,000.00</p>
<p>PHILLIPS (HARRIET S.) FUND:</p>	<p>Bequest of Harriet S. Phillips, the income to be used for Scholarships in the School of Journalism. Established 1931.</p>	<p>.....</p>	<p>20,000.00</p>	<p>20,000.00</p>
<p>PHILLIPS (HARRIET S.) FUND FOR BARNARD COLLEGE:</p>	<p>Bequest of Harriet S. Phillips, the income to be used for any purposes of Barnard College. Established 1931.</p>	<p>.....</p>	<p>1,501.00</p>	<p>1,501.00</p>
<p>PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:</p>	<p>Gift of 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 Barbadienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society, and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902.</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p>PHILOLEXIAN PRIZE FUND:</p>	<p>From the Philolexian Society, the income to be paid to the Society for prizes. Established 1904.</p>	<p>1,400.00</p>	<p>.....</p>	<p>1,400.00</p>

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
PHOENIX LEGACY: Bequest of the late Stephen Whitney Phoenix, the income to be used for the purpose of scientific instruction and research. Established 1881.....	\$1,200,000.00	.....	\$1,200,000.00
PRENTICE FUND FOR ROWING: Established by transfer of the Prentice Gift for Rowing received in 1926, the income to be paid to the Athletic Association for the support of rowing. Established 1929.....	5,000.00	.....	5,000.00
PRESIDENT'S HOUSE (FURNISHING AND EQUIPMENT) FUND: Created by act of the Trustees on November 6, 1922, by the transfer of \$13,415.13 remaining in the anonymous gift of \$30,000.00 reported to the Trustees on March 6, 1911, and increased from the general funds of the University to \$20,000.00, this sum to constitute the principal of a special fund for the furnishing and equipment of the President's House, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the President. Established 1922.....	14,085.95	\$3,914.05	18,000.00
PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND: Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters,' to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000.00	.....	15,000.00
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE: Bequest of 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	.....	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.

1,300,000.00

PULITZER PRIZE FUND:

Gift of Joseph Pulitzer, the income to be used for prizes in accordance with the terms of the gift. Established 1903.

550,000.00

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 St. Established 1893. Augmented in 1912.

283,437.50

1,562.50

RECKFORD (LOUIS J.) FUND:

Gift of Miss Adelaide Reckford in memory of her father, Louis J. Reckford, of the Class of 1886, the income to be used for the purchase of books and other illustrative material for the University Library. Established 1929.

2,500.00

REISINGER (HUGO) FUND:

Bequest of the late Hugo Reisinger, the income to be applied in the discretion of the Trustees to the purchase of books, periodicals and other material for instruction and research in matters relating to the German peoples. Established 1919.

5,000.00

REVOLVING LOAN FUND FOR ATHLETIC ACTIVITIES:

Gift of Various Donors to establish a Revolving Loan Fund for Athletic Activities, the principal to be loaned to the University Committee on Athletics at such times, for such purposes, and on such terms and conditions as the Trustees may approve. Established 1927.

57,488.00

12,603.03

70,091.03

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
RHODES (F. P. F.) SCHOLARSHIP FUND: Gift of E. E. Olcott in memory of his classmate, Francis Pell Forsyth Rhodes, School of Mines, '74, to establish this fund, the income to be awarded on Commencement Day of each year to a member of the graduating class in Metallurgy, in accordance with the terms of the gift. Established 1936..	\$2,238.81	\$112.30	\$2,351.11
ROGERS (HOWARD MALCOLM) SCHOLARSHIP FUND: Bequest of the late Henrietta Rogers to establish this Fund. Established 1925.....	4,750.00	.....	4,750.00
ROLKER (CHARLES M., JR.) PRIZE FUND: Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909	1,000.00	.....	1,000.00
ROMAINE (BENJAMIN F.) PRIZE FUND: Gift of Benjamin F. Romaine to establish a prize for proficiency in the Greek language and literature. Established 1922.....	3,630.00	.....	3,630.00
ROSS (GEORGE) FUND: Bequest of the late Catherine A. Ross, the income to be used for the advancement and development of athletics at Columbia University. Established 1923.....	22,393.94	8,140.58	30,534.52
SACKETT (HENRY W.) FUND: Bequest of the late Henry W. Sackett, the income to provide two annual scholarships in the School of Journalism. Established 1930.....	12,000.00	.....	12,000.00
SANDHAM (ANNA M.) SCHOLARSHIP FUND: Bequest of the late Anna M. Sandham to establish a scholarship at Barnard College. Established 1922	10,000.00	.....	10,000.00

<p>SAUNDERS (ALEXANDER) SCHOLARSHIP FUND: Bequest of the late Mary Ellen Saunders in memory of her husband Alexander Saunders, to establish an undergraduate scholarship for the benefit of an American boy of Scotch, English or Irish parentage, to be nominated by the superintendent, principal and teachers of the Yonkers High School, in Yonkers, N. Y. Established 1922</p>	<p>12,000.00</p>	<p>12,000.00</p>
<p>SAUNDERS (LESLIE M.) SCHOLARSHIP FUND: Bequest of the late Alexander Saunders to establish a scholarship for the benefit of the youth nominated therefor by the principal and teachers of the Yonkers High School in Yonkers, N. Y., in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually, and upon such conditions as such principal and teachers may determine, with such power and authority to them to fill such a scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917</p>	<p>6,000.00</p>	<p>6,000.00</p>
<p>SCHERMERHORN (F. AUGUSTUS) 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. This fellowship is awarded in even-numbered years. (Name changed from Columbia Fellowship Fund.) Principal reduced from \$13,000.00 to \$12,500.00. Established 1889</p>	<p>12,500.00</p>	<p>12,500.00</p>
<p>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</p>	<p>5,000.00</p>	<p>5,000.00</p>
<p>SCHERMERHORN (WILLIAM C.) MEMORIAL FUND: Bequest of Mrs. John Innes Kane in memory of her father, William C. Schermerhorn, the income to be applied, as the Trustees may direct, to the support of the religious work of the University. Established 1927</p>	<p>500,000.00</p>	<p>500,000.00</p>
<p>SCHIFF FELLOWSHIP FUND: Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898</p>	<p>18,000.00</p>	<p>18,000.00</p>

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
SCHIFF (JACOB H.) ENDOWMENT FUND: Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.	\$100,000.00	.....	\$100,000.00
SCHOOL OF DENTAL AND ORAL SURGERY ENDOWMENT FUND: Gift of Various Donors for the endowment of the School of Dental and Oral Surgery. Established 1929.	60,280.00	\$1,500.00	61,780.00
SCHURZ (CARL) FELLOWSHIP FUND: From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.	10,000.00	.....	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.	10,700.00	.....	10,700.00
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	.....	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	.....	10,000.00

SIMON (THEODORE W.) FUND:

Bequest of Theodore W. Simon for the general purposes of the Medical School. Established 1927. . . .

11.74

8,588.26

8,600.00

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. Established 1894.

94.59

5,105.41

5,200.00

SMYTH (DAVID W.) SCHOLARSHIP FUND:

Gift of David W. Smyth, of the Class of 1902, the income to be awarded annually as a scholarship to a student in Columbia College whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the expenses of a collegiate education. Established 1926. . . .

.....

20,000.00

20,000.00

SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND:

To endow a chair of Social and Political Ethics. Established 1918.

.....

47,943.27

47,943.27

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 to be awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891.

.....

1,900.00

1,900.00

STOKES (CAROLINE PHELPS) FUND:

Bequest of the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.

.....

20,000.00

20,000.00

STUART SCHOLARSHIP FUND:

The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895.

.....

6,000.00

6,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
SWIFT MEMORIAL FUND: Gift from the Trustees of the Association of the Alumni of the College of Physicians and Surgeons, representing the principal sum and accrued income as of December 31, 1920, of the Swift Memorial Fund, created in 1883 by Dr. James T. Swift as a memorial to his brother, Dr. Forest Swift, of the Class of 1857. Established 1921.	\$8,032.75	\$17.25	\$8,050.00
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.	4,200.00	.....	4,200.00
TROWBRIDGE FELLOWSHIP FUND: Gift of the Alumni Association of the School of Mines as a memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering.' Established 1893.	12,000.00	.....	12,000.00
TURNER (CHARLES W.) SCHOLARSHIP FUND: Gift of Wallis S. Turner, of the Class of 1900, to establish, in memory of his father, Charles W. Turner, a scholarship in Columbia College, to aid the education of a needy or deserving student, to the end that through the advantages of such education the recipient may aspire to the highest type of American Citizenship. Established 1920.	6,000.00	.....	6,000.00
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.	11,500.00	.....	11,500.00

UNIVERSITY PUBLICATION FUND:

Created by act of the Trustees November 6, 1922, from part of the bequest of the late Daniel B. Fayweather, the income of such fund, and if necessary any portion of the principal, to be expended under the direction of the President, to meet the cost of publishing works of scholarship and research through the Columbia University Press. Established 1922.

401.19

401.19

VAN AM PRIZE FUND:

Gift of the Class of 1898 in commemoration of the twenty-fifth anniversary of its graduation and in memory of John Howard Van Amringe of the Class of 1860 to establish a fund, the income to be used in providing a bronze medal to be awarded each year to that member of the Sophomore Class who shall have most distinguished himself for service, character and courtesy in his relations to faculty, fellow students and visitors to the University. Established 1923.

6,060.00

6,060.00

VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND:

Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910.

5,100.00

5,100.00

VAN AMRINGE MEMORIAL FUND:

Established by the transfer of the balance of gifts received for the Van Amringe Memorial, the income to be used for the upkeep and repair of the Van Amringe Memorial. Established 1927.

500.00

500.00

VAN BUREN (JOHN D., JR.) 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.

5,500.00

5,500.00

VAN PRAAG (L. A.) FUND:

Bequest of L. A. Van Praag to be used by the Trustees, at their discretion, for research into the causes and cure of cancer. Established 1915.

8,000.00

8,000.00

VAN RENSELAER (MARIANA GRISWOLD) PRIZE FUND:

Gift of Maximilian Foster, the income to be awarded to the student who submits during the college year the best example of English lyric verse. Established 1926.

1,000.00

1,000.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
<p>WARING FUND: The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct.</p>			
<p>For Mrs. Waring..... \$50,000.00 For Miss Waring..... 50,000.00</p>	<p>\$100,000.00</p>	<p>.....</p>	<p>\$100,000.00</p>
<p>WATSON (DR. WILLIAM PERRY) FOUNDATION IN PEDIATRICS: Gift of Dr. William Perry Watson, to establish a permanent fund, the annual income of which shall be given in cash to that member of the graduating class showing the most efficient work in the study of the Diseases of Infants and Children. Established 1921.</p>	<p>5,087.24</p>	<p>\$112.76</p>	<p>5,200.00</p>
<p>WEINSTEIN (ALEXANDER) MEMORIAL FUND: Gift of the classmates and friends of the late Alexander Weinstein, a member of the Class of 1921 College of Physicians and Surgeons, to establish this fund, the income from which is to be used in purchasing annually for the library of the Medical School additional copies of those reference books which are in greatest demand among the students. Established 1921.</p>	<p>800.00</p>	<p>.....</p>	<p>800.00</p>
<p>WENDELL MEDAL FUND: Gift of the friends in the Alumni and Faculty of the late Professor George Vincent Wendell to honor and perpetuate his memory, the income to be applied to the cost of a medal to be awarded each year to a student in the graduating class of the Schools of Mines, Engineering and Chemistry who has been chosen by his class as best exemplifying the ideals of character, scholarship and service represented by Professor Wendell. Established 1924.</p>	<p>390.00</p>	<p>.....</p>	<p>390.00</p>

<p>WHEELER (H. A.) SCHOLARSHIP FUND: Gift of H. A. Wheeler of the Class of 1880, School of Mines, to establish a scholarship for students in mining, engineering or geology who need financial assistance to carry on their work in the undergraduate department of Columbia University. Established 1923.</p>	6,000.00	.....	6,000.00
<p>WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND: Bequest of the late Susan E. Johnson Hudson to establish this fund, the income to provide a scholarship in the University. Established 1914.</p>	12,000.00	.....	12,000.00
<p>WHEELOCK (GEORGE G.) FUND: Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.</p>	5,027.07	72.93	5,100.00
<p>WOLFFRAM (CHARLES BERTHOLD) FUND: Bequest of Amalie Wolfram, in memory of her husband, Charles Berthold Wolfram, the income to purchase literary works published and printed in the German language. Established 1931.</p>	.....	5,000.00	5,000.00
<p>FIRE INSURANCE FUND: For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured.</p>	50,000.00	.....	50,000.00
	<u>\$35,382,777.67</u>	<u>\$1,188,193.72</u>	<u>\$36,570,971.39</u>

PERMANENT FUNDS

ESTABLISHED BY GIFT FOR THE PURCHASE OF LAND AND ERECTION AND
EQUIPMENT OF BUILDINGS

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
Apparatus: Optical.....	\$7,110.00		\$7,110.00
Autobiography: John Stuart Mill.....	100.00		100.00
Avery Architectural Building.....	341,079.68		341,079.68
Baker Field.....	732,483.30		732,483.30
Morningside Heights Site.....	331,150.00		331,150.00
Boat House: Baker Field.....	1,500.00	\$55,779.41	57,279.41
Boat House: Class of 1897.....	8,000.00		8,000.00
Casa Italiana.....	315,000.00		315,000.00
Castings: Duriron.....	75.00		75.00
Chapel Furnishing.....	3,382.00		3,382.00
Chemical Laboratories.....	30,000.00		30,000.00
Clock: Class of 1906.....	1,159.64		1,159.64
Crocker Research Laboratory: X-Ray Equipment.....	18,465.53		18,465.53
Da Costa Laboratory.....	20,000.00		20,000.00
Deutsches Haus.....	30,000.00		30,000.00
Earl Hall: Building.....	164,950.82		164,950.82
East Field.....	420,000.00		420,000.00
Egleston (Professor): Setting of Bust.....	390.00		390.00
Engineering Apparatus.....	450.00		450.00
Exedra, Granite.....	5,000.00		5,000.00
Faculty House: Building.....	306,965.37		306,965.37
Faculty House: Equipment.....	28,047.48		28,047.48
Fayerweather Hall: Building.....	330,894.03		330,894.03
Filter, Rotary.....	1,000.00		1,000.00
Flagstaff: Class of 1881.....	4,600.00		4,600.00
Fountain of Pan.....	12,013.50		12,013.50
Furnace, Hegeler.....	2,000.00		2,000.00
Furnald Hall: Building.....	350,000.00		350,000.00
Gates: Class of 1882.....	1,500.00		1,500.00
Gates: Class of 1888.....	2,000.00		2,000.00
Gates: Class of 1891.....	15,000.00		15,000.00
Goldsmith Library.....	850.00		850.00
Hamilton Hall: Building.....	507,059.16		507,059.16
Hamilton Hall: Clock.....	1,913.90		1,913.90
Hamilton Hall: Gates.....	2,020.00		2,020.00
Hamilton Hall: Gemot.....	1,000.00		1,000.00
Hamilton Hall: Class of 1909 Shield.....	20.00		20.00
Hamilton Statue.....	11,000.00		11,000.00
"Hammerman".....	5,000.00		5,000.00
Hartley Hall: Building.....	350,000.00		350,000.00
Hartley Hall: Stained Glass Windows.....	2,000.00		2,000.00
Havemeyer Hall: Building.....	414,206.65		414,206.65
Havemeyer Hall: Annex.....	511,922.31	42,417.75	554,340.06
Havemeyer Hall: Laboratory.....	600.00		600.00
Highland, N. Y.: Property.....	30,000.00		30,000.00
Illuminating University Grounds.....	1,035.00		1,035.00
Instruments: Optical.....	9,930.00		9,930.00
John Jay Hall: Building.....	64,325.00		64,325.00
John Jay Hall: Equipment.....	6,000.00		6,000.00
Kent Hall: Building.....	495,672.57		495,672.57
Library: Building.....	1,100,639.32		1,100,639.32
Library: Equipment.....	\$2,570.00		\$2,570.00

	At June 30, 1930	Additions 1930-1931	At June 30, 1931
Library: Marble Columns.....	1,678.00		1,678.00
Library: Torcheres.....	6,000.00		6,000.00
Livingston Hall: Memorial Window.....	1,124.00		1,124.00
Maison Francaise: Building.....	33,300.00		33,300.00
Medical School (New): Building.....	3,601,569.02		3,601,569.02
Medical School (New): Residence Hall Site	529,647.05	812,889.80	1,342,536.85
		Decrease	
Medical School (New): Site.....	985,001.00	130,000.00	855,001.00
Medical School (Old): Additions.....	117,842.07		117,842.07
Medical School (Old): Building.....	71,551.05		71,551.05
Medical School: Removing and Rebuilding	53,000.00		53,000.00
Medical and Surgical Equipment.....	14,912.80		14,912.80
Mineral Specimens: Dufourcq Collection..	300.00		300.00
Model: Buildings and Grounds.....	19,972.70		19,972.70
Model: Braden Copper Co.....	1,700.00		1,700.00
Model: Coal Mine.....	250.00		250.00
Nichols Laboratories.....	30,000.00		30,000.00
Pathological Laboratory.....	19,136.94		19,136.94
Philosophy: Building.....	350,000.00		350,000.00
Physics: Building.....	810,748.90		810,748.90
Power House: Steam Boilers.....	3,250.00		3,250.00
Precision Laboratory.....	8,000.00		8,000.00
President's House Furnishing.....	14,410.17		14,410.17
Publications: Cragin Collection.....	1,400.00		1,400.00
St. Paul's Chapel: Bell.....	5,120.84		5,120.84
St. Paul's Chapel: Building.....	250,000.00		250,000.00
St. Paul's Chapel: Furniture.....	3,221.62		3,221.62
St. Paul's Chapel: Memorial Windows....	32,700.00		32,700.00
St. Paul's Chapel: Organ and Case.....	27,000.00		27,000.00
St. Paul's Chapel: Torcheres.....	5,280.00		5,280.00
Schermerhorn Hall: Building.....	542,694.28	1,858.16	544,552.44
Schermerhorn Hall: Extension.....	1,191,356.74	5,852.31	1,197,209.05
School of Business: Building.....	961,758.33	17,501.98	979,260.31
School of Dental and Oral Surgery (Old)...	471,185.32		471,185.32
School of Dental and Oral Surgery (New)...	311,973.44		311,973.44
School of Dentistry: Building.....	33,500.00		33,500.00
School of Dentistry: Equipment.....	5,584.92		5,584.92
School of Journalism: Building.....	563,501.21		563,501.21
School of Mines: Building.....	250,000.00		250,000.00
School of Mines: Torcheres.....	1,000.00		1,000.00
Sloane Hospital for Women: Additions and Alterations.....	399,263.14		399,263.14
Smith (Munroe) Tablet.....	1,840.00		1,840.00
South Court Fountains.....	4,932.88		4,932.88
South Field.....	54,707.00		54,707.00
South Field Grading.....	11,500.00		11,500.00
Statue of Letters and pylon.....	8,598.72		8,598.72
Statue of Science and pylon.....	13,148.95		13,148.95
Sun Dial—116th Street.....	10,000.00		10,000.00
Telescope.....	5,497.35		5,497.35
Trophy Room: Equipment.....	980.00		980.00
University Hall: Enlargement.....	100,756.41		100,756.41
Van Amringe Memorial.....	20,238.34		20,238.34
Vanderbilt Clinic: Building.....	350,000.00		350,000.00
Villard (Henry) Legacy.....	50,000.00		50,000.00
	\$19,364,213.45	\$806,299.41	\$20,170,512.86

GIFTS AND BEQUESTS
Received for the Purchase of Land and Erection and
Equipment of Buildings

See Permanent Funds pages 140 and 141

(For list of gifts other than money see separate pamphlet)

A

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Adams (Edward D.)	Precision Laboratory: Physics Building	1913	\$8,000.00
Adams (Edward D.)	Deutsches Haus, 419 West 117th Street	1910	30,000.00
Aldrich (Mrs. Richard)	Medical School (old) Additions	1917	5.00
Alexander (Chas. W.)	Clinton window, St. Paul's Chapel	1906	300.00
Alumni Association of Columbia College	Hamilton Hall Building	1906	997.50
Alumni Association of Columbia College	Hamilton statue, South Field	1908	10,000.00
Alumni Association of Columbia College	University Hall, enlargement	1900-13	100,756.41
Alumni Fund	School of Dental & Oral Surgery (new)	1921-27	28,540.29
	Gifts		\$27,290.29
	Interest		1,250.00
			\$28,540.29
Anderson (Mrs. E. M.)	Medical School (old) Additions	1917	5,000.00
Anonymous	Furnishing President's House	1910	14,410.17
	Gift		\$30,000.00
	Expenses		\$2,174.70
	Transfer to Special Endowments		13,415.13
			15,589.83
			\$14,410.17
Anonymous	Boat House, Baker Field	1931	55,779.41
Anonymous	Chemical Laboratories: Havemeyer Hall	1915	30,000.00
Anonymous	Hamilton Statue	1909	1,000.00
Anonymous	Medical School (new) Building	1929	150,007.65
Anonymous	Medical School (old) Additions	1917-19	10,691.58
Anonymous	Medical School (removing and rebuilding)	1915	15,000.00
Anonymous	Medical and Surgical Equipment	1919-21	4,712.80
Anonymous	Models of buildings and grounds	1906-08	19,972.70
Anonymous	Furniture, St. Paul's Chapel	1908	2,846.62
Anonymous	School of Dental & Oral Surgery (new)	1926-27	75,891.20
	Gifts		\$61,742.35
	Interest		14,148.85
			\$75,891.20

REPORT OF THE TREASURER 153

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Anonymous.....	South Field Grading.....	1909	1,500.00
Anonymous.....	Trophy Room Equipment.....	1922	980.00
Aub (Miss Alma C.).....	Medical and Surgical Equipment..	1921	200.00
Avery (Samuel P.).....	Avery Library Building.....	1911-14	339,250.00

B

Babcock (Samuel D.).....	Morningside Heights Site.....	1892	5,000.00
Babcock & Wilcox.....	Steam Boilers—Power House.....	1907	3,250.00
Baker (George F., Jr.).....	Medical School (old) Additions...	1917	2,500.00
Baker (George F.).....	Baker Field.....	1922-24	730,583.15

Total amount of
 gifts..... \$771,940.59
 Taxes, etc..... 41,357.44

\$730,583.15

Baldwin (Helen, M.D.).....	Medical School (old) Additions...	1917	100.00
Bausch & Lomb Optical Co....	Optical Instruments.....	1920-24	9,100.00
Beck (Chas. Bathgate) Be- quest.....	Kent Hall Building.....	1899-1912	385,672.57

Total Bequest..... \$382,808.37
 Interest on bequest 10,373.20

\$393,181.57

Less legal expenses. 7,509.00

\$385,672.57

Beekman (Gerard).....	Beekman window: St. Paul's Chapel.....	1906	600.00
Beekman (Gerard).....	Minturn window: St. Paul's Chapel.....	1906	600.00
Benson (Mary).....	Medical School (old) Additions...	1917	25.00
Bernheim (A. C.).....	Morningside Heights Site.....	1892	1,000.00
Bernheim (Mrs. Geo. B.).....	Medical School (old) Additions...	1917	1,000.00
Bondy Fund Income.....	X-Ray Equipment: Crocker Lab- oratory.....	1922	10,677.85
Brackenridge (Geo. W.).....	Medical School (old) Additions...	1917	50,000.00
Braden Copper Co.....	Models of copper mines.....	1925	1,700.00
Bruce (Catherine Wolfe).....	Telescope for New Observatory...	1899	5,497.35

Gift of \$10,000 received 1899.
 The gift with interest was
 partly used in expenses, the
 balance remaining was used
 in part payment of the cost
 of a telescope in the Physics
 Building erected in 1925-26.

Burgess (Annie P.) Estate of...	John Jay Hall Construction.....	1927-29	6,525.00
Burgess (Annie P.) Estate of...	School of Business Building.....	1913-24	64,188.71

Bequest..... \$63,396.26
 Interest..... 792.45

\$64,188.71

C

Carnegie Corporation.....	Medical School (new) Building....	1925-28	1,100,000.00
Carter (Henry C.).....	Morningside Heights Site.....	1892	150.00

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Cheesman (Dr. T. M.)	Cheesman Window: St. Paul's Chapel	1905	600.00
Cheesman (Dr. T. M.) Estate of	School of Business Building	1920	11,162.81
	Bequest		\$10,000.00
	Interest		1,162.81
			<u>\$11,162.81</u>
Clark (Alfred C.)	Morningside Heights Site	1893	10,000.00
Clark (Edward Severin)	Fountain of Pan: the Grove	1908-09	12,013.50
Clark (J. William)	School of Dental and Oral Surgery (New)	1927	10,511.11
	Gift		\$10,000.00
	Interest		511.11
			<u>\$10,511.11</u>
Class of 1874	Marble Columns in Library	1912-13	1,678.00
Class of 1880	Gates: Hamilton Hall	1907	2,020.00
Class of 1881, Arts and Mines	Gemot: Hamilton Hall	1911	1,000.00
Class of 1881	Flagstaff: the Quadrangle	1906	4,600.00
Class of 1881, College, Mines and Political Science	Mantel: John Jay Hall	1926	2,500.00
Class of 1882	120th Street Gates	1897-98	1,500.00
Class of 1882, Science	Torcheres: School of Mines	1907	1,000.00
Class of 1883, Arts, Mines and Political Science	Torcheres: St. Paul's Chapel	1908	5,280.00
Class of 1883, Mines	Setting Bust of Professor Egleston	1913	390.00
Class of 1884, Arts and Mines	Clock: Hamilton Hall	1907	1,913.90
Class of 1884, Science	Grading South Field	1909	5,000.00
Class of 1885, College	Stained glass window "Sophocles," Hartley Hall	1885	1,000.00
Class of 1885, College	Sun Dial: South Field	1910	10,000.00
Class of 1886	Granite Exedra: the Quadrangle	1911	5,000.00
Class of 1888	Gates at Amsterdam Avenue and 119th Street	1913	2,000.00
Class of 1889	Barnard Window: St. Paul's Chapel	1914	1,200.00
Class of 1889, Mines	Meunier Statue, "The Hammerman": the Quadrangle	1914	5,000.00
Class of 1890	Statue of Letters and pylon: S.E. Cor. Broadway and 116th Street	1913-16	8,598.72
Class of 1891, College	Stained Glass Window "Vergil" (Hartley Hall)	1891	1,000.00
Class of 1891	Gates between Mines and Engineering Buildings	1916	15,000.00
Class of 1893	Bell: St. Paul's Chapel	1918	5,120.84
Class of 1896, Arts and Mines	Panels: John Jay Hall	1926	2,500.00
Class of 1897	Boat-house: Baker Field	1922-23	8,000.00
Class of 1897, Arts and Mines	Prentice Eight-oared Shell	1927	1,500.00
Class of 1899	Grading South Field	1909	5,000.00
Class of 1900	Statue of Science and pylon: N. E. cor. Broadway and 116th Street	1925	13,148.95
Class of 1906	Clock on South Field	1916	1,159.64
Class of 1909	Shield: Hamilton Hall	1912	20.00
Class of 1915, College and Science	Mantel and Clock: John Jay Hall	1927	1,000.00

REPORT OF THE TREASURER

155

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Clinton (DeWitt)	Clinton Window: St. Paul's Chapel	1906	300.00
Cochran (Alexander Smith)	Kent Hall Building	1909	100,000.00
College of Dental and Oral Surgery	Equipment: School of Dental and Oral Surgery	1924	656.00
College of Dental and Oral Surgery	School of Dental and Oral Surgery Value of Buildings and Grounds	1924	462,529.32
	Cash		\$444,529.59
			17,999.73
			<u>\$462,529.32</u>
College of Physicians and Surgeons	Medical School (old) Building	1903	71,551.05
Columbia University Athletic Association	Boat-house at Highland, N. Y.	1921	30,000.00
Converse (E. C.)	Medical School (old) Additions	1919	1,000.00
Cragin (E. B.)	Publications	1919	1,400.00
Crocker Fund Income	X-Ray Equipment Crocker Laboratory	1921	7,787.68
Cutting (R. Fulton)	Morningside Heights Site	1893	10,000.00

D

Da Costa (Charles M.)	Laboratory, Schermerhorn Hall	1890	20,000.00
Davies (Julien T.)	Barnard Window: St. Paul's Chapel	1913	1,000.00
Davies (Julien T.)	Benson Window: St. Paul's Chapel	1906	600.00
De Lamar Fund, Income of	Medical School (old) Additions	1920	3,600.00
De Peyster (Mrs. Frederic J.)	De Peyster Window: St. Paul's Chapel	1905	600.00
DeWitt (George G.)	Barnard Window: St. Paul's Chapel	1905	500.00
Dodge (Marcellus Hartley)	Furnishing Men's Faculty Club	1925	495.00
Dodge (Marcellus Hartley)	Hartley Hall Building	1904-05	175,000.00
Dodge (Marcellus Hartley)	South Court Fountains	1906-08	4,932.88
Dodge (William E.)	Earl Hall	1900-02	164,950.82
	Gift		\$159,540.38
	Interest		5,410.44
			<u>\$164,950.82</u>
Donahue (Mrs. James P.)	School of Dental and Oral Surgery, (New)	1926	55,745.15
	Gift		\$50,000.00
	Interest		5,745.15
			<u>\$55,745.15</u>
Dryden (Forrest F.)	Medical School (old) Additions	1918	1,000.00
Duriron Castings Co.	Castings for the Department of Chemical Engineering	1920	75.00

E

Eddy (Jesse L.)	Medical School (old) Additions	1918	500.00
Epsilon Psi Epsilon	Optical Instruments	1927	1,800.00

F

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Fayerweather (Daniel B.)			
Bequest.....	Fayerweather Hall Building.....	1891-1917	330,894.03
	Bequest.....	\$346,319.73	
	Less Expenses.....	15,425.70	
		\$330,894.03	
Fish (Stuyvesant).....	Fish Window: St. Paul's Chapel...	1906	600.00
France-America Committee...	Maison Francaise Equipment....	1914	2,000.00
Frank (Dr. John) Estate of...	School of Business Building.....	1923	2,589.64
	Bequest.....	\$2,389.85	
	Interest.....	199.79	
		\$2,589.64	
Fuller (Paul, Jr.).....	Maison Francaise Equipment....	1913	100.00
Furnald (Francis P., Jr.) Leg- acy.....	Furnald Hall Building.....	1912-14	350,000.00

G

General Education Board.....	Medical School (new) Building....	1925-28	1,299,732.57
	Gift.....	\$1,250,000.00	
	Interest.....	49,732.57	
		\$1,299,732.57	
General Optical Co.....	Optical Instruments.....	1920-27	2,020.00
Globe Optical Co.....	Optical Instruments.....	1920	250.00
Goldsmith (Byron B.) Estate of:	Goldsmith Library.....	1927	850.00
Gould (George J.).....	Toward Purchase of East Field....	1909	100,000.00
Griscom (Acton).....	St. Paul's Chapel Furnishing....	1924	30.00

H

Hamilton Manufacturing Co...	Optical Instruments.....	1927	560.00
Hand (Mrs. Learned).....	Medical School (old) Additions...	1917	50.00
Harkness (Edward S.).....	New Medical School Site.....	1923	855,001.00
	Gift, 1923, assessed valuation.....	\$1,180,000	
	Less value of land transferred as fol- lows:		
	Neurologi- cal Insti- tute....	\$120,000	
	New York State Psychi- atric Hospital.	74,999	
	Presbyterian Hospital.	130,000	
		324,999	
		\$855,001	
Harkness (Edward S.).....	Residence Hall site, New Medical School.....	1929-31	1,342,536.85

REPORT OF THE TREASURER

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<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Harkness (Mrs. H. S.)	Medical and Surgical Equipment	1919	10,000.00
Harper (J. W.) Legacy	Morningside Heights Site	1901	5,000.00
Harris (Ellen C.) Bequest	Chemical Laboratories	1922	554,340.06
	Bequest \$575,623.04		
	Legal		
	exp \$500.00		
	Taxes 667.47		
	Harris		
	(Ellen		
	C.) Fund . 113,957.13		
	<u>115,124.60</u>		
			\$460,498.44
	Interest		93,841.62
			<u>\$554,340.06</u>
Havemeyer (Henry O.) and others	Havemeyer Hall Building	1896	414,206.65
	Gift of property		
	valued at \$450,000.00		
	Less loss on sale 35,793.35		
			<u>\$414,206.65</u>
Hawes (A. J.)	Medical School (old) Additions	1919	100.00
Hepburn (A. Barton)	Maison Francaise: 411 West 117th Street	1913	30,000.00
Hepburn (A. Barton) Estate of	School of Business Building	1923-30	208,008.91
Hewitt (Hon. Abram S.)	Morningside Heights Site	1893-96	4,000.00
Hine (F. L.)	Medical School (old) Additions	1918	1,000.00
Hoffman (Charles Frederick) Estate of	School of Business Building	1920	5,581.40
	Bequest \$5,000.00		
	Interest 581.40		
			<u>\$5,581.40</u>
Huntington (Archer M.)	Medical School (old) Additions	1919	1,000.00
I			
Israel (Leon)	School of Business Building	1919	3,255.00
	Gift \$5,000.00		
	Expense 1,745.00		
			<u>\$3,255.00</u>
J			
James (Arthur Curtis)	Medical School (old) Additions	1918	1,000.00
James (D. Willis)	Morningside Heights Site	1892-94	50,000.00
James (Dr. W. B.)	Medical School (old) Additions	1919	500.00
Jarvie (James N.)	School of Dental and Oral Surgery, (New)	1916	105,000.00
	Gift \$100,000.00		
	Interest 5,000.00		
			<u>\$105,000.00</u>

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Jennings (Mrs. Anne B.)	Medical School (old) Additions . . .	1917	500.00
Jenkins (Mrs. Helen Hartley)	Hartley Hall Building	1904-05	175,000.00
Jenkins (Mrs. Helen Hartley)	Philosophy Building	1910-11	350,000.00
Jessup (Morris K.)	Morningside Heights Site	1893	5,000.00
Jones (James Elwood)	Model of Coal Mine	1923	250.00
Jusserand (J. J.)	Maison Francaise Equipment	1913	200.00
K			
Kane (Annie C.) Estate of	Physics Building	1927	500,000.00
Kennedy (John Stewart)	Hamilton Hall Building	1905-06	506,061.66
	Gifts \$500,000.00		
	Interest 6,061.66		
			<u>\$506,061.66</u>
King (Hon. John A.)	Morningside Heights Site	1892	1,000.00
King (Willard V.)	Medical School (removing and re- building)	1915-16	2,000.00
King (Willard V.)	School of Dental & Oral Surgery (new)	1927	2,000.00
Kingsland (Mrs. A. C.)	Kingsland Window: St. Paul's Chapel	1906	300.00
Kingsland (Mrs. Geo. L.)	Kingsland Window: St. Paul's Chapel	1906	300.00
L			
Ladenberg (Mrs. Emily)	Medical School (removing and re- building)	1915	1,000.00
Lagemann (Miss Anna)	Medical School (old) Additions . . .	1917	10.00
Lange (Edmund)	School of Dental & Oral Surgery (new)	1929	56.80
Langeloth (Jacob) Estate of	School of Business Building	1915	5,062.50
	Bequest \$5,000.00		
	Interest 62.50		
			<u>\$5,062.50</u>
Lawrence (Mrs. Benj. B.)	Barnard and Lawrence Windows: St. Paul's Chapel	1923	18,400.00
	Gift \$20,000.00		
	Transferred to Chapel Furnishing Fund 1,600.00		
			<u>\$18,400.00</u>
Lawrence (Mrs. Benj. B.)	St. Paul's Chapel Furnishing	1923	3,727.00
	Balance of gift for Memorial Windows \$1,600.00		
	Interest . . . \$2,456.53		
	Less trans- fer to Chapel Furnish- ing Fund . . . 329.53		
			<u>2,127.00</u>
			<u>\$3,727.00</u>

REPORT OF THE TREASURER 159

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Lee (Mrs. Frederic S.)	School of Dental & Oral Surgery (New)	1927	5,366.11
	Gift		\$5,000.00
	Interest		366.11
			<u>\$5,366.11</u>
Lengovitz (Emil G.)	Engineering Apparatus	1919	450.00
Lewisohn (Adolph)	School of Mines Building	1904-05	250,000.00
Livingston (Edward de Peyster, John Henry and Goodhue)	Memorial Window, Livingston Hall	1909	1,124.00
Low (A. A.)	Morningside Heights Site	1892-94	15,000.00
Low (Seth)	Morningside Heights Site	1892	5,000.00
Low (Seth)	Library Building	1896-99	1,100,639.32

M

McClelland (John)	Pathological Laboratory: Medical School	1891	19,136.94
McLean (James)	Medical School (old) Additions	1918	1,000.00
Mackay (Clarence H.)	Maison Francaise Equipment	1914	1,000.00
Mackay (Clarence H.)	Medical School (old) Additions	1918	12,000.00
Macy (Mr. and Mrs. V. Everit)	Medical School (old) Additions	1917-19	6,000.00
Marling (A. E.)	Medical School (old) Additions	1919	1,000.00
McMillin (Emerson)	School of Business Building	1917-18	568,069.02
	Gift of 2,040 Shares of Common Stock of the American Light & Traction Co., the proceeds of which, together with interest and dividends, amounted to \$568,069.02.		
Mehler (Miss Elsa)	Medical School (old) Additions	1917	10.00
Moore (William H.)	Medical School (old) Additions	1918	1,000.00
Morgan (J. Pierpont)	Morningside Heights Site	1892-95	100,000.00
Morgan (William Fellowes)	Illumination of University Grounds	1913	1,035.00
Morgan (William Fellowes)	School of Dental & Oral Surgery (New)	1927	2,622.92
	Gift		\$2,500.00
	Interest		122.92
			<u>\$2,622.92</u>
Mosher (Eliza M.)	Medical School (old) Additions	1917	500.00
Mower (Sara E.) Estate of	School of Business Building	1920-21	110,226.04
	Bequest		\$91,101.43
	Less Expenses		2,220.34
			<u>\$88,881.09</u>
	Interest		21,344.95
			<u>\$110,226.04</u>
Munsey (Frank A.)	Toward Purchase of East Field	1910	50,000.00

N

Nash (William A.)	Medical School (old) Additions	1918	250.00
New Jersey Zinc Co.	Hegeler Furnace	1923	2,000.00

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
New York Odontological Society	Anatomical Collections and Specimens	1926	8,000.00
Nichols (William H.)	Laboratories: Havemeyer Hall	1912	30,000.00
Notman (George)	Medical School (old) Additions	1917	100.00
Notman (Mrs. George)	Medical School (old) Additions	1917	100.00
O			
Ogden (David B.)	Ogden Window: St. Paul's Chapel	1906	600.00
Oliver Continuous Filter Co.	Rotary Filter	1919	1,000.00
Optometrical Club of Brooklyn	Optical Instruments	1927	1,500.00
Optometrical Society of the City of New York	Optical Instruments	1927	1,750.00
Osborne (Mr. and Mrs. Wm. Church)	Medical School (old) Additions	1918	1,000.00
Ottindorfer (Oswald)	Morningside Heights Site	1892	5,000.00
P			
Palmer (Edgar)	Medical School (old) Additions	1919	3,000.00
Parish (Henry)	Morningside Heights Site	1893	5,000.00
Parsons (Mrs. Elsie Clews)	Medical School (old) Additions	1918	100.00
Parsons (Mrs. Edgerton)	Medical School (old) Additions	1917	5.00
Parsons (General William Barclay)	Portrait	1928	2,570.00
Peabody (George Foster and Charles)	Organ and Case: St. Paul's Chapel	1905-06	27,000.00
Pell (Howland) and others	Pell Window: St. Paul's Chapel	1906	600.00
Pendleton (Francis K.)	Pendleton Window: St. Paul's Chapel	1906	600.00
Philosophy, Department of (Members)	Autobiography of John Stuart Mill	1923	100.00
Phoenix Legacy: Income	Observatory and Telescope: Physics Building	1928	35,748.90
	Equipment of Schermerhorn Hall	1930	39,960.84
Pratt (Mrs. Chas. M.)	Medical School (old) Additions	1917	500.00
Pulitzer (Joseph)	School of Journalism Building	1903-04	563,501.21
	Gift of \$1,000,000 to establish and endow a School of Journalism, of which \$563,501.21 was expended in the construction of the building, the balance remaining in the Pulitzer (Joseph) Fund for School of Journalism.		
R			
Reid (D. G.)	Medical School (old) Additions	1918	1,000.00
Rives (George L.)	Barclay Window: St. Paul's Chapel	1906	600.00
Rives (George L.)	Medical School (Removing and Rebuilding)	1916	10,000.00
Rives (George L.), Estate of	Medical School (Removing and Rebuilding)	1918	25,000.00
Robinson (M. R.)	School of Dental & Oral Surgery (new)	1925	25.00
Rockefeller Foundation	Medical School (new) Building	1925-28	1,051,828.80
	Gift	\$1,008,333.33	
	Interest	43,495.47	
			<u>\$1,051,828.80</u>

REPORT OF THE TREASURER 161

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<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Sands (B. Aymar).....	Barnard Window: St. Paul's Chapel.....	1914	500.00
Sands (Sarah A.) Estate of.....	Sands Window: St. Paul's Chapel .	1906	600.00
Schermerhorn (F. Augustus)...	Barnard Window: St. Paul's Chapel.....	1913	1,000.00
Schermerhorn (F. Augustus)	Estate of.....	1922-23	306,965.37
Schermerhorn (F. Augustus)	Estate of.....	1922-23	27,552.48
	Faculty House.....		
	Faculty House Equipment.....		
	Bequest.....	\$304,442.77	
	Interest.....	30,075.08	
		<u>\$334,517.85</u>	
	Building.....	\$306,965.37	
	Equipment.....	27,552.48	
		<u>\$334,517.85</u>	
Schermerhorn (F. Augustus)...	Estate of.....	1929-30	1,243,667.47
	Schermerhorn Hall		
	Extension.....	\$1,157,248.21	
	Schermerhorn Hall		
	(changes).....	86,419.26	
		<u>\$1,243,667.47</u>	
Schermerhorn (F. Augustus)	Estate of.....	1926	275,000.00
	Physics Building.....		
	Bequest.....	\$262,993.25	
	Interest.....	12,006.75	
		<u>\$275,000.00</u>	
Schermerhorn (William C.)....	Schermerhorn Hall: Building....	1896-99	458,133.18
Schiff (Jacob H.).....	Morningside Heights Site.....	1892	5,000.00
School of Dentistry Endow-	School of Dentistry Building....	1919-21	26,000.00
ment Fund (Income).....			
School of Dentistry Endow-	School of Dentistry Equipment...	1921	5,584.92
ment Fund (Income).....			
Scribner (Mrs. Arthur).....	Medical School (old) Additions...	1917	25.00
Seligman (Isaac N.), Estate of		1920	3,384.00
	Bequest.....	\$5,464.17	
	Van Am-		
	ringe		
	Memorial \$1,554.32		
	Avery		
	Library... 1,829.68		
		<u>3,384.00</u>	
	Balance (Gift Acct.) .	\$2,080.17	
Shepard (F. J.).....	Medical School (old) Additions...	1919	500.00
Sloan (Samuel).....	Morningside Heights Site.....	1892	5,000.00
Sloan (Samuel).....	Torchers: Library.....	1907	6,000.00
Sloane (Mr. and Mrs. Wm. D.)	Sloane Hospital for Women (Al-	1912	399,263.14
	terations and additions).....		

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Smith (Lenox) Estate of	John Jay Hall Construction	1927	57,800.00
	Bequest \$55,349.68		
	Interest, etc. 2,450.32		
			<u>\$57,800.00</u>
Smith (Mrs. Munroe)	Memorial Tablet to the late Professor Munroe Smith	1927	1,840.00
Sorchan (Mrs. Victor)	Medical School (old) Additions	1917	1,000.00
Standard Optical Co.	Optical Instruments	1920	60.00
Stephens (Mrs. W. B. and Daughter)	Mineral Specimens (Du Fourcq collection)	1921	300.00
Stetson (Francis Lynde)	Kent Hall Building	1905	10,000.00
Stewart (Lispenard)	Lispenard Window: St. Paul's Chapel	1906	600.00
Stewart (Wm. Rhinelander)	Rhinelander Window: St. Paul's Chapel	1906	600.00
Stokes (Olivia Egleston Phelps)	Toward purchase of East Field	1910	20,000.00
Stokes (Olivia Egleston Phelps and Caroline Phelps)	St. Paul's Chapel Construction	1904-06	250,000.00
Straight (Mrs. Willard D.)	Medical School (old) Additions	1917	1,000.00
Straus (Oscar S.)	Barnard Window: St. Paul's Chapel	1906	500.00
Sulzberger (Dr. Nathan)	Laboratory Equipment: Havemeyer Hall	1918	600.00
Sutro (Mrs. Lionel)	Medical School (old) Additions	1917	50.00
T			
Thomas (Belle)	Medical School (old) Additions	1917	25.00
Thompson (Mary Clark)	Medical School (old) Additions	1918	2,500.00
V			
Van Amringe Memorial Committee	Van Amringe Memorial	1917-22	18,684.02
Van Cortlandt (Robt. B.)	Van Cortlandt Window: St. Paul's Chapel	1906	600.00
Vanderbilt (Cornelius, William K., Frederick W. and George W.)	Vanderbilt Clinic: Building and Equipment	1895	350,000.00
Vanderbilt Clinic	School of Dentistry Building	1920	7,500.00
Vanderbilt (Cornelius)	Morningside Heights Site	1892	100,000.00
Vanderbilt (William K.)	Toward purchase of East Field	1910-14	250,000.00
Various Donors	Casa Italiana, 437 W. 117th St.	1928	315,000.00
Various Donors	Columbia Stadium Site	Various	1,900.15
Various Donors	School of Dental and Oral Surgery, (New)	1916-18	26,000.00
Various Donors	South Field	1903-05	54,707.00
Various (Interest on Gifts)	Medical School (old) Additions	1918	95.49
Villard (Henry), Estate of	Morningside Heights Site	1901	50,000.00
W			
Wallace (J. M.)	Medical School (old) Additions	1918	1,000.00
Waterbury (Elizabeth)	Medical School (old) Additions	1918	1,000.00
Waterbury (John I.)	Medical School (old) Additions	1918	2,500.00
Watson (Thomas J.)	Medical School (old) Additions	1918	1,000.00

REPORT OF THE TREASURER

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<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Webber (John), Estate of	School of Business Building	1918	1,116.28
	Bequest	\$1,000.00	
	Interest	116.28	
		<u>\$1,116.28</u>	
Williams (Blair S.)	School of Dental & Oral Surgery (New)	1927	214.86
	Gift	\$200.00	
	Interest	14.86	
		<u>\$214.86</u>	
			<u><u>\$20,170,512.86</u></u>

GIFTS AND BEQUESTS RECEIVED DURING 1930-1931

A. GIFTS TO CAPITAL:

1. *General Endowment:*

Alumni Fund Committee:

From the Class of 1880, for the permanent Alumni Fund.....	\$200.00
From the Class of 1895, for the Permanent Alumni Fund.....	50.00
Estate of Amos F. Eno, for the Eno (Amos F.) Endowment Fund.....	3,684.22
Estate of John S. Kennedy, for the Kennedy (John S.) Endowment Fund.....	4,775.99
Estate of Mary B. Pell, for the Pell (Mary B.) Fund.....	13,144.48

\$21,854.692. *Special Endowments:*

Alumni Fund Committee:

For the Alumni War Bonus Fund, representing proceeds of War Bonus certificates of the following:	
Barnert (Dr. Cyril).....	\$1,426.00
Coerr (Frederic Huntington).....	1,404.00
Durghard (Frederick J.).....	36.00
Jones (Richard M.).....	226.00

\$3,092.00

For the Columbiana Endowment Fund, from the following:

Chamberlain (W. C.).....	\$1.00
Class of 1881 College, School of Political Science and School of Mines.....	10,000.00
Class of 1887, Mines.....	25.00
Dodge (M. Hartley).....	50.00
Dunn (Gano).....	100.00
Harper (Harold).....	2.00
Hazen (William L.).....	2.50
Hewlett (Arthur T.).....	2.00
Keppel (Frederick P.).....	5.00
Moran (Daniel E.).....	20.00
Morgan (William Fellowes).....	10.00
Paddock (Dr. Royce).....	5.00
Pogo (Alexander).....	1.00
Prentice (E. A.).....	10.00
Symmes (W. B. Jr.).....	5.00
From John Vernou Bouvier, Jr., and John Vernou Bouvier III, for the W. Sergeant Bouvier Memorial Cup Fund.....	1,000.00
From the Class of 1896, Arts and Mines, to be added to the Class of 1896 Arts and Mines Scholarship Fund.	2,000.00
From the Class of 1912 P. & S., for the Class of 1912 P. & S. Fund.....	25.00
From Dr. Samuel A. Goldschmidt, to be added to the principal of the Samuel Anthony Goldschmidt Fellowship Fund.....	5,000.00
Anonymous, for the William J. Gies Fellowship Fund....	139.55
Committee of Ladies, for the Casa de las Espanas Endowment Fund.....	2,908.38
Cross (A. K.) Vision Training Fund, from the following:	
Anonymous.....	\$1.00
Bauer (Mrs. Louise).....	5.00

Gerrish (Miss Alice K.).....	10.00	
Gibney (Raymond F.).....	5.00	
Lamont (Miss Christian R.).....	25.00	
Nemoitin (Dr. F.).....	50.00	
Stodola (Gilbert I.).....	1.00	
Stoliaroff (Steve).....	10.00	
Swanson (Miss Edna M.).....	10.00	
Voss (Miss Esther A.).....	5.00	
Wetton (Miss Florence J.).....	2.00	
		124.00
Estate of Charles H. Ditson, for the Ditson (Charles H.) Endowment Fund.....		100,000.00
Estate of George W. Ellis, for the Ellis (George W.) Fund.....		75,000.00
Estate of Ellen C. Harris, for the Harris (Ellen C.) Fund.....		53,022.18
Estate of Henry F. Homes, for loans to deserving under- graduate students.....		5,000.00
Estate of Jonas M. Libbey, for the Libbey (Jonas M.) Fund.....		6,763.23
Estate of Hannah M. Lydig, for the Lydig Fellowship Fund.....		30,000.00
Estate of James Brander Matthews, for the Matthews (James Brander) Fund for the Dramatic Museum.....		69,813.98
Estate of James Henry Mergentime, for the Mergentime (James Henry) Fund.....		1,599.95
Estate of Madeleine L. Ottmann, for the Ottmann Madeleine L.) Fund.....		50,000.00
Estate of Cora N. Perkins, for the Castner (Hamilton Young) Fund.....		107.14
Estate of Harriet S. Phillips, for the Phillips (Harriet S.) Fund for the School of Journalism.....		20,000.00
Estate of Harriet S. Phillips, for the Phillips (Harriet S.) Fund for Barnard College.....		1,500.00
Estate of Catherine A. Ross, for the Ross (George A.) Fund.....		7,534.52
Estate of Amalie Wolfram, for the Wolfram (Charles Berthhold) Fund.....		5,000.00
Family and Friends of the late Herbert Swift Carter, for the Carter (Herbert Swift) Memorial Fund.....		16,423.38
French (George S.), for the Class of 1927 Fund.....		17.96
Harkness (Edward S.), for the Harkness (Edward S.) Endowment Fund for the Department of Surgery.....		600,000.00
Hetkin (Alfred H.), for the Class of 1927 Fund.....		35.89
Instituto de las Espanas, for the Casa de las Espanas Endowment Fund.....		2,109.00
Instituto de las Espanas, for the Casa de las Espanas Permanent Fund, Fellowship Intercollegiate Alliance.....		59.10
Merritt (Arthur H.), for the School of Dental and Oral Surgery Endowment Fund.....		1,500.00
Rollins (Joseph), for the Instituto de las Espanas Endow- ment Fund.....		10.00
Wellman (Mrs. Esther T.), for the Instituto de las Espanas Endowment Fund.....		100.00
Wheelock (William H.), for the Herbert Swift Carter Memorial Fund.....		500.00
		1,070,623.76
3. Buildings and Grounds:		
Alumni Fund Committee from the following		
Class of 1881, toward the cost of a flagpole at Baker Field.....		145.19

Class of 1892, toward the cost of a flagpole at Baker Field.....	145.19	
Class of 1896, toward the cost of a flagpole at Baker Field.....	145.19	
Class of 1905, toward the cost of a flagpole at Baker Field.....	160.38	
Class of 1905, for Baker Field Grandstands.....	464.45	
Class of 1917, toward the cost of a flagpole at Baker Field.....	145.19	
Class of 1921, toward the cost of a flagpole at Baker Field.....	150.00	
Estate of A. Barton Hepburn, for the School of Business	17,501.98	
Harkness (Edward S.), toward the construction and equipment of Bard Hall.....	1,300,000.00	
Reckford (John K.), to meet the cost of the paneling and fixtures in the lounge room of the new boat house.....	3,750.00	
		1,322,607.57

B. GIFTS TO INCOME:

1. *For General Purposes:*

Alumni Fund Committee, for general support of the University.....	33,908.50	
Estate of Hannah M. Lydig for the general purposes of the University.....	10,000.00	
Intercollegiate Chess League Fund, for the general purposes of the University.....	395.14	
Lee (Dr. and Mrs. Frederic), to be expended under the direction of the President.....	5,000.00	
		49,303.64

2. *For Specific Purposes:*

Alumni Fund Committee, from the following:		
Anonymous, for research in the Social Sciences.....	\$1,500.00	
Anonymous, toward the prospective School of Indic and Iranian.....	150.00	
Auchincloss (Reginald), for the purchase of special equipment for the Department of Chemistry.....	677.81	
Batchelder (Esther L.), for the Graduate Schools Research Fund.....	1.00	
Baruch (Dr. Herman B.), for the Simon Baruch Foundation in the Department of Bacteriology.....	1,500.00	
Blossom (Francis), for the maintenance of a scholarship in Civil Engineering.....	500.00	
Chaloner (John Armstrong), for the Chandler Historical Prizes.....	600.00	
Chamberlain (Joseph P.), for the Legislative Drafting Research Fund.....	9,000.00	
Class of 1906, to be added to the Revolving Fund for Athletics.....	12,603.03	
Columbia University Club, for Columbia University Club Scholarships.....	7,750.00	
Denison (Robert F.), for the Moot Court Room in the Law School.....	10.00	
Dohr (James L.), toward the expenses of the School of Business Library.....	5.00	
Dunn (Gano), for the Gano Dunn Scholarship.....	350.00	
Dunn (Leslie C.), for the Fund for Research.....	300.00	
Hess (Dr. Alfred F.), for Nutritional Research in the Department of Pathology.....	8,410.00	

Hudnut (Professor Joseph), for scholarship aid for a designated student in the School of Architecture	200.00
Irvine (Robert S.), for the Alumni Room in the Medical School	5.00
Lee (Dr. and Mrs. Frederic S.), for the Department of Indo-Iranian Languages	5,000.00
Lee (Dr. and Mrs. Frederic S.), for research work in the Department of Dermatology	500.00
Low (William G.), for the purchase of books on maritime and international law	250.00
Marcus (Bernard K.) and associates, for the support of special courses in Anthropology	5,000.00
Marcus (Bernard K.), for the Joseph S. Marcus Memorial Scholarship in the School of Business	350.00
Michels (Solomon), for the Law Library	2.00
Ogilvie (Paul M.), for the Law Library	5.00
Parsons (Dr. Elsie Clews), for research work in Anthropology	5,300.00
Platt (Geoffrey), for the School of Architecture	937.00
Popkin (Lionel S.), for the Law Library	5.00
Polowe (David), for the P. & S. Labrador Fund	1.00
Starr (Dr. M. Allen), for the Department of Neurology	2,500.00
Wheeler (Dr. John M.), for the Special Research Fund in the Department of Ophthalmology	2,000.00
For the following purposes:	
College	\$696.30
Engineering	517.30
Law	1,300.60
College of P. & S.	1,130.30
Graduate Schools	95.15
Business	244.00
Journalism	90.50
Architecture	150.15
Dentistry	48.15
Optometry	33.00
Library School	37.15
Fund in aid of deserving students	106.00
Columbiana	135.00
	4,583.60
From the following for the Allen Scholarship Gift being raised for the American Society of Civil Engineers:	
Betts (Romeo T.)	\$10.00
Benedict (F. N.)	10.00
Brown (General Lytel)	100.00
Heyman (William)	30.00
Lucas (George L.)	10.00
Moran (Daniel E.)	30.00
	190.00
Adler (Mrs. S. W.), for the Adler Fund for the Medical School	2,500.00
Allen (Frederick L.), for the purchase of books for the Babies Hospital	200.00
Alpha Kappa Psi Fraternity, for the Alpha Kappa Psi Prize in the School of Business	25.00
American Academy of Ophthalmology and Oto-Laryngology, for Ophthalmic research	3,000.00
American Academy of Optometry, for a research fellowship in Optometry	2,000.00
American Medical Association, for Therapeutic Research	250.00

Anonymous, for Neurological Research.....	3,080.00
Anonymous, for the Institute of Arts and Sciences.....	1,817.15
Anonymous, for the Columbia University Statistical Bureau.....	8,000.00
Anonymous, for lectures by Dr. Alfred Adler.....	5,035.25
Anonymous, for the Department of Pharmacology.....	518.09
Anonymous, for Library Staff salaries.....	484.89
Anonymous, for the Institute of Cancer Research.....	10,000.00
Anonymous, for special research in the Department of Pathology.....	1,173.60
Anonymous, for the Special Tuberculosis Fund in the Department of Practice of Medicine.....	5,000.00
Anonymous, for the Columbia University Library.....	5.00
Anonymous, for research work in Anthropology.....	3,000.00
Anonymous, for the Auditing Laboratory of University Extension.....	150.00
Anonymous, for the expenses of the University's delegate to the International Congress of the History of Science and Technology at London.....	700.00
Anonymous, for binding fresh volumes of the auto- graphs and portraits of mathematicians.....	300.00
Armstrong (Sinclair H.), for the purchase of books for the Law Library.....	24.00
Bakelite Corporation, for fellowships in the Department of Chemical Engineering.....	2,000.00
Bank of Naples, for the maintenance of the Casa Italiana.....	1,000.00
Barker (Dean Joseph W.), for the purchase of books for the School of Engineering.....	20.00
Bodman (Mrs. E. C.), for a scholarship for a designated student in the Graduate Faculties.....	500.00
Borden Company (The), for research in the nutritive values of milk.....	5,000.00
Borden Company (The), for research in Food Chemistry and Nutrition.....	18,000.00
Brewster (William T.), for the Columbia University Library.....	5.00
Brown (Benjamin), for a special research fellowship in marketing.....	300.00
Bureau of Social Hygiene, Inc., for the Institute of Criminology Gift.....	6,239.63
Bush (Wendell T.), for assistance and supplies in Philosophy.....	2,559.85
Carnegie Corporation, for the support of the Pawling research in nerve anastomosis at the Neurological Institute.....	10,000.00
Carnegie Corporation, toward the maintenance of the School of Library Service.....	25,000.00
Carnegie Corporation, for the maintenance of Fellow- ships in the School of Library Service.....	11,700.00
Carnegie Corporation, for support of scholarships in the Arts.....	1,200.00
Chase (Irving H.), for the purchase of apparatus for the Department of Physiology and Institute of Public Health.....	500.00
Chemical Foundation, Inc., to be added to the Special Tuberculosis Gift.....	15,000.00
Chemical Foundation, Inc., for research work in the Department of Bacteriology.....	3,800.00

Chemical Foundation, Inc., for research work in Obstetrics and Gynecology.....	5,000.00
Chemical Foundation, Inc., for research work in Biological Chemistry.....	20,000.00
Class of 1909, for a scholarship in Columbia College.....	400.00
Class of 1930, for the Mary Louisa Sutliff Gift for the School of Library Service.....	157.00
College Art Association, for a scholarship in Fine Arts....	2,000.00
Committee of Citizens of Holland, for the Queen Wilhelmina Professorship.....	4,000.00
Committee on Research in the Indian Languages, for Research in Anthropology.....	3,300.00
Commonwealth Fund for the Foundation for Research in Legal History.....	5,000.00
Commonwealth Fund, for research in the School of Dental and Oral Surgery.....	26,825.00
Comptroller of the City of Mount Vernon, for the University Orchestra.....	150.00
Coakley (Dr. Cornelius G.), for the Special Research Gift in the Department of Pathology.....	1,000.00
Cramer (Lawrence W.), toward an instructorship in Government.....	100.00
Dante Alighieri Society, for the maintenance of the Casa Italiana.....	500.00
Deutsches Haus Maintenance, from the following:	
Adams (Edward Dean).....	500.00
Belser (Herman).....	50.00
Buttlar, Sr., (Robert).....	50.00
Eggers (Dr. Carl).....	25.00
Eilers (Misses).....	100.00
Englehard (Charles).....	100.00
Erbsloh (Mr. and Mrs. Rudolf).....	500.00
Faber (Messrs. Eberhard and Lothar).....	100.00
Fitger (August).....	100.00
Goldman (Henry).....	250.00
Gristede (D.).....	200.00
Guenther (Paul).....	500.00
Heide (Henry).....	50.00
Hilkin (H. G.).....	10.00
Kahn (Otto H.).....	250.00
Knapp (Dr. Arnold).....	50.00
Kuttroff (Adolf).....	200.00
Lafrentz (Ferdinand W.).....	500.00
Lueders (George).....	150.00
Mertz (Oscar E.).....	25.00
Pavenstedt, Adolf I.....	100.00
Staats-Herold Corporation.....	100.00
Vogelstein (Ludwig).....	200.00
von Zedlitz (Mrs. Anna).....	50.00
Warburg (Felix).....	250.00
Warburg (Paul M.).....	250.00
	<hr/>
	4,660.00
Du Pont de Nemours & Company, Inc., (E. I.), for the du Pont Fellowship.....	1,000.00
Educational Alliance, for a Lecturer in Semitic Languages.....	250.00
Eidlitz (Mrs. Ernest F.), for the Institute of Cancer Research.....	5.00

Elmhirst (Mrs. Dorothy Whitney), for research in political prediction.....	2,500.00
Estate of Dr. William J. Matheson, for the support of research work in Bacteriology.....	4,500.00
Estate of Dr. William J. Matheson, for the support of research work in Porto Rico.....	2,000.00
Estate of F. Augustus Schermerhorn, for the Schermerhorn (F. Augustus) Gift.....	42.06
Fackenthal (Frank D.), for the Columbia University Library.....	10.00
Finkelstein (Dr. Louis), toward the upkeep of the Library of the Department of Semitic Languages....	25.00
Friedman (H. G.), for the Columbia University Library	30.00
Friedman (Ignatz), for special research in Tuberculosis in the Department of Bacteriology.....	300.00
General Education Board, toward the maintenance of the Sub-Department of Tropical Medicine.....	12,000.00
General Education Board, for the Council for Research in the Humanities.....	37,500.00
General Education Board, for the Department of Practice of Medicine.....	20,000.00
Germanic Society of America, for the Institute of Arts and Sciences.....	175.00
Grace (Miss Louise N.), for the De Lamar Institute of Public Health.....	5,000.00
Griscom (Rev. Acton), for Library books and serials....	100.00
Harkness (Edward S.), for the Department of Diseases of Children.....	20,000.00
Harper (R. A.), for the Columbia University Library....	5.00
Harrison (Fairfax), for the Columbia University Library	100.00
Hartley Corporation (The), in support of work in the Department of Psychiatry.....	3,500.00
Hartley Corporation (The), for the Marcellus Hartley Laboratory.....	2,600.00
Hayes (Mrs. Walter), for the income of the Hayes (Walter) Memorial Fund.....	750.00
Hendrick (Mrs. Ellwood), for the Ellwood Hendrick Fellowship in Chemical Engineering.....	600.00
Howson (Roger), for the Columbia University Library..	10.00
Instituto de las Espanas, for the following purposes:	
General expenses of the Casa de las Espanas \$1,269.16	
Casa de las Espanas publication Gift.....	662.48
	<hr/>
	1,931.64
International Committee, for the Study of Infantile Paralysis.....	10,000.00
Keppel (F. P.), for the Columbia University Library....	10.00
King's Crown, to be applied toward the salary of the Conductor of the Band.....	1,000.00
King (Miss Anna S.), for the Departmental Account of the Institute of Cancer Research.....	25.00
Lee (Dr. Frederic S.), for the Columbia University Library.....	10.00
Lee (Mrs. Laura Billings), for the general expenses of the Instituto de las Espanas.....	500.00
Loeb (James), for the purchase of books for the Library..	175.00
Marshall (George), for research in the Department of Anthropology.....	500.00
Meikelham (W. A.), for the Columbia University Library.....	10.00

Miller (Dr. James Alexander), for the Special Tuberculosis Gift.....	5,000.00
Miller (Miss Ruth), for the Mary Louisa Sutliff Gift for the School of Library Service.....	5.00
Miller (Spencer, Jr.), for the Thomas Mott Osborne Memorial Scholarship.....	50.00
Mitchell (C. Stanley), for the Mitchell Scholarship in the School of Business.....	350.00
Monteith and Company, for research work in meningitis in the Department of Neurology.....	5,708.34
Montgomery (Robert H.), for the purchase of books for the Library.....	425.00
National Research Council, for research in Anthropology.....	300.00
National Research Council, for research work in the Department of Anatomy.....	3,500.00
National Tuberculosis Association, for research work in connection with tuberculosis.....	3,629.60
Neurological Institute, for the Neurological Research Gift.....	241.50
New York Historical Society, for prizes for essays on New York History.....	300.00
New York State Library Schools Association, for Scholarships in the School of Library Service.....	900.00
Nix (Sylvan L.), for Neurological research.....	500.00
Noyes (De Witt Clinton), to be used in the interests of poor children who come to the Clinic for dental work at the School of Dental and Oral Surgery.....	100.00
Paterno (Dr. Charles V.), for Casa Italiana Incidentals..	203.04
Paterno (Dr. Charles V.), for Library staff salaries.....	200.00
Pfeiffer (G. A.), for research in the chemistry of perfumes and toilet articles.....	7,023.00
Powers (Thomas H.), to be added to the income of Home Study 1930-31.....	50.00
Ramsey (Mrs. Robert), for tuition fees in University Extension.....	94.00
Research Corporation, for the purchase of special equipment for the Department of Physics.....	3,000.00
Reussner (Miss Ella), for the purchase of German books.....	100.00
Rockefeller Foundation, for the following purposes:	
For the Greenwich House.....	\$2,500.00
For the Tropical Nutrition Gift.....	6,000.00
For research in the Social Sciences.....	111,400.00
For Medical Mycology.....	10,589.99
	<hr/>
	130,489.99
Rosenthal (A. S.), for medical research in the Department of Pathology.....	750.00
Rosoff (Louis H.), for a prize in accounting, University Extension.....	25.00
Sadiq (Issa Khan), for scholarship aid in University Extension.....	30.00
Salomon (Mrs. Edna H.), to meet one-half of the stipend of a scholarship in the School of Business.....	150.00
Sargent (Homer E.), for research in Anthropology.....	650.00
Seligman (Mrs. Issac N.), to be added to the income of the Social and Political Ethics Professorship Fund....	605.23
Sittenfield (Dr. M. J.), to be added to the Rosenthal Gift for Medical Research.....	136.22
Smith (Professor J. Russell), to be added to the Economic Geography Gift in the School of Business.....	208.34

Social Science Research Council, for the following purposes:

For the Study of Racial and Social Differences in Mental Ability.....	\$1,569.72	
For the Study of Administration of Labor Laws.....	20,310.84	
		21,880.56
Standard Cap and Seal Corporation, for research in milk under the direction of Institute of Public Health....	2,500.00	
Stern (Carl W.), for the Rosenthal Gift for Medical Research.....	100.00	
Stewart (Professor Isabel M.), for the Columbia University Library.....	5.00	
Straus (Jesse Isidor), for a Lecturer in Semitic Languages.....	250.00	
Straus (Jesse Isidor), for the Isidor Straus Scholarship in Semitics.....	250.00	
Thacher (Miss Eunice B.), for the Legislative Drafting Research Fund.....	50.00	
Thalman (Paul), for the Columbia University Orchestra	1,000.00	
Todd (Mrs. Henry A.), for the Romanic Review.....	400.00	
Tucker (Mrs. Carl), for the Department of Surgery....	5,000.00	
Various students, for the Mary Louisa Sutliff Gift for the School of Library Service.....	20.00	
Wawepex Society, for the John D. Jones Scholarship....	200.00	
Williamson (C. C.), for the Columbia University Library.....	10.00	
Williams (Linsly R.), for the Columbia University Library.....	10.00	
Wood (Prof. Thomas C.), for the Columbia University Library.....	10.00	
Wood (Mr. and Mrs. Willis D.), for the Department of Bacteriology.....	2,500.00	
		619,438.42
		<u>\$3,083,828.08</u>

C. OTHER GIFTS

- American Orchestral Society. Musical instruments for the Department of Music.
- Baldwin (Professor Charles Sears). Copy of a Book of Common Prayer presented to him as a member of the Prayer Book Commission.
- Bullen (Henry Lewis). Hand type casting mould used in Philadelphia about 1798.
- Class of 1905 College and Science. Ornamental gates for Baker Field.
- Dawes Plan Organization. Set of Transfer Committee documents consisting chiefly of studies and reports on economic subjects relating to Germany.
- Friends and supporters of the Japanese Culture Center in America. Valuable collection of books and materials to form the nucleus of a center for study and research in all that pertains to Japanese history, literature and institutions.
- Griffin (Mrs. Charles S.). Seven volumes of the Tokio Times covering the period from January, 1877, to June, 1880 inclusive.
- Mason (J. W. T.). His private library of books on Japan consisting of 200 volumes.
- Morrow (Honorable Dwight W.). 265 volumes of legal publications of Mexico.
- Prentis (Edmund Astley). Interesting 16th Century Spanish manuscript together with its translation.

REPORT OF THE TREASURER 173

Pulitzer (Herbert). Desk and chairs belonging to the late Joseph Pulitzer for use in the Journalism Building.

Pulitzer (Ralph). Collection of German books belonging to his father, the late Joseph Pulitzer.

Seager (Schuyler F.). About 4,000 books and pamphlets from the Library of his father, the late Professor Henry R. Seager.

FREDERICK A. GOETZE,
Treasurer.

NEW YORK, June 30, 1931.

FINANCIAL REPORT
OF
BARNARD COLLEGE
1930-1931

BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1931

ASSETS	LIABILITIES AND SURPLUS
Endowment and Special Fund Assets:	Endowment and Special Funds:
Investment Securities, at book value . . . \$4,948,685.05	Endowment Funds, Unrestricted as to income . . . \$2,937,439.31
Cash Awaiting Investment:	Endowment Funds, Restricted as to income . . . 1,455,294.47
United States Trust Company—Capital Account . . . \$1,681.45	Endowment Fund, Subject to Annuity Agreement . . . 430,896.22
United States Trust Company—Post Account . . . 61.00	Special Fund, Subject to Annuity Agreement . . . 126,797.50
Total Endowment and Special Fund Assets . . . \$4,950,427.50	Total Endowment and Special Funds . . . \$4,950,427.50
Plant Assets:	Plant Funds:
Grounds \$1,165,000.00	College Grounds Fund \$1,165,000.00
Buildings 2,394,759.42	College Buildings Fund 1,551,360.15
Equipment 194,852.81	College Equipment Fund 194,852.81
Total Plant Assets, at Book Values 3,754,612.23	Special Funds Invested in Hewitt Hall 843,390.00
Current Assets and Deferred Charges:	Total Plant Funds 3,754,612.23
Cash:	Current Liabilities and Surplus:
New York Trust Company—Regular Account . . . \$43,985.37	Unexpended Moneys for Designated Purposes Receipts:
New York Trust Company—Time Deposit Account . . . 70,000.00	Students' Room Deposits, 1931-1932 . . . \$6,277.50
Corn, Exchange Bank 2,000.00	Students' Room Deposits and Rent Summer Session . . . 9,500.00
Trust Company 6,000.00	Summer School for Women Workers in Industry . . . 7,210.70
Wages Account 400.00	Total Current Liabilities \$46,816.34
Summer School \$122,385.37	Surplus Account 80,808.39
Accounts Receivable:	
College Entrance Examination Board \$5,646.75	
Students' Loan Committee 1,200.00	
Alumnae Council 304.00	
Unpaid Fees 10,150.75	
Deferred Charges:	
Overexpended Moneys for Designated Purposes . . . \$308.30	
Inventories—Food and Supplies 1,037.28	
Unexpired Insurance 2,500.03	
Summer School for Women Workers in Industry . . . 243.00	
Total Current Assets and Deferred Charges . . . 136,624.73	Total Current Liabilities and Surplus 136,624.73
	\$8,841,664.46

\$8,841,664.46

BARNARD COLLEGE—INCOME AND EXPENSE ACCOUNT—GENERAL FUNDS
FOR THE YEAR ENDING JUNE 30, 1931

INCOME FROM ALL SOURCES	EXPENSES
From Students' Fees	Educational Administration and Instruction
From Endowments	Buildings and Grounds Maintenance
From Receipts for Designated Purposes	Library
From Miscellaneous Sources	Business Administration
	Annunities
	Loss on Operation of Lunch Room
	Total Expenses
	Balance, being Excess of Income over Expenses for Main- tenance for Fiscal Year ended June 30, 1931
\$853,606.74	\$840,599.57
	13,007.17
	\$853,606.74

BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS, JUNE 30, 1931

A. For General Endowment

ANDERSON (MRS. ELIZABETH MILBANK) FUND:		
Legacy from the estate of Mrs. E. M. Anderson. Established 1922	\$40,715.13	
BROWN (DELPHINE) FUND:		
Legacy from the estate of the late Delphine Brown. Until otherwise ordered by the Board of Trustees, the income of the fund is to be applied to the general expenses of the College. Established 1929	52,002.59	
BURGESS (ANNIE P.) FUND:		
Legacy from the estate of the late Mrs. Annie P. Burgess. Established 1913. (See Burgess Fund under Section C—"For Construction and Equipment of Buildings.")	392.72	
CARPENTER (HENRIETTA) FUND:		
Gift of General H. W. Carpentier, in memory of his mother, toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of an annuity. Established 1898, 1900, 1911, 1913, 1914, and 1915	430,896.22	
CARPENTIER (H. W.) ENDOWMENT FUND:		
Legacy from the estate of General H. W. Carpentier. Established 1919 . . .	1,389,745.15	
CHOATE (MRS. JOSEPH H.) ENDOWMENT FUND:		
Gift of Mrs. Joseph H. Choate for endowment. Established 1918	40,448.11	
FISKE FOUNDERSHIP FUND:		
Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. Josiah M. Fiske. The income of the fund is to be applied to the running expenses of the College	5,444.80	
FISKE HALL FUND:		
Legacy from the estate of 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	509,150.70	
GEER FUND:		
A memorial to Mrs. Helen Hartley Jenkins Geer made by the Class of 1915. Established 1920	5,391.62	
GENERAL ENDOWMENT FUND		510,207.69
GIBBES FUND:		
Legacy from the estate of the late Emily O. Gibbes. The income of the fund is paid for life to Edwina M. Post. Established 1908	126,797.50	
HARRIMAN FUND:		
Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914	106,642.13	
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	4,928.60	
MUNN (ANNE ELDER) MEMORIAL FUND:		
Gift of Mrs. I. Sheldon Tilney in memory of her mother. The income is to be used at the discretion of the Trustees. Established 1918	7,346.15	

ROCKEFELLER (JOHN D.) ENDOWMENT FUND:

Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901 252,934.01

SAGE (RUSSELL) MEMORIAL FUND:

Legacy from the estate of Mrs. Russell Sage. Established 1920. (See Russell Sage Memorial Fund under Section C—"For Construction and Equipment of Buildings") 51,692.58

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 4,877.42

SMITH (ANNA E.) FUND:

Legacy from the estate of Anna E. Smith. Established 1916 10,050.62

STOKES (OLIVIA E. P.) ENDOWMENT FUND:

Legacy from the estate of the late Olivia E. P. Stokes. The income of the fund is to be applied to the uses and purposes of the College. Established 1929 420,003.26

STRAIGHT FUND:

Gift of Mrs. Willard Straight. Established 1920 21,039.90

TILLOTSON (EMMA A.) ENDOWMENT FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910 3,799.13

WOERISHOFFER FUND:

Gift of Mrs. Charles Woerishoffer for endowment. Established 1913, 1917 9,777.70

\$4,004,283.73

B. For Designated Purposes

ADAIR (WILLIAM R. AND MARTHA S.) FUND:

Legacy from the estate of Helen Adair, to establish a fund in memory of her father and mother. The annual income of the fund is to be used for the purchase of books for the library. Established 1924 \$997.50

ADAMS (EDWARD DEAN) FUND:

Gift of Mr. Edward Dean Adams. The income is to be used to encourage the study of the German language and literature. Established 1925 4,732.50

ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND:

Gift of Mrs. James Herman Aldrich. Established 1916 1,004.80

ALUMNAE SCHOLARSHIP FUND:

Gift of the Class of 1912 the income of which is to be used for scholarships. Established 1923 3,015.63

BALDWIN (JANE) MEMORIAL FUND:

Gift of friends of the late Jane Baldwin, daughter of Professor Charles Sears Baldwin of Barnard College. The annual income of this fund is to be used for the purchase of books for the library in the field of medieval literature, these books to be inscribed as having been bought from this fund. Established 1924 624.36

BARNARD (ANNA E.) SCHOLARSHIP FUND:

Gift of 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 3,491.48

BARNARD SCHOOL SCHOLARSHIP FUND:

Gift of the alumnae of the Barnard School for Girls. Established 1916 4,019.20

BENNETT (EDNA HENRY) MEMORIAL SCHOLARSHIP FUND:	
Gift of friends of the late Mrs. Edna Henry Bennett. The income of the fund is to be used to aid such Barnard students as the Department of Zoölogy may recommend in carrying on their studies at the Marine Biological Laboratory at Woods Hole, Massachusetts. Established 1927	1,640.35
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	5,015.28
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	3,699.30
BREARLEY SCHOOL SCHOLARSHIP FUND:	
Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899	3,000.00
BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND:	
Gift in memory of Martha Ornstein Brenner, Class of 1899, by her friends. Established 1915	3,757.50
BRETT (ALICE MARIE-LOUISE) SCHOLARSHIP FUND:	
Legacy from the estate of the late Philip E. Brett to establish a scholarship in memory of his daughter, Alice Marie-Louise Brett, of the Class of 1915, Barnard College. Established 1930	10,000.00
BROOKS (ARTHUR) MEMORIAL FUND:	
Gift of Olivia E. Phelps Stokes as a memorial to 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	4,779.67
BRYSON (FRANK GILBERT) MEMORIAL PRIZE FUND:	
Legacy from the estate of the late Mrs. Ella Fitzgerald Bryson in memory of her husband. The income of the fund is to be given annually as a prize to a member of the graduating class of Barnard College who has given conspicuous evidence of unselfishness during her College course. Established 1931	3,000.00
CARPENTIER SCHOLARSHIP FUND:	
Legacy from the estate of General H. W. Carpentier for scholarships. Established 1919	214,303.43
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	1,556.75
CLARK (THOMAS F.) STUDENTS LOAN FUND:	
Legacy from the estate of Mrs. Fanny Foster Clark. The income of the fund is to be loaned to needy students. Established 1928	100,000.00
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	3,026.00

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	3,765.00
1896 LIBRARY FUND:	
Gift of the Class of 1896 of Barnard College on the thirtieth anniversary of their graduation. The income of the fund is to be used for the purchase of books for the library. Established 1926	600.00
ENGLISH SCHOLARSHIP FUND:	
An anonymous gift. Established 1920	5,000.00
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	5,785.73
FISKE (MARTHA T.) SCHOLARSHIP FUND:	
Gift of Anna E. Smith, for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911	2,914.96
GALWAY FUND:	
Gift of an anonymous donor for a scholarship. Established 1912	2,453.33
GOLDFRANK (IRMA ALEXANDER) FUND:	
Gift of friends of Mrs. Irma Alexander Goldfrank, the income of which is to help deserving students in time of special need. Established 1919	2,121.30
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	3,220.00
HEALTH FUND:	
Gift of an anonymous donor to promote the physical health of the students and officers of the College. Established 1917	6,021.49
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	1,091.95
HERTZOG (EMMA) SCHOLARSHIP FUND:	
Gift to establish a scholarship in memory of 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	3,416.96
JACKSON (CHARLOTTE LOUISE) SCHOLARSHIP FUND:	
Legacy from the estate of the late Fannie A. Jackson to establish a fund in memory of her sister, Charlotte Louise Jackson. The income of this fund is to be used for a scholarship to be awarded to a graduate of the Yonkers High School, selected by or under the direction of the Board of Education of the City of Yonkers, New York. Established 1929	5,000.00
JOLINE (MARY E. LARKIN) MUSIC FUND:	
Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance and preservation of the musical instruments given to Barnard College by Mrs. Joline, and to establish a scholarship for a student of music. Established 1927	10,000.00
JOLINE (MARY E. LARKIN) PROFESSORSHIP FUND:	
Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance of a professorship of music and the musical arts. Established 1927	102,217.50

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 4,013.75

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 4,957.00

KOHN MATHEMATICAL PRIZE FUND:

Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in mathematics 1,062.08

LAIDLAW (JAMES LEES) FUND:

Gift of Mr. and Mrs. James Lees Laidlaw. The income of the fund is to be used to promote international understanding by bringing to the College visiting professors and lecturers from foreign countries. Established 1929 10,000.00

LARNED (AUGUSTA) SCHOLARSHIP FUND:

A legacy from the estate of Augusta Larned for a scholarship, the income of which is to be awarded by the Faculty Committee on Scholarships to a student in good standing who is in need of aid. Established 1924 10,647.10

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 2,739.23

MOIR (WILLIAM) SCHOLARSHIP FUND:

Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912 9,783.75

MURRAY (CAROLINE CHURCH) FUND:

Gift of Mr. George Welwood Murray in memory of his wife, Caroline Church Murray. The income of this fund is to be used in aid of needy and deserving students. Established 1918 5,000.00

MURRAY (GEORGE WELWOOD) GRADUATE FELLOWSHIP FUND:

Gift of Mr. George Welwood Murray to establish a fund the income of which is to be used for a graduate fellowship to be awarded each year to that member of the graduating class of Barnard College who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work in the field of the humanities and/or the social sciences. Established 1930 15,000.00

1919 DECENNIAL FUND:

Decennial gift of the Class of 1919 of Barnard College to endow a room in Hewitt Hall. Established 1929 5,000.00

1920 LIBRARY FUND:

Decennial gift of the Class of 1920, Barnard College, to establish a fund, the income of which is to be used for the purchase of books of American and British poetry for the Ella Weed Library. Established 1930 2,500.00

1921 SCHOLARSHIP FUND:

Decennial gift of the Class of 1921, Barnard College, to establish a fund the income of which is to be used to help needy and deserving students. Established 1931 2,500.00

OGILVIE (CLINTON) MEMORIAL FUND:

Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914 6,474.68

POPE (MARY BARSTOW) SCHOLARSHIP FUND:

Gift in memory of Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913 3,849.40

PRINCE (HELEN) MEMORIAL PRIZE FUND:

Gift of Mr. Julius Prince, in memory of his daughter, Helen C. Prince, Class of 1922, to establish a prize to be awarded each year to the undergraduate student who submits the best piece of creative English composition. Established 1922 1,212.63

PULITZER (LUCILLE) SCHOLARSHIP FUND:

Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916 167,941.60

REED (CAROLINE GALLUP) PRIZE FUND:

Gift of Mrs. William Barclay Parsons. Established 1916 1,004.80

SALARY INCREASE FUND:

Gift of the Class of 1903, the income of which is to be used to increase salaries. Established 1928 6,100.00

SANDERS (HENRY M.) FUND:

Legacy from the estate of Rev. Henry M. Sanders to establish a scholarship to be known as and called the Eleanor Butler Sanders Scholarship. Established 1922 10,002.63

SCHMITT-KANEFENT SCHOLARSHIP FUND:

Legacy from the estate of the late Catherine Schmitt to establish a scholarship to be known as the "Schmitt-Kanefent Scholarship." Established 1931 7,101.75

SCHOLARSHIP FUND:

Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901 9,698.75

SHAW FUND:

A memorial to Anna Howard Shaw. The income is applied towards the expenses of the Department of Government. Established 1920 6,626.12

SMITH (EMILY JAMES) SCHOLARSHIP FUND:

Gift of Emily H. Bourne in honor of Emily James Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899 3,006.76

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 4,688.69

SPERANZA (CARLO L.) PRIZE FUND:

Gift of 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 1,137.82

TALCOTT (JAMES) FUND:

Gift of Mr. James Talcott, to found a professorship of religious instruction. Established 1915 99,705.15

TATLOCK PRIZE FUND:

Gift in memory of Jean Willard Tatlock, Class of 1895, by her friends, to found a prize to be awarded annually to the undergraduate student most proficient in Latin. Established 1917 1,291.11

TILLOTSON (EMMA A.) SCHOLARSHIP FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910 3,834.59

VELTIN SCHOOL SCHOLARSHIP FUND:

Gift of the alumnae of Mlle. Veltin's School. Established 1905 2,739.23

VON WAHL PRIZE FUND:

Gift of friends of Constance von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915 1,222.81

WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of 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 3,489.68

WHITMAN MEMORIAL FUND:

Gift of Mr. Malcolm Whitman, in memory of his wife, Janet McCook Whitman, a former student and graduate of Barnard College. The income of the fund is to be used towards the support of a Chair of Philosophy. Established 1920 5,515.69

ZIESER (GERALDINE VOIT) MEMORIAL FUND:

Gift of Mr. and Mrs. Julius H. Zieser in memory of their daughter, Geraldine Voit Zieser, Class of 1930. The income of the fund is to be used to purchase books for the Italian courses of the College. Established 1929 1,025.00

\$946,143.77

C. For Construction and Equipment of Buildings

BURGESS (ANNIE P.) FUND:

Legacy from the estate of Mrs. Annie P. Burgess. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1913 \$66,363.64

GIBBES FUND:

Legacy from the estate of the late Emily O. Gibbes. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1908 223,193.44

KENNEDY (JOHN STEWART) FUND:

Legacy from the estate of the late John Stewart Kennedy. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1910 47,683.24

SAGE (RUSSELL) MEMORIAL FUND:

Legacy from the estate of Mrs. Russell Sage. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1920 506,158.95

\$843,399.27

TAX VALUATION OF BARNARD COLLEGE PROPERTY
FOR THE YEAR 1930-1931

Lot No. 1, Block No. 1992, 119th-120th Streets and Claremont Avenue
and Broadway

	1930	1931
Land	\$750,000.00	\$800,000.00
Building	250,000.00	275,000.00
Total	\$1,000,000.00	\$1,075,000.00

Lot No. 1, Block No. 1989, 116th-119th Streets and Claremont Avenue
and Broadway

Land	\$1,950,000.00	\$2,025,000.00
Buildings	1,250,000.00	1,250,000.00
Total	\$3,200,000.00	\$3,275,000.00

Lot No. 27, Block 1989

Land (Garden)	\$850,000.00	\$900,000.00
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as furnished by the Department of Taxes and Assessments, August 5, 1931.

FINANCIAL REPORT
OF THE
COLLEGE OF PHARMACY
1930-1931

COLLEGE OF PHARMACY—INCOME AND EXPENSE ACCOUNT—1930—1931

RECEIPTS		DISBURSEMENTS	
Balance, July 1, 1930	\$76,288.52	General Purposes:	
Tuition Fees and Deposits	205,717.53	Educational Administration	\$141,198.63
Membership Dues	475.00	Business	15,787.50
Bank Interest	2,013.76	Building Maintenance	20,626.83
Miscellaneous	1,514.24	Student Activities	6,020.69
		Library	634.60
		Educational Supplies	13,526.93
	\$286,009.05		\$197,795.18
		Prizes	700.00
		Annuity Insurance	11,150.13
		College Publication	1,500.00
		Refund of Fees	1,494.00
		Trustees Special Action	747.45
		Pension	2,517.96
			18,109.54
		Investment of Surplus	19,683.43
		Miscellaneous	77.33
		Balance June 30, 1931	19,760.76
			50,343.57
			\$286,009.05

COLLEGE OF PHARMACY—BALANCE SHEET—JUNE 30, 1931

ASSETS		LIABILITIES	
Real Estate:		Plant Fellowship	\$23,239.29
Land	\$150,000.00	Seabury Scholarship	7,372.33
Building	350,000.00	Breitenbach Fund	39,638.16
	<u>\$500,000.00</u>	Inheritance Fund	8,423.87
Equipment:		Students Loan Fund	1,369.34
Library	50,000.00	Dotime Prize Fund	2,111.78
Museum and Herbarium	20,000.00	Olshanky Medal Fund	577.40
Furniture and Fixtures	78,247.00	Hostmann Memorial Fund	328.36
Apparatus and Chemicals:		Investment Fund	41,949.43
Materia Medica	41,435.70	Alumni Prize Fund	1,552.53
Pharmacy	27,558.67	Diekman Prize Fund	406.43
Chemistry	36,684.52	Depreciation	71,500.00
	<u>253,925.89</u>	Excess of Assets over Liabilities	732,769.46
Investment Funds:			
Bonds	108,600.00		\$931,238.38
Savings Banks	18,368.92		
	<u>126,968.92</u>		
Cash:			
General Funds	50,343.57		
	<u>50,343.57</u>		
	<u>\$931,238.38</u>		

FINANCIAL REPORT
OF
TEACHERS COLLEGE
1930-1931

TEACHERS COLLEGE

DEBITS

ENDOWMENT ASSETS

Investments Consolidated:

Bonds, Stocks and Mortgages	\$3,207,799.01	
Due from Plant	1,334,279.81	
Cash Awaiting Investment	1,085.89	\$4,543,164.71

Invested Separately:

The Lincoln School Endowment:

Bonds, Stocks and Mortgages	\$2,999,753.20	
Cash Awaiting Investment	1,374.22	\$3,001,127.42

Total Endowment Assets \$7,544,292.13

STUDENT LOAN FUND ASSETS

Student Notes Receivable	\$113,630.04	
Cash Available for Loans	18,627.40	

Total Student Loan Fund Assets \$132,257.44

PLANT ASSETS

Educational Plant Assets:

Land, Buildings and Equipment	\$8,130,026.12	
Investments	24,875.00	
Cash	3,862.33	\$8,156,763.45

Dormitory and Dining Hall Plant

Land, Buildings, Equipment	\$2,463,476.82	2,463,476.82
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Total Plant Assets \$10,622,240.27

CURRENT ASSETS AND DEFICITS

Assets of Funds for Designated Purposes:

Cash	\$18,434.79	
Investments, Teachers Retirement Funds	311,443.37	
Investments, Current Funds	188,063.72	
Parents Publishing Association Stock	100,110.00	
Accounts Receivable, Welfare Fund	2,574.00	\$620,625.88

Assets and Accounts, General Funds:

Cash	\$43,732.31	
Advances and Accounts Receivable	98,723.14	
Inventories of Foods and Supplies	41,620.54	
Bureau of Publications, Net Assets Other than Cash	124,367.44	
Deferred Expense	7,825.50	
Investments	120,246.28	
Accumulated Deficits	59,995.26	\$496,510.47

Total Current Assets and Accounts \$1,117,136.35

TOTAL BALANCE SHEET DEBITS \$19,415,926.19

BALANCE SHEET, JUNE 30, 1931

CREDITS

ENDOWMENT FUNDS

Funds Invested as a Whole:

General Endowment Funds	\$3,520,895.60	
Restricted Endowment Funds	953,599.55	
Endowment Profit and Loss	68,669.56	\$4,543,164.71

Funds Invested Separately:

The Lincoln School Endowment Fund . . .	\$3,000,000.00	
The Lincoln School Endowment Profit and Loss	1,127.42	\$3,001,127.42

Total Endowment Funds \$7,544,292.13

STUDENT LOAN FUNDS

Loanable Principal	\$132,257.44	
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Total Student Loan Funds \$132,257.44

PLANT FUNDS AND LIABILITIES

Educational Plant:

Capital from Gifts and Accumulations . .	\$8,058,763.45	
Due to Endowment	100,000.00	\$8,158,763.45

Dormitory and Dining Hall Plant:

Capital Accumulated from Earnings . . .	\$1,079,197.01	
Due to Endowment	1,234,279.81	
Mortgage Payable, Whittier Hall	150,000.00	2,463,476.82

Total Plant Funds and Liabilities \$10,622,240.27

CURRENT FUNDS AND LIABILITIES

Funds for Designated Purposes:

Gifts and Grants Unexpended	\$158,613.31	
Unexpended Income from Restricted En- dowments	13,920.13	
Teachers Retirement Funds	327,117.27	
Parents Publishing Association Fund . . .	100,110.00	
Reserve Against Investment Loss	6,651.98	
Welfare Funds	5,334.89	
Reserves for Designated Purposes	8,878.30	\$620,625.88

Funds for General Purposes:

Surplus Accounts	\$182,980.70	
Working Capital	183,599.81	
Current Liabilities, Prepayments and De- posits	129,929.96	\$496,510.47

Total Current Funds and Liabilities \$1,117,136.35

TOTAL BALANCE SHEET CREDITS \$19,415,926.19

SUMMARY OF INCOME AND EXPENSE

1930-1931

	<i>Income</i> 1930-1931	<i>Expense</i> 1930-1931	<i>Surplus</i>	<i>Deficit</i>
I. Teachers College	\$1,861,830.81	\$1,871,504.13	.....	\$9,673.32
II. Research Divisions				
1. International Institute . . .	122,143.32	122,143.32		
2. Child Development Institute .	105,534.73	105,534.73		
3. Institute of Educational Re- search	74,603.66	74,603.66		
4. Institute of School Experi- mentation	43,645.41	43,645.41		
5. Institute of Practical Arts Re- search	28,492.59	33,626.39	.....	5,133.80
III. Laboratory Schools				
1. Horace Mann School	283,230.90	297,447.71	.....	14,216.81
2. Horace Mann School for Boys	197,461.99	195,298.97	\$2,163.02	
3. The Lincoln School	414,520.15	405,630.19	8,889.96	
IV. Bureau of Publications	246,490.82	208,648.86	37,841.96	
V. Residence Halls	447,899.26	435,146.71	12,752.55	
VI. Dining Halls	549,201.03	548,117.40	1,083.63	
	\$4,375,054.67	\$4,341,347.48		

GIFTS, GRANTS, AND BEQUESTS, 1930-1931

ENDOWMENT

V. Everit Macy Legacy	\$500,000.00
Frank Ross Chambers Fellowship Fund	15,311.00
George Drayton Strayer Fellowship Fund	50.00
Annie W. Goodrich Lecture Fund	15.00

CURRENT PURPOSES

College

Curriculum Research	
Board of Education, Cumberland, Allegheny County, Maryland	2,000.00
Board of Education, Montgomery County, Maryland	3,000.00
State Aid for the Blind	
University of the State of New York	300.00
Normal School Education	
Carnegie Corporation	10,000.00
Instruction in Scouting	
Mr. Mortimer L. Schiff	2,000.00
Psychiatric Education	
Hartley Corporation	5,000.00
Series of Lectures on Negro Education and Race Relations	
Julius Rosenwald Fund	1,500.00
Practical Arts Research	
International Magazine Company	1,080.00
General College Purposes	
Mr. Heber Harper	100.00
Nursing Education	
The Hartley Corporation	17,000.00
Nutting Historical Society	
Students	200.00
Arthur W. Dow Scholarship	
Students	200.00
Helen Hartley Jenkins Scholarship for 1929-1930 and 1930-1931	550.00
Science Investigation Fund	
Mr. Dunlevy Milbank	7,500.00
Helen Kinne Library Fund	
Helen Kinne Club and Student Organizations	127.10
Dean's Fund for Emergencies	
Mr. Dunlevy Milbank	1,000.00
Mr. James Speyer	500.00
Mr. Frank R. Chambers	200.00

Research Divisions

International Institute	
International Education Board	100,639.20
Examination Research	
Carnegie Corporation	3,000.00
Foreign Student Fund	
Mr. Valentine E. Macy, Jr., Agent	20,000.00
Estate of Mr. V. Everit Macy	10,000.00
Vocational Guidance Follow-up	
Commonwealth Fund	9,767.50
Psychology of Learning	
International Auxiliary Language Association	2,000.00
Investigation of the Fundamental Psychology of Desires, Interest and Motives	
Carnegie Corporation	9,000.00

Internal Survey of the University of Maine, Orono, Maine	
University of Maine	3,250.00
Panama Survey	
United States of America	10,000.00
Watertown, Massachusetts, Survey	
School Committee, Town of Watertown, Massachusetts	8,000.00
Texas Survey	
Board of Education, Fort Worth, Texas	17,872.51
Institute of Practical Arts Research	26,762.73
Child Development Institute	
Laura Spelman Rockefeller Memorial	100,000.00
Institute of School Experimentation	
Mr. John D. Rockefeller, Jr.	10,000.00
Rural Experimental Schools	
Keith Fund	5,750.00
Rural Radio Education	
Keith Fund	7,500.00

Laboratory Schools

Horace Mann Elementary and Girls' High School	
Parents Association	125.00
Mr. Herbert Lehman	320.00
Horace Mann School for Boys	
Mr. C. Salant	1,000.00
Mr. Emil Mosbacher	250.00
Mr. Julius Buchsbaum	1,000.00
Mr. Walter Pforzheimer	250.00
Mr. Lawrence Marx	250.00
Mr. Maurice Goldman	500.00

Student Loans

Jackson Heights College Women's Club	100.00
Physical Education Student Organization of Teachers College	100.00

Total Gifts, Grants, and Bequests Received During Year 1930-1931 \$915,090.04

FINANCIAL REPORT
OF
ST. STEPHEN'S COLLEGE
1930-1931

ST. STEPHEN'S COLLEGE—INCOME AND EXPENSE ACCOUNT—
GENERAL FUNDS

FOR THE YEAR ENDING JUNE 30, 1931

INCOME FROM ALL SOURCES		EXPENSES	
From Student Fees	\$86,849.89	Educational Administration and Instruction	\$144,562.33
From Endowments	15,287.93	Buildings and Grounds Maintenance . . .	38,222.79
From Receipts for Designated Purposes	26,287.48	Library	6,084.00
From Miscellaneous Sources	83,197.12	Business Administration	30,412.31
		Annulities	900.00
			<u>220,181.43</u>
		Plus adjustment applicable to prior year . .	1,553.39
			<u>\$221,734.82</u>
		Deficit being excess of Expense over Income for Maintenance for the Fiscal Year ended June, 1931	<u>10,113.30</u>
	<u>\$211,621.52</u>		<u>\$211,621.52</u>

